



Bridging Refugee Youth & Children's Services

HELPING REFUGEE YOUTH FIND THE RIGHT PATH - HIGHLIGHTED RESOURCES

FREE RESOURCES

1. **Asian/Pacific Islander Communities: An Agenda for Positive Action.** National Council on Crime and Delinquency. 28 pages. Oakland, CA: National Council on Crime and Delinquency, November 2001.

Availability: This publication is available in PDF format from the publisher's Web site at:

http://www.nccd-crc.org/nccd/pubs/2001_api_agenda_for_positive_action.pdf.

In June of 2001 the National Council on Crime and Delinquency (NCCD), in cooperation with the John D. and Catherine T. MacArthur Foundation, convened a symposium to assess the current state of research, exchange information and establish a tentative agenda for action regarding the quality of life and unmet needs of the API population in the United States. This publication presents the findings of this symposium.

2. **OCASI Research on Inclusive Recreation Model for Immigrant and Refugee Youth: Provisional Model.** Ontario Council of Agencies Serving Immigrants. 47 pages. Toronto, Canada: Ontario Council of Agencies Serving Immigrants, April 2005.

Availability: A full abstract for this publication is available in MSWord format from the publisher's Web site at: http://www.ocasi.org/downloads/OCASI_YOUTH_PROJECT_2004-2006_Provisional_Model.doc.

This report summarizes findings from a literature review as well as findings from the focus groups with immigrant serving organizations as well youth serving organizations relating to the participation of immigrant and refugee youth in recreation, sport and leisure activities. The report details, more comprehensively than has been done in the past, the myriad challenges faced by service providers and prospective youth recreation participants.

3. **Refugee Youth Employment.** RefugeeWorks: The National Center for Refugee Employment and Self-Sufficiency. xi, 80 pages. Baltimore, MD: Lutheran Immigration and Refugee Service (LIRS) December 2001.

Availability: This publication is available in full text from the BRYCS Clearinghouse or from RefugeeWorks, the National Center for Refugee Employment and Self-Sufficiency, 700 Light St., Baltimore, MD 21230, Phone: 410-230-2767. Email: information@refugeeworks.org. Web site:

<http://www.refugeeworks.org>

Describes an array of programs that give refugee youth an opportunity to explore career opportunities and participate in the workforce, while also emphasizing the link between academic success and future employment potential. Topics include: (1) career development, highlighting programs in California, Massachusetts, Michigan, and North Carolina; (2) summer employment, showcasing such jobs as camp counselor; (3) after-school and out-of-school placement, highlighting programs that promote school attendance and provide referrals for further education, offer job counseling, and provide job training and mentoring; (4) special at-risk populations, focusing on programs aimed at youth involved in gangs or in state custody; (5) the career pipeline, concentrating on professional training for specific careers such as police officer and auto worker; (6) entrepreneurial models, showcasing programs that teach key business skills and help youth design and carry out small business plans; (7) subsidized community service employment, discussing internships that impart skills and foster community development; (8) citywide and statewide initiatives, highlighting programs in Lowell, MA, and Seattle, WA; (9) the

multitude of national networks; and (10) transferable models, focusing on a program in California for post-foster-care youth that includes housing and a program in Illinois that involves art education and business development.

4. **YouthARTS Toolkit.** Americans for the Arts. *Availability: This publication is available in HTML and PDF formats from the publisher's Web site at: <http://www.artsusa.org/youtharts/>.*

The YouthARTS site is designed to give arts agencies, juvenile justice agencies, social service organizations, and other community-based organizations detailed information about how to plan, run, provide training, and evaluate arts programs for at-risk youth.

It is based on the results of a project begun in 1995 to, among other goals, define the critical elements and "best practices" of arts programs designed for at-risk youth populations, to design and test program evaluation methodologies, and to conduct a rigorous evaluation at three pilot sites of the impact of arts programs on adolescent behavior and the risk and protective factors associated with behavioral problems and delinquency.

5. **Report on Somali Youth Issues.** Adan, Shukri. Minneapolis Department of Civil Rights. 53 pages. Minneapolis, MN: City of Minneapolis Department of Civil Rights, 2006.

Availability: This resource is available free in PDF format on the Web at:

<http://www.ci.minneapolis.mn.us/civil-rights/docs/somali-report.pdf>. The report is also available in Somali - <http://www.ci.minneapolis.mn.us/civil-rights/docs/somali-report-somali.pdf>.

This publication examines crime and gang activity in the Somali youth community in Minneapolis, identifies difficulties faced by the Somali community and ways these difficulties contribute to increases in crime committed by its youth, and makes recommendations on how the City of Minneapolis can work with the Somali community and other agencies to address these issues.

6. **The Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees: An Evaluation of Policy and Practice in the UK.** Amara, M., and Aquilina, D., and Argent, E., and Betzer-Tayar, M., and Green, M., and Henry, I., and Coalter, F., and Taylor, J. 118 pages. Leicestershire, UK: Institute of Sport and Leisure Policy, Loughborough University, 2005.

Availability: A full abstract for this publication is available in PDF format from the publisher's Web site at:

http://www.lboro.ac.uk/departments/sses/institutes/salp/Refugees%20&%20Asylum%20Seekers%20Sport%20Final%20report%2030%20March%202005_IH_.pdf.

7. **Targeted Outreach: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention.** Arbreton, Amy J.A., and McClanahan, Wendy S. 70 pages. Philadelphia, PA: Public/Private Ventures (P/PV) March 2002.

Availability: This resource is available free in PDF format on the Web at:

http://www.ppv.org/ppv/publications/assets/148_publication.pdf. Public/Private Ventures, 2000 Market St., Suite 600, Philadelphia, PA 19103. Phone: 215-557-4400; Fax: 215-557-4469. This resource is also available free in PDF format in the ERIC database at <http://www.eric.ed.gov>. Search for document by ERIC # ED466518.

This study evaluated the effectiveness of the Gang Prevention Through Targeted Outreach (GPTTO) and Gang Intervention Through Targeted Outreach (GITTO) initiatives of the Boys & Girls Clubs of America. The study examined whether the clubs were attracting youth at high risk of gang involvement, whether clubs could keep GPTTO and GITTO youth participating in the club or program, whether GITTO and GPTTO youth were receiving positive supports through participation in the club, and whether participation had positive effects on the lives of GPTTO and GITTO youth. The evaluation involved 21 clubs that used the prevention approach and 3 that used the intervention approach. Survey results indicated that GPTTO and GITTO were meeting their goals. Clubs attracted and retained

youth at high risk of gang involvement. GPTTO and GITTO youth received key developmental supports at the clubs that they might otherwise seek through involvement with gangs. Those who participated more frequently experienced positive outcomes. The estimated incremental cost per youth per year of the GPTTO and GITTO approaches were far less than the cost of gang suppression. Four appendices include sample sites; survey sample at baseline and follow-up; construct list with items, response categories, and reliability coefficients; and analytic strategies. (Contains 38 references.) (SM)

8. Issue Brief: Focusing Juvenile Justice on Positive Youth Development. Butts, Jeffrey, and Mayer, Susan, and Ruth, Gretchen. 9 pages. Chicago, IL: University of Chicago, Chapin Hall Center for Children, October 2005.

Availability: This resource is available free in PDF format on the Web at:

http://www.chapinhall.org/article_abstract.aspx?ar=1414 (free registration required)

"The concepts underlying positive youth development are beginning to have an impact on how policymakers, practitioners, and community members think about adolescent development and the methods of encouraging youth to achieve healthy transitions to adulthood. Despite the growing acceptance of these goals by some sectors in the social services system, juvenile justice programs are largely focused on the traditional goals of law enforcement -- detection, suppression, supervision, and punishment. This issue brief examines how juvenile justice agencies might draw from the growing body of evidence on positive youth development to improve services for youthful offenders." - Publisher's description

9. Living the Arts through Language + Learning: A Report on Community-Based Youth Organizations. Heath, Shirley Bryce, and Soep, Elizabeth, and Roach, Adelma. v.2, n.7. 20 pages. November 1998.

Availability: A full abstract for this publication is available from the publisher's Web site at:

<http://www.americansforthearts.org/NAPD/modules/resourceManager/publicsearch.aspx?id=9603>.

This publication is available from the publisher at: Americans for the Arts, 1000 Vermont Ave., NW 6th Floor, Washington, DC, 20005.

The findings reported here stem from a research project which ran between 1987 and 1998. The study centered on the question of what happens in nonschool youth organizations judged by local youth living in low-income neighborhoods as highly desirable places to spend their time. In sites across the United States, long waiting lists and oversubscribed programs attest to the fact that certain kinds of activities draw young people into these particular learning environments.

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10. Understanding, Preventing, and Treating Problem Behaviors Among Refugee and Immigrant Youth. Hunt, Dennis, and Morland, Lyn, and Barocas, Ralph, and Huckans, Marilyn, and Caal, Selma. 52 pages. Fairfax, VA: Center for Multicultural Human Services, January 2, 2002.

Availability: Available in PDF on the BRYCS Web site Publications page at

http://brycs.org/documents/CMHS_publication.pdf and in the BRYCS Clearinghouse from the full record of the publication.

Provides an overview of current research concerning adjustment and behavioral problems, including violence, among refugee and immigrant youth living in the United States as well as suggestions for effective prevention and treatment programs that can be used by health, education, and social service agencies. Chapters cover: (1) key definitions; (2) national statistics on youth problem behavior and prevalence of problem behaviors among refugee and immigrant youth; (3) risk factors for maladjustment and problem behaviors, viewed in the context of the individual, family, school, peer group, and community, as well as protective factors; and (4) applicability of mainstream anti-violence programs, highlighted by the Preserving, Enriching, and Assisting Refugee Children through Enrichment (PEACE) program, spearheaded by the Utah State Division of Mental Health. The strength of the PEACE program is the structure and integrity of its consensus-building process, which enables full participation, a sense of ownership, and leadership by the refugee community. Programs successfully adapted for refugee and immigrant youth are culturally sensitive, developmentally appropriate, comprehensive, family focused, long term and enduring, and sufficiently intense and involve early intervention, high rates of recruitment and retention, and highly trained personnel.

11. Sport, Physical Activity, and Antisocial Behavior in Youth. Morris, L., and Sallybanks, J., and Willis, K. Research and Public Policy Series, No. 49. 136 pages. Canberra, Australia: Australian Institute of Criminology, 2003.

Availability: A full abstract for this publication is available in PDF format from the publisher's Web site at: <http://www.aic.gov.au/publications/rpp/49/RPP49.pdf>.

This report presents findings from a study commissioned by the Australian Sports Commission to investigate whether sport and organised physical activity programs have a positive effect on youth antisocial behaviour. The AIC identified and surveyed over 600 programs focusing on sport and physical activity. In-depth case studies of 22 of these programs identified important elements for preventing youth antisocial behaviour. The research evidence suggests that sport and physical activity programs can provide a useful vehicle through which personal and social development may occur and positively impact antisocial behaviour. Providing an activity may be more important than the type of activity provided as a mechanism for diverting youth away from antisocial behaviour. The report highlights the importance of sport and physical activity programs being integrated with health, welfare and other support services, and also sets out good practice principles for the development of such programs.

12. Blueprints Model Program Descriptions. Center for the Study and Prevention of Violence. 2 pages. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, 1998.

Availability: This resource is available in PDF format from the publisher's Web site at: <http://www.colorado.edu/cspv/blueprints/modelprograms.html>.

"In 1996, the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado at Boulder initiated a project to identify juvenile violence prevention programs that could provide the nucleus for a national violence prevention initiative. As of the date of the publication of this Fact Sheet, CSPV has identified 10 prevention and intervention programs that meet scientific standards of proven program effectiveness and is in the process of identifying additional programs. The 10 model programs, called Blueprints, have been effective in reducing adolescent violent crime, aggression, and substance abuse." - Publisher's description

13. CASASTART (Striving Together to Achieve Rewarding Tomorrows) Substance Abuse and Mental Health Services Administration (SAMHSA) 11 pages. Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, *Availability:* This resource is available in PDF format from the publisher's Web site at:

<http://modelprograms.samhsa.gov/pdfs/model/CASA.pdf>

"CASASTART (Striving Together to Achieve Rewarding Tomorrows) is a community-based, school-centered program designed to keep high-risk 8- to 13-year-old youth free of substance abuse and

crime involvement. It is based on the assumption that while all preadolescents are vulnerable to experimentation with substances, those who lack effective human and social support are especially vulnerable. CASASTART seeks to build resiliency in the youth, strengthen families, and make neighborhoods safer for children and their families. It promotes collaboration among the key stakeholders in a community or neighborhood and provides case managers to work daily with high-risk children and youth." - Publisher's description

14. OJJDP Comprehensive Gang Model: Planning for Implementation. Institute for Intergovernmental Research Office of Juvenile Justice and Delinquency Prevention. 83 pages. Washington, DC: Institute for Intergovernmental Research, June 2002.

Availability: This resource is available in PDF format from the publisher's Web site at:

http://www.cops.usdoj.gov/html/cd_rom/solution_gang_crime/pubs/ComprehensiveGangModelImplementation.pdf.

"The terms "youth gang" and "street gang" are commonly used interchangeably and refer to neighborhood or street-based youth groups that are made up substantially of individuals under the age of 24. While youth in this age group are most likely to be engaged in or at risk of committing serious or violent gang crimes, the OJJDP Comprehensive Gang Model focuses primarily on youth gang members less than 22 years of age, based on OJJDP's authorizing legislation. Motorcycle gangs, prison gangs, ideological gangs, and hate groups comprised primarily of adults are excluded from the definition. The Model holds that the lack of social opportunities available to this population and the degree of social disorganization present in a community largely account for its youth gang problem. The Model also suggests other contributing factors including poverty, institutional racism, deficiencies in social policies, and a lack of or misdirected social controls. Drawing principally on social disorganization theory to frame the development of the Model, a team from the University of Chicago expected the core strategies of the Model to address gang youth, their families, and the community institutions that purport to promote their transition from adolescence to productive members of society. With this in mind, law enforcement and other agency personnel in 65 cities reporting problems with gangs were surveyed. Analysis of that information, in conjunction with site visits and focus groups, led to a mix of five strategies that address key concerns raised by the theory upon which the OJJDP Comprehensive Gang Model is based." - Publisher's description

15. YES! - Youth Empowerment Strategies for All : Working With Youth Who Are At Risk of Gang Activity. National Clearinghouse on Families and Youth. 2006.

Availability: This resource is available on the publisher's Web site at:

http://www.acf.hhs.gov/programs/fysb/content/aboutfysb/yes_gang.htm.

"Some young people look to gangs for structure and discipline. Others are seeking acceptance and a sense of belonging. And many see gang life as a way to gain money and power in communities where few opportunities exist. The good news is that youth programs – especially those that have embraced the principles of Positive Youth Development – already have many of the tools to provide the structure, belonging, and empowerment that youth at risk of gang activity crave." - Publisher's description

16. Best Practices of Youth Violence Prevention: A Sourcebook for Community Action.

Thornton, Timothy N., and Craft, Carole A., and Dahlberg, Linda L., and Lynch, Barbara S, and Baer, Katie. Revised. 241 pages. Atlanta, GA: Centers for Disease Control and Prevention, June 2002.

Availability: This resource is available in PDF format from the publisher's Web site at:

<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>. Available in Spanish:

<http://www.cdc.gov/ncipc/pub-res/practicasoportimas/practicasoportimas.htm>.

"With the homicide rate for youth under the age of 19 averaging 9 deaths a day over the last decade, the CDC's Injury Center announces the release of the 216 page publication, entitled Best Practices of Youth Violence Prevention: A Sourcebook for Community Action (Best Practices). Best Practices is the first of its kind to look at the effectiveness of specific violence prevention practices in four key areas:

parents and families; home visiting; social and conflict resolution skills; and mentoring. These programs are drawn from real-world experiences of professionals and advocates who have successfully worked to prevent violence among children and adolescents. As a CDC publication, the sourcebook also documents the science behind each best practice and offers a comprehensive directory of resources for more information about programs that have used these practices." - Publisher's description

RESOURCES AVAILABLE FOR A FEE

1. **Evaluating the Relationship Between Physical Education, Sport and Social Inclusion.**

Bailey, Richard. *Educational Review*. v.57, n.1. pp. 71-90. 2005.

Availability: This publication is available from your local library through interlibrary loan. It can also be purchased from the publisher at: Taylor & Francis Group, 325 Chestnut Street, Suite 800, Philadelphia, PA 19106, Phone 1-800-354-1420.

Focusing upon the recent policy context within the UK, this paper offers a review of the evidence related to the outcomes of the participation of children and young people in curricular physical education and sport. Particular attention is paid to potential contributions that such activities can make towards social inclusion and the development of social capital. The review suggests that there are some areas for which there is a considerable amount of evidence in favour of a positive relationship with participation in these activities (such as physical and mental health), and others for which further research remains necessary (such as cognitive and academic development, crime reduction, truancy and disaffection). In general, however, it is evident that much more empirical research is necessary if the benefits of sporting participation for young people and society are to become much more than a theoretical aspiration.

2. **Rethinking Sports-Based Community Crime Prevention.** Hartmann, Douglas, and Depro, Brooks. *Journal of Sport and Social Issues*. v.30, n.2. pp. 180-196. 2006.

Availability: This publication is available from your local library through interlibrary loan. It may also be purchased from the publisher at: Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320. Fax:805-499-0871 or 800-583-2665.

The authors conducted a preliminary empirical test of the claim—dismissed by most scholars—that midnight basketball programs lower city-level crime rates. Results show cities that were early adopters of officially sanctioned midnight basketball leagues experienced sharper decreases in property crime rates than other American cities during a period in which there was broad support for midnight basketball programs. Although likely associated with a variety of confounding factors, these rather-surprising results suggest the need to reevaluate the deterrent effects of popular sports- and recreation-based prevention programs with a new emphasis on more diffuse, indirect mechanisms such as positive publicity and community trust. Further substantiation and refinement of these ideas could significantly reshape how these popular and well-established initiatives are implemented and evaluated.

3. **Measuring the Impact of Crime Reduction Interventions Involving Sports Activities.**

Nichols, Geoff, and Crow, Iain. *The Howard Journal of Criminal Justice*. v.45, n.3. pp. 267-283. 2004.

Availability: This publication is available from your local library through interlibrary loan. It may also be purchased online from the publisher at: Blackwell Synergy, <http://www.blackwell-synergy.com/>.

This article considers the complexity of measuring the impact on crime reduction of different types of intervention with young people, which use the medium of sports activity. It draws on the authors' experience of sports-related programmes. Interventions are categorised using a combination of Brantingham and Faust's (1976) categorisation of programmes as primary, secondary, or tertiary prevention and the mechanism by which the intervention is likely to work (Pawson and Tilley 1997). This shows that the impact of some types of intervention is not only inherently more difficult to measure, but also demands far more resources to do so. This applies particularly to interventions such as the Youth Justice Board supported summer Splash programmes, which involve casual participation,

and target geographical areas rather than individuals. The relationship of the categorisation to the technical and practical difficulties of measuring impact shows that the ideal of evidence-led policy is not easy to achieve, however, using this categorisation, the article makes some suggestions for evaluation methods, based on experience. The article also shows that in some cases the resources required to produce the evidence exceeds those available to many programmes. The implications of this are considered.

4. **Bridging Juvenile Justice and Positive Youth Development.** Barton, William H. pp. 77-102. Thousand Oaks, CA: Sage Publications, Inc. 2004.

Availability: This resource can be acquired through a library on interlibrary loan.