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**An After School Program to Reduce Teen Violence, Recidivism, and
Prepare Teens for the Workplace in Douglas County, Georgia**

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Fall 2010

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Chapter 1. Introduction

Douglas County Georgia is located twenty miles due west of Atlanta, deeming it a metropolitan Atlanta area. While many parts of the county are considered rural, with vast farm land and acreage, there are many urban influenced sections in the county, particularly within the Douglasville city limits. Currently, more than 50% of the world's population lives in an urban area (World Health Organization 2010). The urbanization of traditional rural areas creates changes in lifestyles, social behavior, and health. These changes can particularly be seen in relation to environment, violence and injury, and non-communicable diseases. The Census Bureau estimated the population of Douglas County to be around 124, 495 in 2007 (Douglas County). As of September 1, 2010 enrollment in Douglas County high schools was estimated to be between 7800 and 7900 students in the ninth through twelve grades. This number can be broken down into 7658 from the Douglas County public school system and approximately 230 from the three largest private schools. These numbers were obtained from the offices of the Douglas County Board of Education, Colonial Hills Christian School, Harvester Christian Academy, and Heirway Christian Academy.

School hours in Douglas County are determined by the individual schools (Douglas County School System). Elementary school start times range from 7:15am to 8:00am with a release time between 2:40pm and 2:45pm. Middle school start times range from 7:30am to 8:30am and release times of 3:30pm to 3:40pm. High schools are more standard with start times of 8:30am and 8:35am and a release time of 3:30pm. During the time in which students are in school, their activities are closely monitored and supervised. However, this is not the case for after school. According to the Georgia Afterschool Investment Council, at least half of Georgia's school aged children are away from parents and guardians between the hours of three and six pm

and in the summer. Many students are required to spend the hours after school without adult supervision. There are some available options, such as daycare for elementary students. However, teenagers have been found to have fewer options (Forum for Youth Investment 2003). It has been found that most at-risk behaviors teens exhibit occur between the hours of 3 pm and 6 pm, or the hours between the end of school and when adult supervision returns home (Fight Crime, Invest in Kids 2009). There is a need for constructive, supervised activities to be presented to this group of teens in order to reduce at-risk behaviors.

Public school systems continue to eliminate technical programs from high schools, particularly in light of the failing economy (Brewer 2004). Programs that had previously been mainstays, such as woodshop, cosmetology, graphic design, printing, and horticulture, are now unavailable. The reasons for their removal can be attributed to budgetary problems and a shift in thinking from work force preparation of students to a more college preparatory route. However, not every graduate plans to attend college, especially low income, disadvantaged teens. Having only received instruction in high school based on college entry, they are now without entry-level skills to earn valuable and sufficient employment. These subjects and trades could be incorporated into an after school program (ASP) focused on providing students with activities that occupy their time after school in a safe, productive environment.

Currently when a juvenile is found guilty of a minor crime, the punishment is probation, community service, and often court ordered therapy. For fiscal year 2009, Douglas County had a higher average daily population of juveniles on probation versus any other type of intake, with a daily average of 335 (Georgia Department of Juvenile Justice). Short term programs had a daily average of seven days, and commitment programs, such as youth detention centers had a daily average of 33. However, the rates of recidivism do not suggest that these methods are working.

In 2006 the Georgia Department of Juvenile Justice released a report detailing program recidivism for the years 1998-2005. They studied the percentage of released youth that reoffended during a follow-up period of either one year, two years, or three years. Data was also released regarding time-to-failure (TTF), or the measure averaging the number of days between the release date and the first new offense. A rate of increase or decrease was determined based on a comparison of the 2005 rates to the rates from 1998-2004. Three year recidivism rates showed an increase of 4.9% for those who participated in probation. Short-term programs showed a decrease of 9.5% in recidivism. Regular commitments showed a decrease of 5.4%. Youth detention centers, felon commitments, and non-secure residential commitments showed no change in recidivism. Short-term programs showed an increase of 41 days, while regular commitments showed an increase of 12 days. Again, probation and youth detention centers showed no significant change in TTF. Probation is not positively affecting juvenile offenders by aiding in the decrease of repeat offenders, neither are youth detention centers. Douglas County is classified as Region 3, which released just over 26,000 youth and had a three year recidivism rate of 41.3%, the second highest rate out of five regions.

Criminal activity is not the sole pathway in which a youth may receive punishment. In the state of Georgia a parent or guardian is allowed to turn a juvenile over to the department of justice as an unruly child (Georgia Department of Juvenile Justice). An unruly child is defined as a child who is truant from school, disobedient of reasonable commands made by parents or guardians, runs away from home, wanders the streets between midnight and five am, possesses alcohol, disobeys court order supervision, commits a delinquent act, and therefore is in need of supervision, treatment, or rehabilitation. In some cases, parents simply take their child to the police station, complete a form, and the child is placed under court supervision in some fashion.

These youth receive the same penalties as those that commit a crime. More than 100,000 teens are held in custody every day, with costs ranging from \$100 to \$300 per day (Peterson 2006). One third of teens detained are charged with what are considered status crimes, such as running away and truancy. These are the same offenses an unruly child may be charged with.

The goals of the proposed program are to provide a safe alternative to self care during out-of-school time, improve academic performance, improve self attitudes and behaviors, and prepare participants to become active and successful community members. Suggested policy implications are ways to offer the program as a means of constructive consequences for juvenile delinquents.

The goals of the following proposal are threefold. The first is to review existing ASPs and violence prevention programs that may be adapted for implementation in Douglas County. The second is to use information gathered to develop an ASP to reduce delinquency, recidivism, and prepare juveniles for the workplace. The third and final aspect is to consider resources, policy, and evaluations that would enhance program implementation and sustainability.

Chapter 2. Literature Review

According to the Centers for Disease Control and Prevention, homicide is the second leading cause of death amongst people aged 15 to 24 years old. However, fatality is not the only outcome. For every violence-related death, there were 111 nonfatal injuries for the same age group. In 2007, a national sample of youth grades 9-12 reported that 35.5% had been a physical fight in the 12 months prior to taking the survey. Males were more likely to have been in an altercation than females (44.4%, 26.5% respectively). 18% reported carrying a gun, knife, or a club within the 30 days preceding the survey, once again with males being more likely, reporting at 28.5% versus females at 7.5%. Most of these incidents occurred someplace other than school and outside of school time. The cost of this violence is upwards of \$70 billion each year in the United States. The Georgia Department of Juvenile Justice Service Population Forecasts outlines eleven classes of the most serious offenses that a juvenile has committed. Of these eleven, ten classes were estimated to produce growth for the fiscal years 2007-2011. Violent offenses were projected to increase by 33%, 615 total per year, 450 of those male and 165 females.

Parental monitoring has been described as a make up of three types of involvement (Stattin and Kerr 2000). The first is parental control, in which parents attempt to direct adolescent's behavior through rules and restrictions. The second is solicitation, which describes the parent's active efforts to obtain knowledge from their children. Finally, disclosure is the inclination of the child to truthfully and willingly give parents information about their lives. Parental monitoring has been shown as an effective strategy for inhibiting antisocial behavior when adolescents resist or challenge parents' rules and authority (Larid, Marrero, and Sentse 2009). A study of a central Alabama school district found that adolescents exposed to larger amounts of parental monitoring were associated with a lower rate of fighting (Wright and

Fitzpatrick 2006). Poor parental monitoring and inconsistent discipline has been linked to delinquent and violent behavior (Capaldi and Patterson 1996). Poor monitoring has also been linked to an increased risk of adolescents associating with friends who are substance abusers (Kiesner, Poulin, and Dishion 2010). Poor parental monitoring and a lack of supervision allow youth freedom to make choices with negative consequences and to associate with those behaving in a destructive manner. An ASP provides a medium in which youth are supervised and gaining life skills.

ASPs have been shown to impact a broad range of areas of a participant's life. A study of a positive youth development program to prevent substance abuse in an urban after school setting showed that adolescents that participated in the program were more likely to view drugs as harmful (Tebes 2007). An after school setting was chosen for this study because it provides a unique opportunity, in a setting similar to school but not as restrictive. Even programs that do not focus on academics and social attitudes still impact these areas. For example, a study of Chicago's After School Matters program found that while the goals of the program were to acquire workplace skills and learn of career opportunities, academic improvement occurred as well. Participants showed fewer course failures, higher graduation rates, and lower dropout rates (George 2007). Graduation rates are not solely determined by poor academic performance or perceived laziness of the student. They are impacted by lack of connection or engagement with the school, economic stress, low self-esteem, frequent moves, high absenteeism, teen pregnancy, or involvement with alcohol, drugs, and crime (Georgia Afterschool Investment Council). The state of Georgia class of 2007 had 59,000 high school dropouts. If these students had graduated, their collective lifetime earnings would increase by over \$15 billion (Alliance for Excellent Education 2007). The state would also save \$746 million in Medicaid payments and uninsured

healthcare costs. A mere increase of 5% graduation rate, among males alone, would show a \$276 million savings and revenue increase due to reduced crime and increased earnings. ASPs have shown to be effective prevention and intervention tools by creating positive opportunities and attitudes. Participants in these types of programs are more likely to graduate and graduate on time.

ASPs that are based in a school are positive strategies for engaging youth in encouraging social, recreational and academic strategies (Grossman 2001). Participation in ASPs has also been found to significantly improve their feelings and attitudes, school performance, and behavior (Durak and Weissberg 2007). An ASP is often defined as any school or community based activities in which children or youth participate that occur between the hours of three and six pm. This field has been expanding for the past two decades as these programs become more and more relied on by parents and others to provide supervisory care for their minors. The overall goal of ASPs is the betterment of the children and youth that participate. This main goal is divided into four parts: improvement of academic skills, improvement of civic and social skills, improvement of individual and community safety, and provision of care.

ASPs that focus on specific skills are most effective when they utilize activities that are sequential, active, focused, and explicit, or SAFE (Granger 2007). Sequential activities are ones that use a pre-established set of activities to work in a specific order to accomplish a goal. Active learning techniques have some component in which the participant must complete a task to acquire a skill. Focused activities have a specific personal, academic, or social development center. Explicit components signify that there is a specific objective that the activity hopes to accomplish. They also grouped studied programs according to the program effects, focusing on three areas: school performance, social behaviors, and attitudes and beliefs. Their research found

that ASPs that utilized the SAFE features showed positive effects for 70% of the outcomes studied. Programs that utilized the evidence-based skill training approach of SAFE were able to produce benefits in academics, feelings and attitudes, and behavior. Programs that did not use an evidence-based approach did not show success in any of those same three areas.

The after school focus on high school teens has been largely nonexistent (Forum for Youth Investment 2003). However, with developments in policy related to No Child Left Behind, high schools are now eligible for ASP grants, and are now receiving some attention. This development raises the following questions: what activities are teenagers participating in after school since there aren't many constructed programs, what would make a teen want to participate in a program, what barriers are there to participation, and what type of activities do they need for a program to be applicable and successful. This age group faces obstacles to participation that younger groups do not encounter. Many high school students find their after school time occupied with part time jobs, extracurricular sports, arts, and club activities, or community service with churches and other organizations. However, the needs of many young people are neglected, with large portions of time in which they have no constructed activities. As a teen gets older, the measure reporting having an activity to participate in decreases; two-thirds of 13-15 year olds are occupied during out of school time, only half of 16-17 year olds, and a mere one-third of 18-19 year olds (Sipe 1998). Another decrease as a teen gets older is the number of available out of school opportunities. While the opportunities through school increase, those students that are not employed, do not play in sports, or are in a club have fewer structured choices in which to participate. In a national survey, half of teens surveyed said they wish there were more opportunities and two-thirds said that if they were more available, they would participate (YMCA of the USA 2001).

There are many suggestions for areas of policy development. Durak and Weissberg define five areas for policy development: the case for supporting ASPs, the need to work on program improvement, using outcomes to guide the programming, the need to develop and have accountability systems, and interventions for improving program quality. A part of the case for supporting ASPs is to ensure that there is proper funding set aside to develop and maintain the programs. Many ASPs are limited to the number of students they can help due to financial restrictions. If a particular area does not receive funding in the budget, it cannot function to its fullest potential. Policy makers must be aware of the importance of ASPs in order to make certain programs receive funding through the budgetary process.

Beginning in the post Great Depression Era, government began to perform many of the functions that were commonly executed by charities (Carlson-Thies 2009). As time went on, these activities shifted back to the private sector, only now the private nonprofits and community groups, including faith-based organizations (FBO), were conducting these activities under the direction of the government. During his administration, President George W. Bush attempted to make a change in the relationship between government and the private sector. The goal was to change the dynamic from the private sector essentially working for the government to something with more of a partnership quality. President Barack Obama, even as the opposing political party, recognized the benefits of the faith-based initiative. In February of 2009 he announced the creation of the Office of Faith-based and Neighborhood Partnerships (White House). This office manages 12 Federal Centers for Faith-based and Community Initiatives. These Centers coordinate partnerships between government agencies and local FBOs, grassroots organizations, nonprofits, and other community groups. This office provides a basis for governments and nonprofits, or faith-based groups, to work together for the greater good of society.

There are numerous programs that currently exist with components related to academic achievement, workplace readiness, and violence prevention (Find Youth Info). However, there is not a program in which all three components are present.

After School Matters (ASM) is a Chicago program in which students receive job training in sports, technology, and communications during out of school time (George 2007). The goals of the program are to foster positive relationships with adults, acquire workplace skills, to learn about career opportunities within their own neighborhood, and to value these skills at a level high enough to urge them to academically perform. Students are required to submit an application and are selected based primarily upon school attendance and academic performance. Participating students receive a stipend for the work that they produce in hopes of encouraging low-income students to apply.

Research conducted on the academic outcome has indicated that participants show an increase in academic performance, school attendance, and a decrease in dropout rate. However, the students that traditionally apply for the program are those that already display these qualities. Also, students are required to attend school on the days in which they attend their ASM apprenticeship. This calls to question the significance of the increased attendance motivation. Do these students have better attendance because they merely want to attend their apprenticeship and it is required, or has the program affected their mindset and they now realize the value of school attendance? The short term outcome is the same, increased attendance, but if the sole motivation is program participation, the long term outcome differs once program participation stops.

After School Matters provides participants with valuable workplace training that will provide more options for low-income students. The program offers an incentive of stipends to attract those who are in greater need to this type of program. While this may persuade low-

income students to participate, it provides obstacles to program availability. In offering stipends, the program becomes more expensive than if it offered the apprenticeships with no monetary income. This substantially increases the costs of operating the program, as well as finding job site hosts who are able to contribute not only time, but finance as well.

Aggression Replacement Training (ART) is a violence prevention program targeted towards those aged 12-17. It combines three components of Structured Learning Training, Anger Control Training, and Moral Reasoning. The components use modeling, role-playing, discussion, and shared experiences to teach participants to control impulsiveness and anger by using more socially accepted responses. ART is administered to groups of 8 to 12 juveniles for one hour a day for 3 days a week for 10 weeks, totaling 30 hours of intervention. Two studies of the program revealed that ART was an effective intervention of incarcerated juveniles, showing enhancement of pro-social skills, reduced impulsiveness, decreased frequency of misbehavior, and enhanced levels of moral reasoning (Goldstein 1989 and Barnoski 2004). Another finding revealed that in four of six areas ranked juveniles rated superior, including home and family, peer, legal, and overall. However, the two areas where the ratings were not significantly superior were school and work-ART. This program does work effectively as a reduction of violent behaviors and recidivism in juveniles. Juveniles who received ART while incarcerated were rearrested less than those that did not receive the program.

While ART does an effective job of decreasing juvenile violence and recidivism, it does not have components related to improving academic performance or preparing them for the workplace. The program reduces the violent tendencies, but neglects preparing participants for other aspects of life outside of incarceration, such as job skills. This type of program would be valuable to integrate into a comprehensive program as the counseling or therapy portion of the

proposed after school program. This type of curriculum would be appropriate in an after school setting due to the amount of sessions, the length of sessions, and the size of the group.

San Diego County Breaking Cycles (Breaking Cycles) consists of two components, prevention and graduated sanctions. The prevention portion is targeted towards juveniles that have not yet had an encounter with the juvenile justice system but are at risk for such an event. Some of the problem behaviors displayed are disobeying parents, truancy, running away from home, or drug and alcohol experimentation. Juveniles are also able to refer themselves to the program if they feel they are experiencing neglect, abuse, or other problems at home. A Community Assessment Team assesses the needs of the juvenile and provides services or referrals to reduce the behaviors.

The graduated sanction portion attempts to prevent repeated acts of delinquency by combining sanctions with treatment. A screening committee determines whether a juvenile will enter the program based upon the offense committed, prior criminal history, and other personal, family, and social characteristics. If a youth is entered into the program, he is evaluated at the detention center for 10-14 days on educational performance, mental health, dependencies, strengths, and future goals. A plan is then developed by a selected team, involving the parents and the juvenile is placed in an appropriate facility. The youth may be released into less restricted environments as goals are met according to the weekly reassessments based on progress made and public safety threats.

The prevention portion of the program showed no real difference when weighed against a comparison group (Burke and Pennell 2001). However, the graduated sanction section revealed significant differences between the treatment group and comparison group. Those involved in the treatment program were less likely to have a referral to probation and more likely to be enrolled

in school. These youth were also more likely to abuse drugs and alcohol before the program but less likely to do the same after. If a program such as this, that is not traditional incarceration or probation, has been shown effective, there is a possibility that a similar program may work. However, a less restrictive program would be required for those that fit the targeted population for both the prevention and graduated sanction portions of the program. The juveniles targeted in the prevention program, combined with first time offenders of misdemeanors similar to those targeted in the graduated sanctions portions, only with lesser crimes, could benefit from a multidisciplinary program that replaces the traditional punitive actions. Breaking Cycles has been found to work in a comparable fashion for more serious offenders, the programs sanction may succeed with slighter crimes.

Bridges is a program funded by a federal grant, operated by the Douglas County School System, open to all high school students (Bridges, Douglas County Schools). The goal is to improve the graduation rate and to prepare students for either further education or a career. Components of the program include after school tutoring, open media center and computer lab, graduation test review, mentoring, Shadow Day, parent meetings, freshman summer camp, field trips to colleges and college fairs, and various other activities. This program focuses mainly on academics and college preparation. There are no elements directed towards teaching life skills or trades that can help students earn jobs post graduation. The program is primarily targeted towards students planning to attend college, which does not include many low-income, at risk students. Bridges also does not contain any elements related to social skills, counseling, or violence prevention. Many of the academic components of Bridges would be beneficial to incorporate into an additional after school program with a broader scope. Students that are involved in an ASP require some amount of focus on academics, and activities such as tutoring,

graduation test review, mentoring, and college fairs are all useful methods of ensuring that academics receive proper attention.

Broader Urban Involvement and Leadership Development (BUILD) is a Chicago program designed to prevent gang violence by reaching out to juveniles by providing alternatives to violence. The program sends out trained street workers to establish relationships with gangs and become positive role models. After school activities, such as sports and other recreational events are organized for those at-risk or already involved in gangs. A violence prevention curriculum is designed and delivered in both local schools and the juvenile temporary detention center. Career training, college counseling, and financial aid is also offered to students from low-income schools. There also exists a broader community component in which initiative and coalitions are formed between BUILD and corporate sponsors, community leaders, parents and activists.

A study conducted of the violence prevention curriculum delivered in the juvenile detention center showed that those that received the program had significantly lower rates of recidivism, with a difference of 33 percent of participants to 57 percent of non-participants (Lurigio, Bensiger, and Thompson 2000). If a BUILD participant did recidivate, the average time to recidivism was less than that of non-participants, 9.6 months as compared to 7.6 months, respectively.

BUILD contains two of the three desired components of the proposed ASP, career training and violence prevention. However, the program does not contain a focus on academics, only a college counseling component. Students, whether tracked for college or career after graduation, need academic assistance in order to reach graduation. This is a vital aspect to a program geared at overall improvement of the juvenile. This program does integrate valuable

aspects involving violence prevention curriculum both in school settings and detention centers. This curriculum may be advantageous as it is targeted towards juvenile offenders, much as it would be in the proposed ASP. Also, BUILD recognizes the value of sports and recreation as a means of occupying free time in a positive manner that can foster encouraging relationships. These are both sections that could prove valuable in an ASP.

Peace Works is violence prevention curriculum that aims to give students the skills to resolve conflicts peaceably. The goals of the program are to promote students behavior through conflict resolution, enhance the school environment, teach parents problem solving and anger management, and improve parent's affiliation with the school. Six components make up the curriculum: communication building, rules for fighting fair, understanding conflict, the role of perceptions, anger management, and effective communication. Modules are designed for six age groups from prekindergarten to twelfth grades, with 16 to 48 lessons per year. These lessons are designed to be administered in a school setting.

There are no thorough studies evaluating the effectiveness of the Peace Works program. The one study conducted only focuses on elementary and middle school students (Barnett et al. 2001). The results show significant increases in pro-social behaviors and a reduction in demanding and disruptive behavior, but these same results were found in the control school. No results were collected from the parent portions of the program. However, the recognition that parents play a role in how a juvenile views violence and conflict is a valuable aspect of Peace Works. The integration of parent involvement would be a beneficial portion of the ASP. If parents become engaged in the program, they may gain conflict resolution skills in time with the juvenile, thereby decreasing violence and conflict in the home. Also, parent involvement may

produce a positive attitude towards the program for the parent, thereby encouraging the juvenile to continue participation with a positive outlook.

Positive Action is an evidence-based program that frames its curriculum upon the premise that a person feels good about themselves when they perform positive actions in a positive way through everything, creating a thoughts lead to actions lead to feelings circle. This program has been implemented with all K-12 ages, genders, ethnicities, and locations. It has been used in ASPs, detention centers, schools, youth programs, FBOs, and various other institutions or programs targeted towards at-risk and disadvantaged families and communities. Studies have shown that schools using Positive Action have reduced disciplinary referrals and higher levels of achievement (Flay, Allred, and Ordway 2001). The more of the curriculum a student receives, and for a longer period of time, the more effective the program is. The program has a primary focus of improvement of social abilities and reduction of high risk behavior with no academic or career components. However, it is a valuable resource because of the variety of settings in which it has been used. It has been utilized previously in an ASP, thereby it is already designed and would require little to no modification to use.

Supporting Adolescents with Guidance and Employment (SAGE) is a violence prevention program targeted towards African-American adolescents aged 12-16. There are three main components: Rites of Passages, summer jobs and training and placement, and an entrepreneurial experience. The Rites of Passages portion is a series of seminars held over 8 months that aims to develop a sense of cultural and ethnic pride as well as promoting self-esteem, positive attitudes, and avoidance of risky behaviors. The second component is summer job placement in desirable worksites. The third is a tool to teach how to develop and operate a small business from start to finish, including the creation of a product. Evaluations of the

program provide preliminary evidence that participation in the program can reduce the likelihood of violent and other high risk behaviors (Flewelling et. al 1999). This program provides the evidence that career and job training are valuable tools towards violence prevention. The incorporation of job skills and training is a positive means to both decrease violent behavior and prepare participants for the workplace.

The Georgia Department of Juvenile Justice operates youth wilderness development programs. These outdoor treatment programs are alternatives to placement in a Youth Development Campus. These programs are operated by private partners and are short term with follow up contacts. This program is similar in the area that it is a method of non-traditional repercussions for a juvenile delinquent. These types of programs use ropes courses and outdoor experiences to urge teens to move out of their comfort zones and discover a depth about who they are and who they want to become. It also strives to increase self-esteem and teamwork skills. While these are valuable skills that juveniles may use to inspire personal development, the treatment is short term and narrowly focused. A short, compressed version of this program could be beneficially incorporated into an after school program as a field trip or possibly a weekend trip for advanced participants.

Table 1: Summary of Existing Programs

Program Name	Age of Participants	Academic	Violence Prevention	Employment	All Three
After School Matters	14-18	No	No	Yes	No
Aggression Replacement Training (ART)	12-17	No	Yes	No	No
Breaking Cycles	12-17	No	Yes	No	No
Bridges	14-18	Yes	No	Yes	No
Broader Urban Involvement and Leadership Development Program(Build)	10-17	No	Yes	Yes	No
Peace Works	4-18	No	Yes	No	No
Positive Action	5-18	No	Yes	No	No
Supporting Adolescents with Guidance and Employment (SAGE)	12-16	No	Yes	Yes	No
Wilderness Program	12-18	No	Yes	No	No

The Centers for Disease Control released a sourcebook entitled “Best Practices of Youth Violence Prevention.” This book offers four strategies to prevent youth violence: parent and family based, home visiting, social-cognitive, and mentoring. The type most closely related to the proposed ASP is the social-cognitive intervention. The first step is to identify the populations that the program will target. The second is to consider the demographics of the targeted participants. The next step is to select a setting in which to house the program. Another aspect discussed is to involve the community in the development of the program, such as schools, parents, and others. Clear goals and objectives should be determined for the program outcomes and the implementation. The next action is to select the intervention that will best fit the targeted population and gather the materials. The following steps are implementation measures and follow through of the program. They included selecting and training staff, recruiting participants, implementing the program, monitoring progress and quality, and evaluating outcomes.

Chapter 3. Program Design

General Program Information

Following the CDC Best Practices guidelines, the first element of program implementation is identifying the target population. This ASP is targeted towards high school students, grades 9-12, ages 14-18. This program will target those teens that have already had an encounter with the juvenile justice system for a minor offense, or have been labeled as an unruly child. It will also target at-risk populations referred from schools, such as truant or high discipline referral students. The program would preferentially be located in a faith-based organization. Some FBOs possess already established infrastructure to house a program of this nature. This would save not only money, but time to get the program running and functional. Multiple community groups should be involved in the development implementation of the program because they will have active roles in its functioning. These groups are the FBO, schools, juvenile justice system, and parents.

The goals of the program are to prevent teen violence, reduce recidivism, and foster workplace preparedness. Another objective is to offer an alternative way to spend out of school time that keeps them safe and gives them skills that would not otherwise be available for them to learn.

In the initial stages, the participant capacity would be limited by the sponsoring FBO, as well as awareness of the program's existence in the community. A base number to begin would be anywhere from 25-50 participants. As the program matures and becomes a more established asset of the community, participants may increase to 100-150, depending on the physical space available and staff size.

Participants would have three options of attendance in the program. There would be a two day a week track, where participants would only attend on Tuesday and Thursday. A three day a week track, where attendance would be Monday, Wednesday, and Friday. And finally, a five day a week track where participants would attend every day after school. Track placement would depend on the reason for enrollment in the program and if their involvement is court ordered for a specific time.

Staffing the program would mainly be through volunteers. If funding allows, there may be a position available for director and/or coordinator of the program, as well as a licensed counselor. The majority of the workload will be handled either through volunteers or FBO staff. There should also be some form of security, due to the potential use of the program as a form of treatment for delinquent juveniles. Most of the crimes committed to result in enrollment in the program should be minor, but the liability is potentially too great to not provide prevention. This role needs to be filled through very careful consideration. Teens do not need to feel like the focus of the program is to keep communities safe from them, but to feel like they are being kept safe. They also do not need to feel as if they are being heavily monitored, but merely supervised. Having an officer in a uniform guarding them is comparable to being guarded at a youth detention center. Creating an atmosphere in which a feeling that the adults are anticipating the participants continuing delinquency and misbehaving counteracts the goal of the program. This role may be filled as an additional duty for a few volunteers, or as a quality necessary in the director. Table 2 provides a summary of the staff position descriptions and duties.

In addition to the daily operating staff, a board of trustees or directors needs to be established to ensure that the interests of all parties are equally represented. This board should consist of one to two representatives from each of the following groups: the sponsoring FBO,

county juvenile justice department, local high schools, students from the targeted population, and the director of the program. If all parties are working together for the best interest of the program and its participants, the likelihood of success becomes greater.

Table 2: Summary of Staff Positions and Respective Duties

Staff Title	Description and Duties
Director	<ul style="list-style-type: none"> -Full-time, 40 hrs per week -Daily operation of program -Delegation of tasks to other staff -Act as liaison between participating groups -Recruits volunteers -Recruits sponsors and partners -Organizes field trips
Counselor	<ul style="list-style-type: none"> -Part-time, 20 hrs per week -Must have current counseling licensure -Responsible for all therapy and counseling -Responsible for delivery of violence prevention curriculum
Driver	<ul style="list-style-type: none"> -Part-time, 20 hrs per week -Must have CDL license -Operates van/bus to transport participants from school to ASP location and then home, if necessary -Operates van/bus for field trips and off site visits -Assists in any way needed during the time of the program
Staff Member	<ul style="list-style-type: none"> -Part-time, 20 hrs per week -1 to 2 positions available -Conducts non-specialized activities, such as job application and interview skills, tutoring, sports, etc. -Act as chaperones and supervision for activities
Volunteers	<ul style="list-style-type: none"> -Conduct lessons in specialized areas, such as music, gardening, cosmetology, etc. -Assist in handing out snacks, organizing activities, set up and clean up -Act as chaperones and supervision for activities

Funding

The source of funding for this type of program would come from four main sources: government grants or funding, private grants, faith based sponsoring organization, and donations.

Government Grants

The federal government has provided a website, www.grants.gov, to assist in finding and applying for government grants that a program may qualify for. While this website provides access to information in regards to virtually every government grant offered, its search abilities are difficult to navigate and time consuming to muddle through.

This type of program, if developed appropriately, would be eligible for the 21st Century Community Learning Centers grant (U.S. Department of Education). This is a part of the No Child Left Behind Act, established in 2002. The funding for this grant comes from the federal government, but is operated by the state. The state of Georgia awards these grants for a time period of three years. Any public or private organization may apply for this grant. However, to qualify the organization must operate an out-of-school time program that provides academic assistance, additional services and activities that reinforce and complement academics, and offer families of students literacy and educational development. The program must also serve students that attend schools identified as needing improvement. Receipt of this type of grant would guarantee funding for at least three years.

The 21st Century Community Learning Center grant is not the only type of federal grant available. The Department of Labor, Department of Health and Human Services, the Department of Justice, the Department of Education, The Department of Agriculture, the Department of Housing and Urban Development, and the Corporation for National and Community Service all offer grants applicable to out-of-school time. These grants focus on a variety of topics from substance abuse prevention, youth sports programs, youth opportunities, food programs,

community development block, and Americorps. Multiple grants may be applied for and received based upon the types of activities offered in the program.

Private Grants

The government is not the only entity that provides funding for ASPs. For example, The Wallace Foundation is a philanthropic charitable organization, 501(c)(3), that provides monetary resources for ASPs. The vision and mission of the foundation is that children living in urban areas have access to good schools and quality programs outside of schools that prepare them to be active and valuable community members. They do this by offering grants to fund programs and research, then sharing the knowledge gained. One of the three main focus areas is “Out-of-School Time Learning Grants and Programs.” Programs that receive grants are said to have the following six components: a committed leadership team, a coordinating entity, multi-year planning, reliable information, expanding participation to reach all children who need to be reached, and a commitment to quality.

Other organizations, such as the William T. Grant Foundation, the W. K. Kellogg Foundation, the W.H.O. Foundation, and many others all offer grants to groups focused on education and ensuring students have the skills necessary to become active and proficient community members. Organizations can also be found at www.foundationcenter.org. This is a comprehensive website that provides an online directory to foundations that fund programs and offer grants. There is a monthly fee for access to this service.

Faith Based Organization Hosting the Program

The responsibility of the FBO is dependent upon the size of the organization. The main responsibility is providing the physical space for the program to take place. They may also be

responsible for some staff and provision of whatever supplies they would be willing and able to donate.

Donations

Funding and supplies may be received in the form of in kind donations. These donations may come from local businesses and well as individuals in the community. The main type of donations will be in supplies for the different activities offered. Many of the activities require tools and supplies, such as art supplies, sewing machines, and gardening tools. Also, many local businesses may be willing to donate goods or services in exchange for advertisement or sponsorship advantages.

Budget (Annual)

The following tables represent proposed budgets for the first year of the program. There are two budgets presented in each table for the full operation of all suggested parts of the program. The first listed in the “ideal” column is the budget for the average running of the program at a comfortable level. The second budget offered as “minimum required” is the cost of operating the program on the least amount of funding possible. The budgets presented in Table 3 do not account for the donation of supplies by the FBO or other community members. Therefore, the budgets are the maximum amount that would be needed for each circumstance. Salaries for the staff positions were estimated based upon the national average for these positions (Payscale). An amount was allotted to volunteers for appreciation dinners and gifts. Table 4 is a proposed budget accounting for shared use of FBO supplies and property, such as church van or bus. This would be the ideal situation in which to operate the program. The total cost based upon these four proposed budgets is between \$82, 575 and \$154,900 for the initial start up year. Afterwards, the budgets may decrease after the desired amount of equipment has been purchased. Please refer

to Appendix A for a list of proposed supplies that were used as a guide to develop the following budgets.

Table 3: Proposed Budget

Type	Ideal (\$)	Minimum Required (\$)
Staff		
Director	50,000	30,000
Therapist/Counselor	20,000	15,000
Driver	12,000	9,000
Staff	10,000	8,000
Volunteers	1000	500
Supplies		
General Office	1500	1000
Snacks	10,000	5000
Tutoring	100	0
Etiquette	500	100
Gardening	350	220
Sewing	500	250
Cosmetology	500	150
Sports	550	250
Computer Technology	2000	1000
Visual Arts	250	125
Music	1000	500
Vehicle Maintenance	250	250
Utilities	25,000	20,000
Insurance		
Vehicle	2000	2000
Liability	5000	5000
Transportation		
Vehicle purchase	10,000	10,000
Fuel	1400	1400
Vehicle maintenance	1000	1000
TOTAL COSTS	154,900	110,745

Table 4: Shared Expenses with FBO Budget

Type		Ideal (\$)	Minimum Required (\$)
Staff			
Director		50,000	30,000
Therapist/Counselor		20,000	15,000
Driver		12,000	9,000
Staff		10,000	8,000
Volunteers		1000	500
Supplies			
General Office		1000	750
Snacks		10,000	5000
Tutoring		100	0
Etiquette		400	100
Gardening		300	200
Sewing		500	250
Cosmetology		500	150
Sports		200	100
Computer Technology		1500	500
Visual Arts		250	125
Music		500	250
Vehicle Maintenance		250	250
Utilities		12,000	7,000
Insurance			
Vehicle		1000	1000
Liability		2500	2500
Transportation			
Vehicle purchase		0	0
Fuel		1400	1400
Vehicle maintenance		500	500
TOTAL COSTS		125,900	82, 575

Types of Activities presented in the program

The types of activities the program provides will be broken down into two categories. The first category, Category A, is types of skills or activities that all participants will benefit from, and are therefore required. The second group, Category B, will consist of activities that are considered electives, or activities that appeal to a participant's interest. These activities would most likely be offered only once or twice a week, whereas Category A activities would be

offered more frequently. All activities strive to be SAFE, so that they will have the greatest impact.

Category A:

Tutoring

While this particular program has a focus centered on social improvements, academics are not neglected. Tutoring will be provided to ensure that all homework and school related projects are completed before any other activity. Graduation from high school or obtaining a Graduation Equivalency Diploma is crucial to self-esteem, obtaining a job, or entering secondary education. If all the allotted time is spent on activities that enhance the opportunities after high school graduation, and does not help participants reach the point of graduation, the program is preparing them for a future they will not be able to obtain. Programs such as the Bridges program have keyed into the importance of academics. Aspects of Bridges can be modified to suit the needs of this ASP.

Job Application and Interview Skills

The first impression a person makes when applying for a job is the application. If the application is not completed in a manner that best displays the candidate, the job may go to another who is equally or less qualified yet completed a more satisfactory application. It is imperative that graduates immediately entering the workforce know how to successfully fill out a job application.

Once they learn how to correctly fill out an application, they need know how to properly conduct themselves in an interview. A job candidate must be able to meet and exceed expectations that are formed based on the submitted job application. A thorough knowledge of proper interview attire, conduct, and commonly asked questions are crucial to obtaining the best

job for the participant. Mock interviews could be used to prepare participants for a real interview experience.

Etiquette

Often times, employees are required to attend meals as either part of the job interview process or for the job itself. There are many rules of etiquette that are not common knowledge in urban settings or taught in schools. The knowledge of how to properly use utensils and conduct oneself at a respectable restaurant might be the deciding factor between employee candidates. It may make the difference between which companies a client chooses to represent them. A participant may be able to gain an advantage by having the knowledge of proper etiquette and technique.

College Entrance Counseling

Often times, college is considered out of the question for the students targeted by this program. They are written off as being delinquent; they do not meet the minimum academic standards or they are financially unable to attend. Therefore, they are not informed about how to properly prepare to apply for college or any type of secondary education.

There are many steps necessary to successfully apply to and gain entry to college. Not only must student's academic scores be competitive, but there must be involvement in either extracurricular activities or community service projects. A student must also have a competitive score on either the SAT or the ACT. SAT and ACT study guides and practice tests need to be made available for those students who choose to utilize them.

Therapy

Due to the nature of participation in this program, many students have endured situations that have potentially caused mental and emotional stress. Therapy is a way of examining not only

the behaviors that have caused them to be in trouble, but also the underlying causes of why they committed the behavior to begin with. Therapy would consist of small group sessions due to limitations of time and staff.

Many of the violence prevention programs and curricula mentioned previously could be utilized in this area of the program. Positive Action would be the ideal curriculum to be used with these participants. Positive Action is not only evidence-based, but is also been used in an after school setting. It has been implemented to various types of participants, ranging in age, ethnicity, and socioeconomic statuses, and has proven effective. ART would also be a valuable resource to use as violence prevention curriculum. It is designed for the appropriate ages of 12-17 and is broken into sessions that are a suitable length for an ASP. It also offers a variety of delivery methods to maintain participant interest. This curriculum would be presented every day for groups of 10-15 youth at a time. The remaining time allotted for therapy would focus more on traditional counseling services.

A licensed counselor would need to be on staff at all times in order to handle situations that arise where a participant might confess abuse or suicidal thoughts.

Parent and Family Therapy

Many problems that land students in trouble are not completely of their own making. There should be a form of family counseling available for parents and other household members to participate and potentially better their home environment. If a problem is too large or complex, a list of referrals would be available to guide the family to a solution.

Category B:**Horticulture/Gardening**

Horticulture Therapy is a term applied to interventions involving nature and spaces associated with gardens, plants and related tools with the intention of improving health and well-being, both physical and mental (Soderback 2004).

The supplies for this activity are minimal, the largest being the parcel of land suitable to growing vegetation. Many of the other supplies, such as rakes, hoses, and seeds, can be purchased inexpensively or donated by members of the sponsoring FBO. This activity also has the potential to create an impact beyond the ASP. Participants may take home the harvest, therefore relieving a burden from the provider by supplying a portion of food for the family. This also ensures that the family is eating healthy by getting fresh vegetables. If the participants do not want to take the produce home, it can be sold to the community either through a vegetable stand or to congregation members. This would teach participants the monetary value of their efforts, as well as business skills. It would also raise funds that could be put back into the program. This would serve as a continuous activity during the planting and harvesting season. It would be substituted during the winter months with a more seasonally appropriate activity.

Sewing

Being able to operate a sewing machine is a skill that participants could learn, and later use to possibly gain employment. There are opportunities for employment in alterations shops, monogramming stores, and/or clothing manufacturers. This is also an activity in which participants would be able to have an end product to show for their effort. The completion of the art project is a method to increase self-esteem and self-worth, as a project is seen from concept to finished product, all of their own skill. A skilled volunteer would be necessary to teach this skill.

Cosmetology

The type of cosmetology activities that could occur would be limited based on licensure requirements and the expense of the equipment and products. Salon equipment is incredibly expensive and beyond the realm of a program such as this. However, a limited number of skills could be taught, such as manicure and pedicure, hair styling, and possibly hair cuts. These procedures require only small tools and no expensive, bulky equipment that would have to be stored. The limiting factor for this activity is finding a certified volunteer to come in approximately once a week and teach participants the skills. If proper licensing for the facility was received, clients could come in and participants could earn hours towards their own license.

Sports

Research has shown that involvement in sports shows an inverse relationship with the use of illicit drugs and cigarettes (Pate 2000). This is also a relatively inexpensive activity with the start up costs being the purchase of sports equipment. Many FBOs, such as churches, have a gymnasium on site, some already possessing equipment. If a sponsoring organization does not already own equipment, items such as basketballs, footballs, dodge balls, and soccer balls are relatively inexpensive.

Computer Technology

The field of computer technology is growing and enhancing rapidly. Many teenagers are already interested in technology, but low income students may not have the resources or opportunity to work with it. This activity would depend upon the correct amount of funding received. Computers are not inexpensive, and neither are the programs that participants could use to earn jobs.

Visual Arts

The visual arts consist of watercolors, oil paints, acrylic paints, photography, pottery, and other mediums. Art has been proven to offer a safe avenue for exploring life as well as offering a means of expressing emotions, both positive and negative (Wallace-DiGarbo 2006). Art is a method of engaging youth and redirecting harmful behaviors towards a more positive outlet.

The cost of this activity depends on the type of art projects undertaken. Photography is a more expensive medium, requiring advanced equipment and developing supplies. However, it may also be a field where there are more job opportunities than pottery, for example.

The participants would be given a choice as to the outcome of their finished artwork. They may either take it home, or it can be sold to members of the community as a fundraiser for the program. This would also show members of the community what is happening in the program and what a valuable resource it is.

Music

Music is another activity with a diversity of options available for participants. There is vocal music where a choir could be formed. Participants could learn to play an instrument, such as piano, guitar, woodwinds, and brass. They could write music and learn about music production. There are numerous possibilities that could enhance the attitudes of students.

Instruments, however, are costly, as well as musical instruction. There must be a volunteer with the knowledge and ability to not only play music, but to teach it. This may be an area in which the FBO can lend a choir director or pianist to assist in the program.

Vehicle Maintenance/Mechanics

People rely heavily on their vehicles for work and living. Douglas County has no form of public transportation, making personal vehicles the primary mode of transportation. These vehicles require maintenance and upkeep to run properly and effectively. This is a field in which skilled labor is necessary and in demand. If a participant has an opportunity to learn skills that prepare them for licensure, they are ahead for achieving employment in this domain. The more parts of the vehicle they become accustomed to and experienced with, the more proficiency they have to place on a resume to be a better job candidate.

This type of activity would have to be in the form of a partnership with a local auto-mechanic shop. Participants would have the opportunity to go into a working business to learn not only how a car works but also how a business operates.

Field Trips

These field trips would be to local colleges and career fairs. They are placed in category B because not everyone would be required to participate, but would be strongly encouraged. Making connections within the community is a positive way to increase post high school employment and education opportunities. These field trips would introduce participants to some of the options available to them after high school.

Ethical Issues

There are two main ethical issues revolving around the proposed program. The first concern is the placement of such a program with a FBO. Ordinarily, this would not present an ethical struggle, but using a program as a policy source and receiving government funding raises the issue of church versus state. In regards to religion, the First Amendment states “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise

thereof;" (United States Senate). As a whole, many have transformed the first amendment into the separation of church and state completely. Tax payer dollars would be awarded to a group with a religious affiliation or connection. Most of this funding is appropriated from the federal government and passes along to state governments, agencies, and local governments before it ever meets the FBO. Even with the progress made through the presidential faith-based initiative offices, many still believe that it is a political move to garner more religious votes. Therefore, it is not guaranteed to prevent some from opposing a government funded program in a religious atmosphere. Because of these attitudes, there must be measures taken to ensure no problems arise in relation to church versus state. A way to alleviate this issue is for the faith based group to set up a non profit organization specifically for the program. This would make the ASP a separate entity but operating underneath the umbrella of the FBO. It would therefore be able to receive the backing and support of the FBO while avoiding the violation of the first amendment. This may not pose a problem, however, because there is no religious agenda in the operating of the program. The FBO is merely an infrastructure already established in which to house the program.

The second ethical issue is creating a program that could benefit many students, but only making it available to those who have shown some form of delinquency. Data is hard to collect and analyze, but what data has been gathered indicates that the supply of ASPs is not meeting demand. In a study of three major cities, only 10 to 35 percent of school aged children that needed ASPs were enrolled, and this was just a study of elementary and middle students (Forum for Youth Investment 2003). High school students have far fewer options and therefore it can be concluded that their enrollment percentage is the same or lower than that of elementary and middle students. This program could benefit not only the unruly and juvenile offenders, but even the student merely at risk of dropping out of high school. However, there are limitations to how

many places are available to participants and who needs the service the most. Potentially a program such as this could be used as a model for more programs to be developed and serve a broader population of teens.

Chapter 4. Policy Implications

The mechanisms in which this type of ASP may be used in a policy manner are two fold. The first is as a replacement for traditional punitive consequences for first time, minor juvenile offenders. Some types of offenses that would qualify would be status offenses, first time minor violent offenders, petty theft, and other minor, first time offenses. Instead of the current probation, community service, and therapy or anger management, this program would be the courts judgment. The court would specify an amount of time to remain in the program and what specific activities were required. This would be similar to the graduated sanction portion of the Breaking Cycles program. An activity such as this ASP begins as punishment but has the potential to transform into something youth want to remain in. In addition to removing those from unsupervised environments that lead to repeating offenses, it teaches them valuable skills that they may one day use to obtain a job. It will also give juvenile offenders an opportunity to form valuable relationships with adult mentors in a more relaxed environment, thereby creating a connection.

Another means by which this ASP could be utilized as policy is in a referral basis, particularly within schools. For example, when a student has shown a history of truancy, or is bordering upon it, this program may be referred or required by the school counselor, teacher, or disciplinary officer. ASPs have been shown to not only improve school attendance, but also grades and graduation rates. This would be a method of prevention for a child becoming truant and entering the juvenile justice system. Also, an ASP of this nature would teach students life skills that would not occur in a traditional detention or in school suspension setting. An ASP would be much preferred over out of school suspension, where the amount of unsupervised hours would increase from 15 hours per week to 40.

Chapter 5. Conclusion

Evaluation of Program

The evaluation of the program is as essential to the effectiveness of the program as the components themselves. A proper evaluation is needed to determine not only how well the program is working, but also where the program needs improvement. Also, quantitative and qualitative verification that the program is successful or improving will enhance the program's ability to receive funding. Data should be collected at the beginning and end of each academic year and analyzed after the final collection. There are three parts to the programs evaluation.

1. Pre and post program participation questionnaire. A questionnaire would be given out to participants at the beginning of the program, typically on the first day. This pre-program questionnaire would contain questions about their feelings and view of the program. It would also contain questions about their feelings towards school, attitudes, their behavior, family and community. These questions will be presented as a series of statements and ask the participant to assess a level of agreement, from do not agree at all to extremely agree. It would also have questions related to their future aspirations and life goals. The post-program questionnaire would contain many of the same types of questions. The main difference being the specificity of questions related to the activities offered in the program. Please refer to Appendix C to see an example of a questionnaire that could possibly be used.
2. Juvenile Justice Data: At the initiation of the program, data regarding the number of new juvenile offenders, number of repeat offenders, types of offenses, and types of punishments would be collected. At the end of the program, the same data would again be collected to determine if a positive change has occurred. A random sample

of juvenile offenders similar in age and number to program participants needs to be selected as a control group.

3. School Data: Data from both public and private schools related to drop out rates, graduation rates, and grade point averages should be collected and analyzed. Similar to the juvenile justice data, a random sample of students that didn't participate in the program, yet share demographic characteristics with program participants, should be selected and the same data gathered.

Another aspect of evaluation could be a research portion designed to gather the data and academically evaluate the outcomes. This would help to more firmly establish evidence-based measures of the effectiveness of ASPs and this specific model. An academic institution could become a partner for this type of research.

Limitations

In developing an ASP such as this, it is difficult to define the best possible practices to use. ASPs are a field where not much quantitative or qualitative data exists. This is especially true with the high school population. Also, there are not many measures in place to show social, behavioral, and attitude outcomes. Most research focuses on academic data, such as graduation rates. Therefore, there is no model program by which to base a design on. The proposed program would be entirely experimental in its infancy. This would limit the ability of the program to receive funding and support from partners and the community.

Next Steps

A logic model should be constructed to concisely describe the issue the program is attempting solve and how it will go about doing so. This will assist in earning grants from funding sources as the model would display the value of the program in a brief snapshot.

A task force should be established to develop a more relevant program. Members of the high schools, local juvenile justice system, FBO, and representatives from the target population should be assembled to review the proposed program and give input and suggestions. A task force would provide the opportunity for recommendations to be made regarding the types of activities offered, particularly category B activities. The ability for all involved to express an opinion would create buy in, enhancing the acceptance of the program.

All parties must then decide what their role is and what responsibilities they are willing to take on. A system must be created to designate the logistics of how participants will flow through the program. There must also be a reporting system for the program to inform the court of progress and compliance. Also, a set of qualifications designating which juvenile offenders may enter the program needs to be determined so that the program may benefit as many as possible.

Appendix A: Proposed List of Supplies Used to Determine Budget

Supplies	
General Office	Paper, pens, pencils, computer, furniture, etc.
Snacks	\$1 per participant, 5x a week, 52 weeks a year
Tutoring	Pencils, paper, software, computer use
Etiquette	Place settings, dinner at a restaurant
Gardening	Shovels, water hoses, seeds, watering cans, stakes, soil, fertilizer
Sewing	Sewing machines, thread, needles, pins, bobbins,
Cosmetology	Manicure and pedicure equipment
Sports	Ball storage, ball pumps, basketballs, basketball net, football, flags, volleyball, soccer ball, kickball, tennis balls, racquets, badminton, Frisbees, softballs
Computer Technology	4 laptops and software
Visual Arts	Paper, paint, brushes, pencils, oils, etc.
Music	Guitars, drum set, sheet music
Vehicle Maintenance	Travel to and from site
Transportation	
Vehicle purchase	15 passenger van
Vehicle maintenance	Oil changes, tire rotate and balance, alignment, emergency repairs

Appendix B: Proposed Weekly Calendar of Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Therapy Gardening Music Sports	Job Application Computer Tech Vehicle Sports	Etiquette Sewing Sports	Therapy Gardening Visual Arts Sports	College Counseling Cosmetology Sports	
	Therapy Gardening Music Sports	Job Application Computer Tech Vehicle Family Therapy Sports	Etiquette Sewing Sports	Therapy Gardening Visual Arts Sports	College Counseling Cosmetology Sports	Field Trip
	Therapy Gardening Music Sports	Job Application Computer Tech Vehicle Sports	Etiquette Sewing Sports	Therapy Gardening Visual Arts Sports	College Counseling Cosmetology Sports	
	Therapy Gardening Music Sports	Job Application Computer Tech Vehicle Family Therapy Sports	Etiquette Sewing Sports	Therapy Gardening Visual Arts Sports	College Counseling Cosmetology Sports	

Appendix C: Example of Pre Questionnaire Questions

Self-esteem section from Heatherton and Polivy 1991.

All questions will be asked with an answer scale of 1-5, with 1 being “I do not agree at all with this statement”, 3 being “I agree”, and 5 being “I completely agree with this statement”

Program Section

1. I feel confident that this program will benefit me.
2. I have no interest in participating.
3. I feel I am here unjustly.
4. I feel there are activities I am interested in.
5. I feel confident this program will increase my personal fitness.
6. I feel this program will help me make choices about my future.
7. I feel I will gain valuable skills from this program.
8. I feel this program is a waste of time.
9. I am dissatisfied with my participation.
10. I feel this program will interfere with my other activities.

Self-Esteem Section

1. I feel confident about my abilities.
2. I am worried about whether I am regarded as a success or a failure.
3. I feel satisfied with the way my body looks right now.
4. I feel frustrated or rattled about my performance.
5. I feel that I am having trouble understanding things that I read.
6. I feel that others respect and admire me.
7. I am dissatisfied with my weight.
8. I feel self-conscious.
9. I feel as smart as others.
10. I am displeased with myself.
11. I feel good about myself.
12. I am pleased with my appearance right now.
13. I am worried about what other people think about me.
14. I feel confident that I understand things.
15. I feel inferior to others at this moment.
16. I feel unattractive.
17. I feel concerned about the impression I am making.
18. I feel that I have less scholastic ability right now than others.
19. I feel like I'm not doing well.
20. I am worried about looking foolish.

Family and Community Section

1. I feel my family has a good relationship.
2. I am confident my family would succeed in a crisis.
3. I am pleased with the roles my family members play.
4. I am pleased with the community I live in.
5. I feel unhappy with my living situation.
6. I sometimes wish I lived somewhere else.

7. I am confident my community equips me to succeed.
8. I feel my family cares about me.
9. I feel connected to my community.
10. I feel my family wants good things for me.

Future Goals and Aspirations

1. I have a clear goal for my life.
2. I feel that college is the right path for me.
3. I am confident I will meet my goals.
4. I feel that a job or career is the right path for me.
5. I feel I need help to reach my goals.

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