

Post-Residential Phase, participants return to their families and receive structured mentoring from qualified mentors identified by themselves within their own community. While the program environment is described as "quasi-military," participation in ChalleNGe is voluntary, and there are no requirements for military service during the program or afterward. (National Guard Youth ChalleNGe Program, 2011; Millenky, Bloom, and Dillon, 2011)

An evaluation began with a nine-month follow-up. This found that, first, the treatment group (14.6%) was more likely than the control group to have obtained a high school diploma (14.6% vs. 2.6%). Also, the treatment groups were more likely to be employed, to be taking college courses, and less likely to have been arrested and convicted.

However, after 21 months, even though the treatment group was more likely to have taken college courses or vocational courses and to be employed, there were no significant differences as far as being arrested and charged with a crime during the previous year, although the treatment group was less likely to be convicted. On the other hand, as far as self-reported delinquency was concerned, while both groups were about equally as likely to report a violent incident and drug use in the past year, the treatment group was less likely to report property damage incidents.

A three-year follow-up found that although the treatment group was still more likely to have completed college courses and to have been working, there were no significant differences as far as being charged or convicted of a crime, or self-reported crime (National Guard Youth ChalleNGe Program, 2011; Millenky et al., 2011).

## COMPONENTS OF SUCCESSFUL PROGRAMS

Research on the subject of community intervention has covered a wide variety of programs dealing with an equally wide variety of problems, ranging from drug abuse and delinquency to teen pregnancy and school failure. What are the ingredients of programs that have had some success? Do these successful programs have certain features that set them apart from others?

Successful delinquency treatment and prevention programs have several key ingredients, which have been identified by several researchers (Chesney-Lind and Sheldon, 2004; Dryfoos, 1990; Falco, 1992; Gendreau, 1991; Hollin, 1993; Schorr, 1989; Lipsey, 2009). First, as Falco (1992) and Huff (1990a) suggest with regard to the community's awareness of drug and/or gang problems, there is a need for communities to avoid denial of a problem. Second, programs should target medium- to high-risk youths with intensive, multifaceted approaches that focus especially on the development of social skills (e.g., conflict resolution) and address the attitudes, values, and beliefs that reinforce anti-social behaviors. Third, programs should offer alternatives to gang involvement (recreational programs, school events, jobs, etc.).

Gendreau (1991) has urged that programs provide explicit reinforcement and modeling of alternatives to pro-criminal styles of thinking, feeling, and acting. Fourth, programs should be conducted within the community, with a special focus on families and schools (in an attempt to promote bonding with these two institutions). Fifth, the staff should be well trained and consist of skilled individuals who have developed empathy and an understanding of a youth's own subculture and who do not patronize or discredit his or her beliefs. Sixth, the program should be linked with the world of work by assisting youths in developing job skills. Seventh, the goals of the program should be specific and culminate in some kind of award (e.g., a diploma). Eighth, it must be understood that relapse is normal (whether we are dealing with drug or alcohol abuse or any pattern of negative antisocial behavior) and that treatment is a continual process rather than a single episode; relapse-prevention techniques should always be employed to prepare for community adaptation. Schorr concludes, "In short, the programs that succeed in helping the children and families ... are intensive, comprehensive, and flexible.... Their climate is created by skilled, committed professionals who establish respectful and trusting relationships and respond to the individual needs of those they serve" (1989: 259).

These components have recently been underscored in a recent meta-analysis<sup>4</sup> by Mark Lipsey who found that the most successful programs had the following ingredients: the program had a "therapeutic" intervention philosophy, it served "high-risk" offenders, and it had a high quality of implementation (2009). Lipsey grouped evaluations into seven categories: counseling, deterrence, discipline, multiple coordinated services, restorative programs, skill building, and surveillance. Comparing the effects, he found that interventions based on punishment and deterrence appeared to increase criminal recidivism, whereas therapeutic approaches based on counseling, skill building, and multiple services had the greatest impact in reducing further criminal behavior. Cognitive behavioral skill building approaches were more effective in reducing further criminal behavior than any other intervention. The Missouri Model, discussed later, has been highly successful and employs the elements Lipsey identified as most effective.

## Some Specific Illustrations of Community-Based Interventions

Much of the public response to the problem of youth gangs has been the creation of "programs." Many of these programs are operated by communities themselves or by nonprofit organizations. Against seemingly insurmountable forces (e.g., underfunding, limited power to change economic and social structures), a number of communities have initiated programs that attempted to resolve their local youth gang problems. Ironically, many of the people who live in these communities have themselves been blamed for the youth gang dilemma (e.g., because of having poor parenting skills, failure to produce acceptable role models, being derelict in transferring socially preferred values to their children). Yet, they continue seeking ways to salvage their communities and their children. Several public programs designed to abate youth gang activity and violence in their respective communities have been examined (Dryfoos, 1990; Goldstein