

Cultural Competency and Gender Specific Services Resource Guide

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The Cultural Competency and Gender Specific Resource Guide is a collaborative project between the Oregon Commission on Children and Families, Oregon Youth Authority, and Oregon Criminal Justice Commission, Juvenile Crime Prevention.

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Introduction

The Cultural Competency and Gender Specific Resource Guide is a collaborative project between the Oregon Commission on Children and Families, Oregon Youth Authority, and Oregon Criminal Justice Commission, Juvenile Crime Prevention. This project was supported by grant #199-JE-FX-0041, awarded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) to the State of Oregon Criminal Justice Commission. The State's use of the grant funds for this purpose was approved by the Governor's Juvenile Justice Advisory Committee (JJAC) and the Juvenile Crime Prevention Advisory Committee (JCPAC).

The purpose of the Cultural Competency and Gender Specific Services Resource Guide is to assist in identifying national, state, and local organizations that have promising programs or practice models for working with diverse populations and providing gender specific services. The guide is a compendium of programs, strategies, research articles, and tools from across the nation, and within the state of Oregon that highlight efforts across a broad spectrum of services. It also identifies some organizations and qualified professionals who can assist communities in developing services that are responsive to meeting the needs of racial, ethnic/cultural communities, and girls and young women.

As Oregon and the United States are rapidly becoming more racially and culturally diverse, communities need more information and skill-building tools to address the needs of diverse populations and promote the healthy development of children, youth and families of all cultures. The ability of people from different professional, racial, cultural, religious, economic, and institutional backgrounds to sit around the table to work together has historically been, and continues to be, a formidable challenge (Kim, Kibel, Williams, and Hepler 1996). In any community, the difference between creative tension over diversity and social conflicts comes down to how communities manage the complex relationships that too often divide rather than unite a community's varied stakeholders (Potapchuck, Crocker 1999). When issues of culture and gender are ignored, barriers to effective services may emerge (Mason, 1995).

The programs included in this guide were selected via a process of information gathering, nationally and in Oregon. We researched a number of agencies that were recommended to us as having culturally competent or gender specific programs. The programs that submitted information about their services were included based on having components of the Culturally Competent and Gender Specific program guidelines. These guidelines are built into the beginning of Sections IV and V.

Note: These samples of programs that have components of culturally competent and gender specific guiding principles can be used as examples of ways agencies are doing business in a culturally competent and gender specific way. They are meant as a resource. It is not an expectation that these programs be implemented across the state, or is it necessary to provide these specific programs to be culturally competent and gender

specific service providers. There are other programs that can be culturally competent and gender specific.

Further, we are not endorsing any of these practices. This guide is meant to be used as a tool, providing ideas for, and examples of, programs that exist, and assist in the development of local programs that would work best for your local community regarding working with diverse populations, girls and young women.

Cultural competency and gender specific programming, like other disciplines, is a developmental process. Thus, this resource guide should be considered as a work in progress that will reflect the changing concepts of both efforts. We recognize that this guide is only a partial list, and not comprehensive. As we have been developing this guide, there has been, and will continue to be, new programs and resources that can be added. Further, there are populations we have not yet reviewed (i.e. Russian, gay, lesbian and bisexual, among others). In the future, it is our desire to not only to expand upon the existing sections included in the Guide, but to broaden our categories to integrate populations not currently built-in. Therefore, if you know of any programs or technical assistance resources that you would like to see included in the Resource Guide, please contact me:

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Section I: Structure of the Guide

The remainder of the Resource Guide consists of four sections: How Do You Get Started?, Rationale for Incorporating a Culturally Competent and Gender Specific Approach, Culturally Competent Services, and Gender Specific Services. This section should answer questions regarding how to use the guide and how the sections are organized. Section II – Rationale for Incorporating a Culturally Competent and Gender Specific Approach will present why it is important for agencies and services to be culturally competent and gender specific in the way they provide services, and what it means to be culturally competent and gender specific. Section III – How Do You Get Started? gives some ideas of the steps organizations can take to begin the journey toward becoming more culturally competent and gender specific in the way business gets done. Section IV – Culturally Competent Services will begin with a presentation of guiding principles for incorporating cultural competency and gender specific principles into program efforts, followed by an introduction to culturally competent services and some examples of programs that are generally culturally competent. These examples are not targeted toward any specific ethnicity or race. Books, websites, individuals, and organizations that can be utilized as resources regarding cultural competency are also included. Additional sub-sections are devoted to African American, Asian/Pacific Islander, Hispanic/Latino and Native American programs and resources. Section V is focused on Gender Specific Services, beginning with program guidelines, followed by an introduction regarding what it means to be gender specific in service provision and specifically the provision of services to girls and young women, some gender specific program examples, and resources such as books, websites, and individuals and organizations. Within each of these sections, programs will be separated by national programs and programs that are located in Oregon.

References for particular programs can be found in the bibliography at the end of the guide. Further, the index located at the back of the book will assist you in finding particular programs more quickly. The index is in alphabetical order, by program name, including the page number where you will find the program, age and gender served, setting of the program (either community, family, school, individual/peer), the focus of the program (i.e. positive youth development, delinquency prevention, educational improvement, etc.), racial/ethnic population served, and whether or not an evaluation of the program has been included.

Finally, there is a Resource Guide evaluation form on the last page. It would be helpful in improving the guide to make it as useful as possible, and greatly appreciated, if you could fill it out and send it back, either to the address or fax number indicated on the page.

Section II: Rationale for a Culturally Competent and Gender Specific Approach

In Oregon, where counties continue to be the community focal point for making decisions concerning the allocation of resources, it is important to be mindful of the diversity and unique needs of youth, both male and female, and of various races and ethnicities. Many counties have been engaged in this process for years and have strategies and programs in place that address cultural competency along with the unique needs of boys and girls. Other counties are in the process of developing culturally competent and gender specific strategies, while still others grapple with why it is important and how they should begin to design and implement culturally competent and gender specific programming.

Why is it important for agencies and programs to be culturally competent and gender specific in the way they provide services?

There are many reasons why cultural competency and gender specificity are important. Included are the legal, moral, and social ones, which must be followed if we are to improve the opportunities for various cultural groups as employees and clients.

- The integration of cultural competence has implications for fiscal survival. Certain federal and state laws prohibit discrimination on the basis of race, sex, national origin, age and religion. The penalties for non-compliance can be expensive, embarrassing, and can have a detrimental impact on the future of publicly funded programs.
- Demographics are changing throughout the country and the state. Ethnic groups are growing in size, and organizations need to reflect both diversity and a willingness to adapt to emerging social and demographic patterns.
 - As the composition of our state's population becomes more diverse, so will the needs of children and families served throughout our systems. Service providers must be prepared to meet the increasing demands for appropriate and applicable services and supports. If our goal is to truly help each child, family and community reach their full potential, we must be prepared to embrace culture, gender and difference. When culture and gender are ignored, barriers to effective services will emerge and it will be difficult to achieve the short and long-term outcomes and results wanted for communities.
- Racial/ethnic populations are diverse, representing Hispanic/Latino, African American, Asian/Pacific Islander, Native American and other cultures. Although these cultures have numerous differences, they have one thing in common: they are disproportionately represented in the child welfare system, the juvenile justice system, and in those who use and abuse alcohol and drugs. Also, the percentage of girls and young women represented in the juvenile justice system is growing.
- Culturally competent and gender specific agencies and organizations recognize that we must understand clients' needs. Understanding, respecting, and responding to

individual cultural and gender specific needs is an investment in our shared future and allows for the provision of more effective services because:

- They are customer-driven and therefore, understand and respond to the needs of populations served.
- They reflect the population served in their staffing as well as their physical environment.
- They value their employees and seek to make them more active in decisions.
- They design programs, policies and procedures that are sensitive and effective in meeting the needs of the population served in a manner that is most beneficial and acceptable to that population.
- They balance the needs of the organization, employees, and population served to achieve optimal results.
- They attract a large applicant pool to fill vacancies because the organization exhibits an appreciation of diversity and is perceived as a safe place for those seeking a supportive work environment.
- They are more desirable candidates for funders, who are increasingly including cultural competence and gender specific components in grant guidelines.
- They are more likely to receive referrals from other organizations that need to secure assistance and support for the increasingly diverse populations seeking services.

What does it mean to have culturally competent and gender specific programs?

Cultural competency and gender specific programming has been cited in several states and across multiple disciplines as an area in need of improved service delivery.

Understanding what cultural competency and gender specific programming is can be confusing because of the many different disciplines one may approach them from.

The following are some commonly cited definitions of cultural competency:

King, Sims and Osher define culture as:

the integrated patterns of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social groups.

They use the word competence because:

it implies having the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group. Being competent in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings.

Cross, Bazron, Dennis, and Isaacs defined cultural competency as:

a set of congruent behaviors, attitudes, and policies that come together in a system, agency or professional and enable that system, agency or professional to work effectively in cross-cultural situations. (1989)

In the field of health care, related to mental health and addiction related services, Bazron and Scallet have defined culturally competent services as those that are “responsive to the

unique cultural needs of bicultural/bilingual and culturally distinct populations.” They further note that services may “facilitate access and increase compliance with care by overcoming many of the historical barriers that have prevented under served and minority populations from seeking or remaining in behavioral health programs.”

The Child Welfare League defines cultural competency as:

The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, and religions in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each. (1997)

Cultural Competency includes attaining the knowledge, skills, and attitudes to enable administrators and practitioners within systems of care to provide effective care for diverse populations.

Further are some common definitions pertaining to gender specific services:

In the Guidelines developed by Patton/Morgan gender has been defined as:

Socially ascribed roles based on the person’s sex. Social roles and expectations are learned, shared and used to transmit values, beliefs, and norms. It is not the same for every male and female, although research suggests there are often common themes and patterns, and experiences vary within race/ethnicity groups.

Gender-Responsive services for girls is defined as:

Intentionally allow gender to affect and guide services so that the services match each girls needs. The services should create a *context* (through program environment and staffing) and provide *content* (through program approach and materials) that reflect an understanding of the realities of girls’ lives.

Greene, Peters, & Associates (1997) refer to gender specific programming for girls and boys as:

Unique program models and services that comprehensively address the needs of a targeted gender group. An essential ingredient is the fostering of positive gender identity development, particularly during the formative years of the gender group.

Gender Specific Services for girls and young women has been defined in this way:

To provide services that are designed to meet the unique needs of females, that value the female perspective, that celebrate and honor the female experience, that respect and take into account female development and that empower young women to reach their full potential (OJJDP, 1996)

Being culturally competent and gender specific in the way we do business is a process. It requires a commitment of resources – people, time and funding – to be successful. Organizations striving for cultural competence and gender specificity need to plan, be persistent, and remain flexible throughout the process. Change usually takes time. As organizations move through the process toward cultural competency and gender specificity no doubt they will encounter other external forces challenging their ability to deliver appropriate and relevant services. Some of the obstacles to cultural competency and gender specificity include:

- It's hard work. Culturally-oriented behavior, including behavioral patterns that form barriers to access and participation, are deeply imbedded in our learned activities. Removing them may require specific attention to changing behavior and persistent rewards for positive actions.
- There is no "blue print" for achieving cultural competency or gender specificity
- They require the commitment of several resources (people who are dedicated to, and skilled at, the promotion of these issues, time and funding).
- There is always room for work; it's evolutionary
- They require revisions to programs, policies, and procedures, and a shift in organizational culture.
- They require self-reflection. We often think about cultural competence and gender specificity as something outside of ourselves, but it really begins from within.

Making cultural competency and gender specific services an organizational priority, however, is a part of overall organizational competence. The integration of cultural competence and gender specificity in the strategic planning process is integral. Cultural competence and gender specificity is an inclusive concept and is for everyone.

Section III: How do you get started?

- Convene a cultural competence and gender specific committee or task force within your program or organization. This committee should have representation from policy making, administration, practice/service delivery and consumer levels. The committee can serve as the primary governing body for planning, implementing and evaluating organizational cultural competence and gender specific initiatives
- Ensure that your organization or program has a mission statement that commits to cultural competence and gender specificity as an integral component of all its activities. The cultural competency and gender specific committee should be involved in developing this statement.
- Network and dialogue with similar organizations and programs that have begun the journey toward developing and implementing culturally competent and gender specific service delivery systems. Adapt processes and information that are consistent with your program's needs and interests.
- Aggressively pursue and utilize resources that are available from federally funded technical assistance centers that have a mandate to catalog information on cultural competence and gender specificity.
- Conduct a comprehensive cultural competence and gender specific agency self-assessment. Determine which instrument(s) best matches the needs and interests of your organization or program. Use the self-assessment results to develop a long-term plan, with measurable goals and objectives, to incorporate culturally competent and gender specific principles, policies, structures, and practices into all aspects of your organization or program. This may include, but is not limited to, changes in the following: mission statement, policies, procedures, administration, staffing patterns, service delivery practices and approaches, outreach, telecommunications and information dissemination systems, and professional development activities, etc.
- Determine the culturally, linguistically, racially and ethnically diverse groups, and girls and young women within the geographic locale served by your organization or program. Assess the degree to which these groups are accessing services and the level of satisfaction with services received.
- Conduct an assessment of what organization and program personnel perceive as their staff development needs related to the provision of services to culturally, linguistically, racially and ethnically diverse groups, and girls and young women.
- Convene informal brown bag lunches to engage organization or program personnel in discussions and activities that offer an opportunity to explore attitudes, beliefs and values related to cultural and gender diversity.
- Identify and include budgetary expenditures each fiscal year to facilitate personnel development through their participation in conferences, workshops, and seminars on cultural competence and gender specific services.
- Gather and organize resource materials related to cultural competency and gender specificity for use by organization and program personnel.
- Build and utilize a network of natural helpers, community informants and other "experts" who have knowledge of the culturally, linguistically, racially and ethnically diverse groups, and girls and young women served by your organization or program.

King, M.A., Sims, A. & Osher, D.

Section IV: Culturally Competent Services

Introduction:

Many agencies continue to grapple with how to make cultural competence more concrete and measurable. As a companion piece to President Clinton's list of things every American should do to promote racial reconciliation, Child Welfare League of America (CWLA) (1997) proposes the following list for child welfare/human service professionals and organizations.

1. Make a commitment to expanding knowledge about culture, cultural diversity, cultural competence, and the various dimensions of culture in your organization.
2. Make a commitment to be aware of the various cultural groups that look to your agency for assistance.
3. If issues of culture are not usually given attention in the strategic planning process, policy development, program design, or service delivery plans, make an effort to increase the organizational and individual understanding of how the various dimensions of culture impact the population(s) the agency serves and the staff that assists them.
4. Become an organization that is dedicated to promoting cultural competence. Respecting sexual preference choices, different age cohorts, and people who are disabled should also be viewed as a critical aspect of cultural competence. Demonstrate your commitment through your hiring, retention, promotion, performance evaluations, and disciplinary policies. Put emphasis on developing a culturally competent organization that provides supports and services to a diverse population in ways that are appropriate and applicable to the culture(s) of those populations.
5. Make a conscious effort to create a safe, secure, and supportive environment where staff can explore cultural differences. Create formal partnerships with community organizations and encourage staff to actively engage the community and population served in the development of policy, program design, and service delivery models.
6. Be active in the community in which your agency is physically located and, if different, the one where the population(s) served lives. Engage the community by recruiting local citizens for the board of directors, in voting positions, and on advisory teams and task forces. Likewise, encourage staff to become involved in community boards and activities.

7. Be an example to the community and the population(s) that turn to your agency for services by making hiring decisions that are reflective of the diversity of those populations. More importantly, make sure that staff have a genuine understanding of the richness, strength, and additional capacity diversity brings to the workplace.
8. Advocate for cultural competence in other groups to which your agency belongs. Include criteria in requests for proposals, and other contracts that place emphasis on the ability of the contractor/consultant to demonstrate capability in achieving positive results that are also culturally appropriate and applicable for the population(s) served.
9. As an organization become more proactive about recognizing and resolving the conflict that can occur when differing cultures collide. Encourage staff to speak out when they recognize intolerance whether or not they are the targets.
10. If your agency provides educational and/or recreational opportunities for the population(s) served make sure that they include experiences that are reflective of all cultural groups. For instance, many communities have museums or cultural centers that host a variety of events throughout the year and on holidays. Also, during the summer many communities have various festivals that celebrate the culture, traditions, artwork, and dance of racial and ethnic groups. Encourage children and youth to share their knowledge about the cultural groups to which they belong.

Programming Guidelines:

For services to be effective, they must be grounded in the value system, traditions, and language of the client, family, and community. Differences predicate the notion that in order to be effective, programs need to take into consideration the specific characteristics of the group being targeted. Culturally appropriate programs are defined by Phileo, 1995, therefore, as meeting each of the following characteristics: 1) The intervention is based on the cultural values of the group, 2) the strategies that make up the intervention reflect the subjective culture (attitudes, expectations, norms) of the group, and 3) the components that make up the strategies reflect the behavior preferences and expectations of the group's members.

Failure to provide culture specific services throughout the entire continuum will in all likelihood result in poor utilization of services. The literature on culturally competent services has identified six important principles that must form the basis of any successful program:

1. commitment to providing culture specific services
2. awareness and acceptance of the concept of diversity
3. staff self-awareness and self-appreciation
4. understanding the dynamics of cultural differences and how they influence the development of relationships and interventions
5. knowledge of client and community cultural backgrounds and values
6. flexibility in the adaptation of methods and skills to match client and community needs and background

Marion County Commission on Children and Families developed a list of program guidelines to assist in the process, program design, and evaluation of culturally competent programs. All the guidelines listed below are important, and if incorporated, maximize program effectiveness. These guidelines are applicable to all services along the continuum: from community based prevention programs, to intensive residential programs, detention, and state institutions. Even if your program serves a small diverse population, all programs can meet the guidelines creating an effective continuum of care.

A. Environment:

The community the program operates in.

- A.1. The program has identified resource people from various cultural populations of the community.
- A.2. The program has developed and maintains ongoing direct person-to-person contact with these resource persons.
- A.3. Resource persons are asked to participate in program evaluation(s).
- A.4. The program has accurate demographic data about various cultural communities it proposes to serve.
- A.5. The program uses demographic data to ensure all cultural populations receive equal access and/or equal services as required to meet their needs.

B. Management Control:

The governing and administration system for the program.

- B.1. The board will be comprised of people from various ethnic and cultural backgrounds.
- B.2. The program has written policies or plans, which call for the program to become culturally competent.
- B.3. The written policies or plans must be approved by the board of directors.

C. Resources:

The money, technology, human resources, etc., coming into the program.

- C.1. The program employs ethnic, bilingual, and culturally diverse staff and/or volunteers in positions that have direct contact with clients.
- C.2. The program has the capacity to serve clients from all ethnic and cultural demographics in the community.

D. Change Technology:

Activities and interactions which occur to create positive change or add value.

- D.1. The program has incorporated the concepts of culturally competent, gender specific and language-appropriate services into their ongoing training programs.
- D.2. All staff members and volunteers receives at least four hours of cultural competency training annually.
- D.3. The program has a resource library containing up-to-date articles, books, tapes, etc., related to cultural issues.
- D.4. The program provides opportunities, which help clients understand and appreciate cultural differences.

E. Facility and Grounds:

Actual site(s) where program activities and services occur.

- E.1. Reasonable accommodation to ensure access to services is made by removing architectural and structural barriers.
- E.2. Posted information is written in a variety of appropriate languages.
- E.3. The atmosphere in the program acknowledges and welcomes people from diverse cultural backgrounds through artwork, posters, books, etc.

F. Services Delivered:

Actual service, or product which is delivered, hopefully, with positive change or value added. Include any resources leaving the program (i.e. staff turnover, etc.)

- F.1. Clients from all cultural and language backgrounds successfully complete the program in similar ratios.
- F.2. All clients receive equitable services, appropriate and relevant to the clients' cultural and language backgrounds.
- F.3. Personnel records reflect non-discriminatory practices in the hiring, promotion and retention of staff.

G. Feedback/Evaluation:

Information relating to program goals and objectives.

- G.I. The program assesses its "cultural competency" policy and plans with input from staff, volunteers, resource people and clients.
- G.2. All programs, organizations, projects, etc., will submit an outline of their "cultural competency" plan detailing the goals, objectives/activities, and post-assessment for each of the criteria.

MARION COUNTY

General Cultural Competency Resources

Programs:

National

Program:	Across Ages
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Setting:	School/ Family
Focus:	Positive Youth Development
Age Served:	6 th grade
Gender:	Male and Female

Program Description

Addresses eleven positive youth development constructs, including social, emotional, cognitive, behavioral and moral competencies, bonding, positive identity, self-efficacy, opportunities for prosocial involvement, belief in the future and self-determination, and pro-social norms.

The purpose of the intervention was to demonstrate the intergenerational mentoring approach to drug prevention for high-risk sixth graders. Program included mentoring two hours twice a week during the school year by adults 55 years of age and older, one hour of community service every two weeks, twenty-six sessions using social problem solving model as used by Weissberg and Caplan in the Positive Youth Development Curriculum. Saturday workshops designed to increase parental involvement and strengthen parent-child bonds by coaching parents in more effective parenting styles. Mentors were carefully recruited and workshops were offered for teachers on the Social Problem Solving Model. Teachers rated students on their involvement in the curriculum and volunteer activities. Three sixth grade classes received varying levels of interventions. 52% were African American, 16 % Caucasian, and 9% Latino. In each school prior to the intervention attendance was low and attendance poor. Many children were living with relatives or grandparents.

Findings

Significant outcomes were shown for the combined mentoring and problem solving group in regard to their attitudes toward older people, with the group showing an increase in knowledge about older people. The participants demonstrated improved reactions to situations involving drug use, higher levels of community service, and fewer days absent from school. The analysis also showed that the level of involvement on the mentor's part was related to the number of days the children were absent. Students perceived by staff as being involved highly with the mentors were less absent than peers who were rated marginal.

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Big Brothers/Big Sisters

Setting: Community
Focus: Positive Youth Development/Mentoring
Age Served: All Ages
Gender: Male and Female

Program Description

Focused on targeted systematic changes in a child's social domains as a result of bonding with a healthy adult as opposed to a specific skills training component. The goal was to use the program structure and resources to establish a mentoring relationship with prosocial adults and to inhibit their association with antisocial peers and adults. The minimum time commitment required of mentors was several hours two to four times a month for at least a year. More than 70% of the matches met at least three times a month for more than three hours each time, and nearly half met once a week and had an average of eleven months of exposure.

Evaluation Design

The program has national standards for screening, training, and matching and meeting requirements of supervision. The sample consisted of 959 youth in a random experimental study. Youth were ages ten to fourteen years old from eight Big Brothers/Big Sisters sites in Phoenix, Wichita, Minneapolis, Rochester, Columbus, Philadelphia, Houston, and San Antonio during the study period of 1992-1993. All ethnic groups were represented with 60% minorities, and 40% received public assistance and food stamps. The study covered eighteen months, although the intervention covered several years.

Findings

The intervention had significant results in antisocial activities, academic performance, relationships with family, relationships with friends, self-concept, and social and cultural enrichment. Drug use decreased 45%, hitting 32%, the number of times youth skipped class 37%, or a day of school 52%. Increases were found in the perceived ability to complete schoolwork and improved parental relationships. The program showed the greatest impact in the reduction of substance abuse for minority boys by 67%. Minority males reported higher levels of emotional support. Minority girls and Caucasian boys showed perceived increases in their scholastic competence.

Contact Information: <http://www.bigbrobigsis.org/>

Reference: Tierney, J.P., Grossman, J.B., J.B. with Resch, N.L. (1995).

Program: The Child Development Project

Setting: Family/School
Focus: Positive Youth Development
Age Served: Age 11 & 12
Gender: Male and Female

Program Description

The Child Development Project addresses social, emotional, cognitive, behavioral, and moral competencies, bonding, resilience, self-efficacy, recognition for positive behavior, positive identity, opportunities for prosocial involvement, and self determination. The focus of the program is to “help schools become caring communities of learners”. The intervention consists of integrating school curricula, training and new classroom practices to replace “old practices”. Parents are encouraged to build stronger bonds between home and school by being involved in community building projects with their children and teachers, and “homeside” activities for competence and bonding development. The core program used a comprehensive approach to instruction, such as cooperative learning, values based reading and language arts programs, and developmental discipline techniques; lastly, whole school, classroom and community building projects were employed.

Evaluation Design

Six school districts with twenty-four schools participated throughout the West Coast, South, Southeast and Northeast. Schools represented large urban, small urban, suburban and rural district. Schools ranged from 2% to 95% free and reduced lunch and a diverse ethnic and cultural background. Youth were matched and grouped based on standardized test with 48% male and 52% female of eleven and twelve year olds. Assessment of drug use and delinquent behavior was measured on self-report questionnaires.

Findings

Results showed alcohol use declined 4% the first year and stayed the same for the second year, while alcohol use increased significantly in the control group over the same period. Significant changes were noted for six observational measures of teacher warmth and supportiveness, emphasis on prosocial values, encouragement of cooperation, elicitation of student thinking and expression of ideas, use of extrinsic control, and student autonomy and influence.

Reference: Battistich et. al (1996)

Program: Dare to Be You (CSAP Demonstration Grant # 1397)

(Excerpt from *Understanding Substance Abuse Prevention -- Toward the 21st Century: A Primer on Effective Programs*, Center for Substance Abuse Prevention, unpublished.)

Setting: Family/School
Focus: Positive Youth Development
Age Served: Age 2-5
Gender: Male and Female

Program Description

The Dare To Be You program (Grant #1397) was a five-year grant initiated in 1989 that targeted preschool youth ages two through five, and their families. The project was implemented in four ethnically diverse sites across Colorado, including the Ute Mountain community (95% Native American and rural), San Luis Valley (64% Hispanic and rural), Colorado Springs (53% European American and urban), and Montezuma County (84% European American and suburban).

The demonstration project was designed to work directly with parents to increase their knowledge of child development; personal sense of worth; ability to effectively manage their children through increased communication and problem solving skills; and knowledge and use of appropriate child rearing practices, thereby enhancing the home environment and imbuing youth with the ability to later resist the lure of substance use. In tandem with the parent training program, trained staff also worked directly with youth attempting to bolster their sense of self-worth, as well as improve their communication and reasoning skills. By bolstering these key resiliency factors, the program hoped to prevent later substance use.

Parents participated in a thirty hour educational curriculum administered by trained facilitators. The course was administered in sessions lasting about 2.25 hours once a week over three to four months. In the first year, all individuals enrolled completed at least twenty hours. In subsequent years, virtually everyone logged the minimum number of hour's (twenty) required to complete the course.

The curriculum covered increasing self-responsibility, personal efficacy, self-esteem, communication and social skills, and problem-solving and decision skills. Parents received boosters in the form of annual programs (about once a week for four weeks, two-hour sessions). This workshop series was designed to reinforce the skills learned in the first program year. A minimum of two booster series was held each year.

Finally, after completing booster sessions, parents were eligible for AFTER-DARE parent support groups held monthly at two sites and somewhat less frequently at two other sites. AFTER-DARE support programs featured family functions, activities, and discussions.

Children participated in a core twenty hour educational curriculum with 2.25-hour sessions held weekly over three to four months. Like parents, children had to complete a

minimum of twenty hours of training to be eligible for other activities. The youth program mirrored the lessons in the parent program only with developmentally appropriate activities for two to three, and four to five year olds. Youth also participated in special activities designed to support the curriculum's lessons in the areas of communication, self-responsibility, self-esteem, and decision making.

In addition to parent and youth program components, preschool teachers and day care providers received a minimum of fifteen hours of training to support the concepts delivered in the family portion of the program. High-risk families were identified by social and community agencies and/or were self-referred because they felt they needed the help the program offered.

Evaluation Design

Families were screened and recruited by the program staff. Families wishing to participate were then randomly assigned to either a treatment or a control group. Although site profiles differed on a number of risk characteristics, differences between treatment and control groups within each site and within each cohort were negligible.

Findings

The findings from this research document the success of the intervention in improving a number of parent and child resiliency factors, which theoretically relate to later substance use. Results of the evaluation found that participants:

- Experienced significant and enduring increases in parental self-esteem in terms of increased sense of competence, satisfaction with role, and positive attitude about being a parent.
- Decreased their level of self-blame over time in terms of lacking ability or not exerting sufficient effort, as well as blaming their child for parent-child or family problems.
- Demonstrated consistent and significant increases in using appropriate control techniques (maturational oriented, child-centered, overall control), and in decreasing their use of harsh punishments.
- Showed significant and prolonged increases in the level of satisfaction expressed with the size, felt closeness, amount of contact, and type of support provided by their social network.

Contact Information: DARE To Be You, Colorado State University,
E-mail: darecort@coop.ext.colostate.edu, 215 N. Linden, Suite E, Cortez, Colorado 81321, Phone: (970) 565-3606, Fax: (970) 565-4641

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Families and Schools Together (FAST) (McDonald)

(Excerpt from *Strengthening America's Families: Promising Parenting Strategies for Delinquency Prevention*, Office of Juvenile Justice and Delinquency Prevention, 1993, p. 49-50.)

Setting: Family/ School

Focus: Positive Youth Development/ Substance Abuse Prevention/ School Success

Age Served: School Age

Gender: Male and Female

Program Description

Families and Schools Together (FAST) uses a collaborative, whole family approach to achieve its goals. An eight-week curriculum of multiple-family group activities, followed by ongoing monthly meetings, incorporates the following activities: a meal hosted by a family, a family sing-along, structured family communication exercises, family feelings identification exercises, parent support meetings while children play, one-to-one quality time, winning-as-a-family-unit exercises, a closing ritual, a substance abuse education component, graduation, and development of a school-based parent advisory council of FAST program graduates.

FAST identifies participants through a strong and active recruitment process in which school personnel identify at-risk children. Other recruitment activities include home visits and training in recruitment, plus a positive nonstigmatizing programmatic approach which focuses on strengths and empowerment incentives, and the removal of obstacles to participation through the provision of transportation and childcare. Of families initially telephoned by schools, 63 percent agreed to attend at least one meeting. Eighty-two percent of families that attend at least one meeting graduate from the FAST program. Recruitment and retention rates reflect first-time implementation at new sites; rates at ongoing sites are typically substantially higher.

FAST is a collaborative effort between a school, a mental health agency, an alcohol and other drug abuse prevention specialist, and the parents. Multifamily group meetings are staffed by a school staff member such as a social worker, counselor, psychologist or principal; a parent, liaison worker, or FAST facilitator; an alcohol and other drug abuse prevention specialist; and a mental health professional. Volunteers are recruited and trained to help at meetings.

FAST targets whole families, reaches "unreachable" families, and uses a truly collaborative approach. FAST breaks down barriers to trust and stereotypes, and promotes the development of active parent groups and advocacy councils. FAST utilizes a stress/social-support model that builds on family strengths. FAST is explicit about program values. The FAST program model and activities are strongly grounded in an empirical research base.

Findings

FAST has been successfully replicated at more than seventy schools in Wisconsin and six other States in rural, medium-sized, and urban communities. FAST groups have been made up of culturally diverse families, as well as solely Spanish-speaking people, Native Americans, African Americans, Asian Americans, or European Americans. FAST has developed a thorough and highly effective training model that includes links between communities and onsite training of collaborative teams. Necessary resources include a large room and materials to execute family activities. The FAST Program Workbook describes all the resources needed.

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Family Advocacy Network (FAN) (CSAP Demo Grant #1383)

(Excerpt from *Understanding Substance Abuse Prevention -- Toward the 21st Century: A Primer on Effective Programs*, Center for Substance Abuse Prevention, unpublished document.)

Setting: Family
Focus: Strengthening Families/Positive Youth Development
Age Served: Age 11-15
Gender: Male and Female

Program Description

In conjunction with SMART Moves, a three year youth drug prevention program [see description on page 33], a parent involvement program called the Family Advocacy Network (FAN Club) was implemented for parents of prevention program youth at the four Boys & Girls Clubs serving as demonstration sites. The goal of the FAN Club was to strengthen families in the program. This goal was to be achieved by creating a bond between youth and their parents, reducing maternal isolation, providing opportunities for families to participate in pleasurable activities together, helping parents influence their children to lead drug-free lives, and providing social and instrumental support for families. The FAN Club was designed to focus on families' strengths rather than deficits, to inspire parental confidence and competence, to respond to family cultural preferences and values, to recognize the developmental needs of parents, to be flexible and responsive to parental needs, to encourage voluntary participation by parents, and to include parents as partners in the planning and implementation of the program.

The three-year youth drug prevention program [mentioned above] consisted of the Start SMART and Stay SMART programs, components of the Boys & Girls Clubs of America's National Prevention Program (SMART Moves); and SMART Leaders, developed by the investigators. These sequential programs were found effective in a previous CSAP grant. Start SMART (10 sessions; 1-1/2 hours), Stay SMART (12 sessions; 1-1/2 hours), and SMART Leaders (5 sessions; 1-1/2 hours) are curriculum-based programs that use role playing, group activities, and discussion to promote social skills, including peer resistance skills, problem solving/decision-making skills,

conservative group norms regarding substance use, and knowledge of the health consequences and prevalence of alcohol, tobacco, and other drug use by youth and adults. To continue in the three year sequential program, youth were required to participate in 75% of the sessions in each program. Each year, when structured prevention program sessions were not taking place, program youth participated in monthly activities designed to stress non-drug use norms and to keep the youth involved in the prevention program.

Findings

Results from the youth self-report questionnaire indicated positive program effects for youth in Boys & Girls Clubs that offered the three-year youth prevention program with monthly youth activities and the FAN Club parent program (FAN Club group). Over the three years, the FAN Club group reported increasing ability to refuse alcohol, marijuana, and cigarettes, and increasing negative attitudes toward marijuana use.

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Gateway to Higher Education

- Setting:** School
- Focus:** School Success
- Age Served:** High School Age
- Gender:** Male and Female

Program Description

The program prepares students for careers in science, medicine and technology. Nationally, the proportion of African American, Hispanics, and Native Americans represented in the undergraduate sciences, engineering, and graduating from medical schools is disproportionate to the general population. The program focuses on increasing the protective factor of clear standards and healthy beliefs by having high expectations for success, a demanding curriculum, and providing a strong support system for students. The key features of the Gateway schools were an extended school day with extra periods of math and science, with after-school tutorial, and an extended school year including a summer program for 9th graders.

The Gateway to Higher Education program is a secondary program that operated in five New York High Schools. Over 605 of the participants were African American or Hispanic. Each Gateway school had a coordinator and a team of teachers who stayed with the students throughout their entire four years.

Findings

The study of the Gateway program looked at the course-taking, test-taking, standardized test scores and grades, and graduation and retention into post secondary schools. Gateway students were more likely than the control group to take advanced science,

math, and chemistry. African Americans were more likely to take chemistry, exceeded the national average on the SAT in both math and verbal scores, and have higher Biology and Chemistry scores. Cost of the program was \$1,600 per student.

Reference: Campbell, Patricia B., Wahl, Ellen, Slater, Morton and Iler, Elizabeth (1998).

Program: Home Visiting

(Excerpt from *Preventing Crime: What Works, What Doesn't, What's Promising*, University of Maryland, Department of Criminology and Criminal Justice and the U.S. Department of Justice, Office of Justice Programs, 1997, pages 4-10 through 4-15.)

Setting: Family
Focus: Positive Youth Development
Age Served: Age 0-4
Gender: Male and Female

Program Description

Home visitation varies enormously in dosage levels, content, skill, and context. Yet there are common effects reported across all these variations. The common core of home visitation is a visitor who cares about child raising sits down in a home with a parent and a child. Visitors can be nurses, social workers, preschool teachers, psychologists, or paraprofessionals. They can provide cognitive information, emotional support, or both. They can actively teach parents, with hands on the children, or they can passively watch and listen, merely giving parents a good listening to. They can be trained in health (nurses), human development (psychologists and social workers), cognitive and social skills instruction (preschool teachers), or some mixture of these subjects (like paraprofessionals). No matter who they are or what they do, they provide a bridge between the parent, usually a mother, and the outside world.

Findings

While the two long-term experiments included preschool programs (also called "day care" in some studies), positive effects were found in 11 of the experiments from home visitation without preschool. Some of the home visitations included doctor's office visits or some other context for instruction and observation outside the home, however, most did not. None of the five experiments showing that home visitation reduced child abuse included involvement in preschool.

The consistent finding of beneficial effects of home visits without preschool is important for several reasons. One reason is theoretical: it shows that the visits are not simply a spurious correlate of the effects of preschool programs on both the children and their mothers, who in some studies are heavily involved in the preschool programs and who show beneficial effects themselves in reduced welfare support and longer time between pregnancies. The fact that one trial (Wasik et al., 1990) found stronger effects from home visits with cognitively-oriented day care than from home visits to comparison families (of

which more than half were in some other kind of day care) does not contradict the independent effects of home visits. Yoshikawa (1994) and others have concluded that home visits are likely to be more effective in combination with early education, but the empirical evidence may still be too preliminary to reach a conclusion either way.

Contact Information: You can order a free copy of *Preventing Crime: What Works, What Doesn't, What's Promising*, University of Maryland/Department of Criminology and Criminal Justice and the U.S. Department of Justice/Office of Justice Programs, 1997, from the National Criminal Justice Reference Service, (800) 851-3420.

For a copy of a summary of the "Blueprint" (step-by-step instructions that will help communities plan and implement youth crime and violence prevention strategies) for this program (Cost: \$10 per copy) contact: Center for the Study and Prevention of Violence, Website: <http://www.colorado.edu/cspv/blueprints> Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442, Phone: (303) 492-8465

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Know Your Body

Setting: School
Focus: Positive Youth Development/Health Education/Tobacco Prevention
Age Served: 4th Grade
Gender: Male and Female

Program Description

The intervention targeted 4th grade children in 15 New York City elementary schools. 911 students were in the study serving Asian, Hispanic/Latino, Caucasian, African American. It was a health based intervention that addressed social, emotional, cognitive and behavioral competencies, self-efficacy, recognition of positive behavior, positive identity, and pro – social norms. The focus of the program was to teach and train youth healthy and personal self–management skills. Youth were educated on making connections between smoking related decisions and self-image, values, anxiety, and stress. Youth were taught skills in stress management decision-making, communication and assertiveness and increased awareness of social influences in the initiation of smoking.

Findings

At six-year posttest, the program was effective in two risk areas; smoking and diet. Ninth grade students in the intervention schools had 73.3% lower rates of smoking initiation than students in non-intervention schools.

Reference: Walter, Vaughan, and Wyndar (1989)

Program: Life Skills Training Program

(Excerpt from *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*, National Institute on Drug Abuse, 1997, pages 21-22.)

Setting: School
Focus: Positive Youth Development/Drug Use Prevention/Social Skills
Age Served: Middle School Age
Gender: Male and Female

Program Description

The Life Skills Training universal classroom program is designed to address a wide range of risk and protective factors by teaching general personal and social skills in combination with drug resistance skills and normative education. The program consists of a three year prevention curriculum intended for middle school or junior high students. It contains 15 periods during the first year, 10 booster sessions during the second, and 5 sessions during the third. Three major content areas are covered by the Life Skills Training program: drug resistance skills and information, self-management skills, and general social skills.

Drug resistance skills and information provide materials that deal directly with the social factors promoting drug use. This content area includes material designed to increase awareness of social influences toward drug use, correct the misperception that everyone is using drugs and promote anti-drug norms, teach prevention-related information about drug abuse, and teach drug resistance skills.

The self-management skills content area provides students with skills for increasing independence, personal control, and a sense of self-mastery. This area includes teaching general problem-solving and decision making skills, critical thinking skills for resisting peer and media influences, skills for increasing self-control and self-esteem (such as self-appraisal, goal-setting, self-monitoring, self-reinforcement), and adaptive coping strategies for relieving stress and anxiety.

General social skills enhance students' social competence with a variety of general social skills, including skills for communicating effectively, overcoming shyness, learning to meet new people, and developing healthy friendships. These skills are taught through a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal, and extended practice through homework assignments.

Findings

The Life Skills Training program has been extensively studied over the past 16 years. Results indicate that this prevention approach can produce 59% to 75% lower levels (relative to controls) of tobacco, alcohol, and marijuana use. Booster sessions can help maintain program effects. Long-term follow-up data from a randomized field trial involving nearly 6,000 students from 56 schools found significantly lower smoking, alcohol, and marijuana use 6 years after the initial baseline assessment. The prevalence of cigarette smoking, alcohol use, and marijuana use for the students who received the Life

Skills Training program was 44 percent lower than for control students, and the regular (weekly) use of multiple drugs was 66 percent lower.

Although the early research of the Life Skills Training program was conducted with white populations, several recent studies show that it is also effective with inner-city minority youth. It also has been found effective when implemented under different scheduling formats and with different levels of project staff involvement. Finally, evaluation studies indicate that this prevention program works whether the program providers are adults or peer leaders.

Contact Information: Institute for Prevention Research, Cornell University Medical Center, 115 Wall St., Room KB 201, New York, NY 10021, (212) 746-1270, E-mail: ipr@mail.ned.cornell.edu, Website: <http://www.lifeskillstraining.com>,
For training, technical assistance, or more information, contact: Princeton Health Press, Inc., 411 East 69th Street, Princeton, NJ 08540, Phone: (800) 636 – 3415, Fax: (609) 942 – 3593, e-mail: PHPinfo@aol.com

For a copy of a summary of the "Blueprint" (step-by-step instructions that will help communities plan and implement youth crime and violence prevention strategies) for this program (Cost: \$10 per copy) contact: **Center for the Study and Prevention of Violence**, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442, Phone: (303) 492-8465 ,
<http://www.colorado.edu/cspv/blueprints>

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Metropolitan Area Child Study

Setting: Family/School
Focus: Positive Youth Development/Delinquency Prevention
Age Served: Elementary School Age
Gender: Male and Female

Program Description

This multi-year delinquency prevention field trial addresses ten positive youth development constructs, including social, emotional, cognitive, behavioral, and moral competencies, bonding, resiliency, self-efficacy, opportunity for pro-social involvement, and pro-social norms. Combined universal and selected prevention efforts designed to influence norms that affect aggression in a general population and to lower aggressive behaviors in a high-risk sample. The intervention goal was to modify the cognitive system of the child while influencing the classroom, the school and the family.

Program Design

In multiple conditions three integrated interactive components included a teacher education program, collaborative support strategies from project staff, and a social cognitive curriculum called “Yes I Can.” The educator strategies included the development of pro-social behavior in students, cultural sensitivity, and proactive behavior management. The curriculum strategies consisted of 40 one-hour lessons taught by teachers over two years, and included teacher manuals and student workbooks. Program themes included self-understanding, relationship to self and others, and moral beliefs. The second condition featured general classroom enhancement, plus an intensive small group component where children received more intense social cognitive and peer relationship training in a group among six other students. These strategies targeted children’s cognitive attributions, beliefs, scripts, and gave modeling, role play and leadership opportunities to practice new scripts in a non-threatening setting. Three social skills of stop and think, communicate, and cooperate.

Small groups met during the school week once a week for 28 weeks over two years; 12 the first year and 16 the second year. The third intervention included the classroom and small group intervention, plus a family intervention that emphasized parenting management skills, enhanced communication, and family cohesiveness strategies, including family problem-solving, monitoring, reframing and coping skills. The intervention occurred in sixteen elementary schools in the Chicago and Aurora area. Schools were divided by ethnicity of Hispanic and African American and mixed between African American, Hispanic, and Caucasian.

Findings

Late intervention kids who were high on aggression at pretest scored significantly lower for aggression at posttest. Youth who were moderately pro-social at pretest were significantly more pro-social as a result of the small group intervention. Within the early intervention group (grades 2 and 3) the moderating effects of pro-social behaviors was significant for aggression at posttest. Among the control group those youth that were low in aggression and pro-social behavior at pretest were significantly higher on aggression at posttest. This was not true for the intervention group, thus was interpreted as preventing the development of high levels of aggression.

Reference: Tolan, P.H., Guerra, N.G., Henry, D., Huesmann, L.R., VanAcker, R. & Eron, L. (1998).

Program: Preparing for the Drug Free Years (Hawkins & Catalano)

(Excerpt from *Strengthening America's Families: Promising Parenting Strategies for Delinquency Prevention*, Office of Juvenile Justice and Delinquency Prevention, 1993, pages 42-45.)

Setting: Family
Focus: Positive Youth Development/ Drug Use Prevention
Age Served: Late Elementary Early Middle School Age
Gender: Male and Female

Program Description

In *Preparing for the Drug Free Years*, parents learn how to increase their children's opportunities for involvement in the family, how to teach skills needed by children and adolescents, and how to provide reinforcement for desired behavior and appropriate consequences for undesired behavior. The program covers the following topics: (1) understanding the risk factors of drug abuse, (2) understanding the nature and extent of the problem, (3) reducing risks by strengthening family bonds, (4) conducting family meetings and fostering family communication, (5) establishing a family position on drugs, (6) identifying and establishing positive reinforcements and appropriate negative consequences, (7) reinforcing a child's use of refusal skills, (8) expressing and controlling anger, (9) increasing children's participation in the family, and (10) creating a parent support network.

Preparing for the Drug Free Years teaches parents how to reduce critical risk factors that are especially important during the late elementary and middle school years. It is designed to effectively reach adult learners regardless of learning style or educational level. The program teaches parents how to use the basic principles of the social development strategy to strengthen family bonding. As a result, families build protection against risk.

Findings

Results indicate that participants significantly increased their drug abuse prevention skills and commitment to using prevention practices. Parent participants demonstrated considerable changes in attitudes and knowledge levels.

Contact Information: You can order a free copy of *Strengthening America's Families: Promising Parenting Strategies for Delinquency Prevention*, Office of Juvenile Justice and Delinquency Prevention, 1993 from the National Criminal Justice Reference Service, (800) 851-3420. Or E-mail: moreinfo@drp.org or drpmain@drb.org, Developmental Research and Programs, 130 Nickerson, Suite 107, Seattle, WA 98109, Phone: (800) 736-2630, Fax: (206) 286-1462

Reference: Western CAPT , *Best Practices and Promising Approaches* (2nd ED.), November, 1999.

Program: Responding in Peaceful and Positive Ways (R.I.P.P)

Setting: Community
Focus: Positive Youth Development
Age Served: School Age
Gender: Male and Female

Program Description

The Responding in Peaceful and Positive Ways Program (R.I.P.P) addressed ten positive youth development constructs, including social, emotional, cognitive, behavioral and moral competencies, bonding, prosocial norms, self-efficacy, opportunities for prosocial involvement, and recognition of positive behavior. The intervention used an expanded version of a curriculum originally developed by Prothrow –Stith violence prevention model, and concepts from “The Friendly Classroom for a Small Planet.” R.I.P.P. is an ongoing, multi-year intervention that the program authors described as a “developmentally-anchored health promotion.” The initiative of which R.I.P.P is part began in 1991 as a broad collaborative effort between the Richmond Public Schools, the Richmond Behavioral Health Authority, and Virginia Commonwealth University. This collaboration was expanded through a cooperative agreement with the National Center for Injury Prevention and Control within the Centers for Disease Control and Prevention.

The expanded curriculum used standardized manuals and sought to: address gender differences at the level of curriculum development and personnel training; be more intensive in order to produce a stronger effect; have clearly stated objectives; have a firm base in research and theory about adolescent violence; be sufficiently standardized in order to minimize differences in interpretation of the program content; emphasize how students can use the skills they learn in the program’s content; and emphasize how students can use the skills they learn in the program outside of school and throughout their entire lives.

The components included adult role modeling, peer mediation, team building activities, relaxation techniques, small group work, role plays, and cognitive restructuring methods repetition and mental rehearsal. The program emphasized a health promotion format and, anchored in developmental theory and outcomes, provided staff development and parent training in non violence and conflict resolution methods.

Students were exposed to trained prevention specialists who implemented the R.I.P.P once a week, modeled and reinforced appropriate non-violent behavior in schools, worked to promote a caring community of student and adults and supported prosocial norms and expectations. The specialist also implemented a school-wide peer mediation program available to all students and adults, and supported prosocial norms and expectations

Reference: Farrell, A., Meyer, A. & Dahlberg, L. (1996). And Farrell, A. & Meyer, A. (1997).

Program: SMART Moves / Stay SMART / SMART Leaders

(Excerpt from *Understanding Substance Abuse Prevention -- Toward the 21st Century: A Primer on Effective Programs*, Center for Substance Abuse Prevention, unpublished.)

Setting: Community
Focus: Positive Youth Development
Age Served: Age 12 – 15
Gender: Male and Female

Program Description

Stay SMART (12 sessions; 1-1/2 hours) and SMART Leaders (5 sessions; 1-1/2 hours) are curriculum-based programs that use role playing, group activities, and discussion. The goal is to promote social skills, including peer resistance skills, problem-solving/decision-making skills, conservative group norms regarding substance use, and knowledge of the health consequences and prevalence of alcohol, tobacco, and other drug (ATOD) use by youth and adults.

To progress from Stay SMART to the first and second years of the SMART Leaders booster program, youth were required to participate in 75% of the sessions of each program. The first year of SMART Leaders consisted of sessions on topics including, improving self-image, coping with stress, resisting media pressures, and being assertive in pressure situations. The second year of SMART Leaders included several educational/discussion modules on ATODs. After each year's small-group sessions, SMART Leaders youth participated in activities such as recruiting other youth for Stay SMART, assisting with prevention program sessions offered to younger Boys & Girls Club members, helping with club activities and events, and/or fundraising. Boys & Girls Club staff members facilitated prevention programs.

Findings

Results from the self-report questionnaire showed overall effectiveness of the Stay SMART prevention program, and more particularly, the effectiveness of the SMART Leaders booster program, in maintaining and furthering initial gains made in the initial Stay SMART program. More specifically: Overall drug use, marijuana-related behavior, cigarette-related behavior, alcohol-related behavior, and ATOD drug use knowledge was significantly less in the SMART + Boosters group and Stay SMART only group compared to the control group. Furthermore, the Stay SMART + Boosters group versus the control group perceived significantly fewer social benefits from smoking marijuana and drinking alcoholic beverages.

Contact Information: Boys & Girls Clubs of America, Website: <http://www.bgca.org>, 1230 W Peachtree ST NW, Atlanta Georgia 30309-3447, Phone: (404) 487-5766, Fax: (404) 487-5789; for materials, contact: Supply Services: (404) 487-5701; for training and technical assistance, contact CSAP: (toll free) (877) 773-8546.

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999

Program: Southwest Key Program

Setting: Community
Focus: Entire Continuum of Care
Age Served: Age 10 –17
Gender: Male and Female

Program Description

Southwest Key currently operates many different program models that span the entire continuum of care including: the Intensive Supervision Program, Independent Living, Day Treatment, Residential Treatment, Unaccompanied Alien Minor Shelter Care, Juvenile Justice Alternative Education, Training and Detention Residential Program for Girls, Substance Abuse Residential Program for Boys, and a Direct Child Care Delivery Services Program.

Because the vast majority of the youth and families they serve are African American and Hispanic/Latino, they have established the effort to provide culturally relevant services to all clients as a high priority for the agency. One very important piece of their commitment to provide culturally relevant services is offering clients and client families many strong, successful role models of their own ethnic origins. They accomplish this in many ways, but most consistently by recruiting, hiring, and developing people of color to be program directors, caseworkers, clinicians, etc., and providing them with the skills and training they need to grow professionally. Southwest Key employs staff with an ethnic breakdown that closely reflects that of the population they serve.

Southwest Key's treatment services reflect the ethnic and cultural needs of each client in several ways. Culturally relevant services begin at intake, when the caseworker elicits information from the client and family regarding their primary language. Every effort is made to match the family to a caseworker of the same or similar background, and if the family is Spanish-speaking, to assign a bilingual caseworker. They take care to accommodate the culture and traditions of the family and to support them at all levels. Caseworkers also go to great lengths to locate culturally appropriate community resources for families and clients, to arrange special activities on significant religions and/or cultural holidays and to provide intensive advocacy services designed to ensure that families are treated fairly and are provided access to all needed services.

Contact Information: Southwest Key Program, Program Director, 1300 Layton Blvd., Milwaukee, WI 53216, Phone: (414) 672 – 21111, Fax:: (414) 672 – 2824, web-site: <http://www.milwaukee.k12.wi.us/scs/409.htm>

Program: Strengthening Families Program (Kempfer & DeMarsh)

(Excerpts from *Drug Abuse Prevention: What Works*, National Institute on Drug Abuse, 1997, pages 47-50.)

Setting: Family
Focus: Substance Abuse Prevention
Age Served: Age 6-10
Gender: Male and Female

Program Description

The Strengthening Families Program (Kumpfer 1987; Kumpfer et al; 1989) is an example of a multicomponent, family-focused selective prevention program for six to ten-year-old children of substance abusers. This is a selective prevention program because the parents of these children have abused substances and the children as a group share this familial risk factor for future substance abuse. The children involved in the program are not individually assessed to be at risk for substance abuse. The Strengthening Families Program (SFP) began in 1983 as an effort to help substance-abusing parents improve their parenting skills and reduce the risk factors for their children. The SFP provides prevention services through a group modality strategy that includes the following three elements:

- parent training program
- children's skills training program
- family skills training program

The SFP is presented in 14 consecutive weekly sessions, each lasting from two to three hours. Each week focuses on a different topic. In the first hour, the parents and children meet separately in their respective skills training groups. During the second hour, the parents and children come together for family skills training. Announcements before the training begins, breaks between groups, and meals can take an additional hour. The optimal parent group consists of six to eight sets of parents (or eight to twelve individual parents), and the optimal children's group consists of six or seven children. After the second hour, participants have dinner and listen to a speaker, film, or other entertainment related to substance abuse prevention. Descriptions of the three elements follow.

1) Parent Training Program: designed to improve parenting skills and diminish the parent's substance abuse. Parents work with trained program implementers or therapists to learn appropriate ways to deal with their children's problem behaviors and alternative ways to increase positive interactions with their children. They use a structured parent handbook that contains worksheets, activity sheets, contracts, and plans for group activities. They are guided through group exercises by the therapists.

2) Children's Skills Training Program: designed to decrease negative behaviors and develop more socially acceptable behaviors in the children of substance-abusing parents. The children work with trained program therapists to learn appropriate social and

behavioral skills to enhance positive interactions with their parents that will serve to improve the family environment. The children use a structured children's handbook that contains worksheets, activity sheets and stories, and are guided through group exercises and activities by the therapists.

3) Family Skills Training Program: designed to change the family environment by involving the parents and their children in learning and practicing together as a family the new behaviors they are learning in their skills training programs. Family members are given exercises to practice at home to reinforce the behaviors they have learned during the training. Family sessions are designed to help parents develop a better understanding of the emotional needs of their children while learning to enjoy them. At the same time, the supportive and non-punitive environment helps the children learn to express the feelings that are often suppressed in their efforts to cope with their stressful family environments.

The SFP model has been adapted for use with diverse racial/ethnic groups, and training manuals have been developed for these adaptations. Although the program was developed for predominantly white, middle-class families in and around Salt Lake City, the SFP has been made culturally appropriate for use with urban and rural African American families, Asian/Pacific Island families, Hispanic/Latino families, and families from low socioeconomic status regardless of race/ethnicity. The program is being evaluated for use with ten to fourteen-year-olds as well.

Findings

Evaluations of the SFP indicate that it is an effective, family-focused, selective prevention strategy for enhancing family relationships. The SFP was shown to be effective in reducing family conflict, improving family communication and organization, and improving the behavior of the children by reducing conduct disorders, aggressiveness, and emotional problems.

Contact Information: Department of Health Promotion and Education
300 South 1850 East Room 215, University of Utah, Salt Lake City, UT 84112
Phone: (801) 581-7718, Fax: (801) 581-5872

For a copy of *Drug Abuse Packet: Drug Abuse Prevention: What Works: Community Readiness for Drug Abuse Prevention: Issues, Tips & Tools*, by National Institute on Drug Abuse (1997), contact National Technical Information Services at (800) 553-6847 (publication number PB# 97-209605). This packet costs \$83 plus \$5 handling.

Reference: Western CAPT, Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Strengthening Multi-Ethnic Families and Communities

Setting: Parent/Family/Community
Focus: Violence Prevention/Intervention
Age Served: Age 3-18
Gender: Male and Female

Program Description

A violence prevention/parent training program, Strengthening Multi-Ethnic Families and Communities Program is a unique integration of various prevention/intervention strategies geared toward reducing violence against self, the family and the community. The program targets ethnic and culturally diverse parents of children aged 3-18 years who are interested in raising children with a commitment to leading a violence-free, healthy lifestyle.

The program goal is to reduce drug/alcohol use, teen suicide, juvenile delinquency, gang involvement, child abuse and domestic violence. Short-term objectives are to increase parent sense of competence, positive family/parent/child interactions, positive parent/child relationships, child self-esteem and self-discipline, child social competency skills and increased parental involvement in community activities. Parent training classes have been held at a variety of locations: churches, schools, community agencies and other locations. The program consists of twelve 3-hour sessions taught in consecutive weeks. The curriculum includes five major components: Cultural/Spiritual Focus; Rites of Passage; Positive Discipline; Enhancing Relationships; and Community Involvement. Materials are available in English, Spanish, Vietnamese and Korean. Cambodian and Russian translations are being completed.

Evaluation Design

A pre- post test design had been used to evaluate over 100 parent classes. Evaluation data from one report of 22 parent groups (N=357) show significant improvements in parent sense of competence, family/parent/child interactions, and child competence and behavior. Participation in the program had a direct impact on increasing parent involvement in the areas of "Community Activities", "Political Issues" and "School Involvement".

Findings

Reports show that the program helps with child rearing challenges, promotes family bonding, promotes pride in cultural heritage, promotes community bonding and reduces life-threatening risks for children.

Contact Information: Program Coordinator, 1220 S. Sierra Bonita Ave. Los Angeles, CA 90019-2552; Phone: (323) 936-0343

Program: Success for All

Setting: School
Focus: Positive Youth Development
Age Served: Grades K-5
Gender: Male and Female

Program Description

Addresses six positive youth development constructs, including social, cognitive, and behavioral competencies, bonding, opportunities for positive involvement, and recognition for positive behavior change. The program is designed to enhance reading achievement by using a comprehensive philosophy to promote positive youth development. The program believes that when children fail to read early, a downward progression occurs. The program links academic success to cognitive competence and a child's overall success for self-respect and self-efficacy. Youth cognitive competence is addressed in several ways, through reading performance achievement and through strategies for self-assessment and self-correction. Also provided are one-to-one tutoring, cooperative learning, assessments, vision/hearing screenings, parenting skills workshops, medical services and eyeglasses, working with parents and social service agencies to ensure attendance, and helping with behavioral problems.

Findings:

The intervention showed positive gains all students for reading, for Asian (Cambodian) and Spanish speaking, and special education students.

Reference: Slavin et. al (1996)

Program: Teen Outreach

Setting: School/Community
Focus: Teen Pregnancy/School Failure
Age Served: High School Age
Gender: Male and Female

Program Description

Teen Outreach is directed toward reducing rates of teenage pregnancy, school failure, and school suspension. The primary focus of Teen Outreach is to engage young people in a high level of structured, volunteer community services that are closely linked to the classroom-based discussions of future career and relationship decisions. Volunteer service is increasingly being linked to positive outcomes for young people and is achieving substantial national attention.

The Teen Outreach program has an explicit developmental focus; helping teens understand and evaluate their future life options. This focus attempts to further teens'

progress in the developmental task of establishing their competence and autonomy in a context that maintains their sense of relatedness with important adults. It provides an opportunity to be viewed in a positive role by program facilitators, adults at volunteer sites, and by other youths, while also reflecting on future roles as a competent, autonomous adult.

In addition to volunteer services, students also participated in ongoing classroom discussions that occurred at least once weekly throughout an academic year. Classroom discussions and activities focused either upon maximizing learning from the service experiences or upon helping teens' cope with important developmental tasks they faced. Trained facilitators, who were often schoolteachers or guidance personnel, led classroom discussions.

Evaluation Design

The 1991-1995 evaluation utilized a random-assignment design at 25 high schools nationwide, including 342 students in the ninth through twelfth grades.

Specifically, the evaluation considered whether (1) the program had a demonstrable impact upon teen pregnancy rates of participants; (2) it had an impact upon school failure and suspension rates; and (3) the impact of the program depending upon student gender, parental education level, household composition, or racial/ethnic minority status.

Findings

Consistent with prior research, student sociodemographic factors displayed numerous links to student problem behaviors at entry and exit. Specifically, relations were found between problem behaviors and students' gender, family composition (living with one versus two parents), racial/ethnic minority status, and grade in school. To minimize the likelihood that these factors could produce spurious results in analyses, each was entered as a covariant into all analyses of program outcomes, and the specific effects of each variable were reported along with those analyses.

Overall, Teen Outreach participants experienced significantly lower levels of course failure, school suspension and teenage pregnancy than students in the control group, even after accounting for baseline levels of these behaviors and for sociodemographic characteristics of students.

Reference: Allen, J.P., Philliber, S., Herrling, S. & Kuperminc, G. (1997) and Allen, J.P., Kuperminc, G., Philliber, S., & Herre, K. (1994).

Program: Understanding, Social Justice, and the "Social Contract" in Diverse Communities of Youth

Setting: Peer Groups/Community

Focus: Diversity and Society

Age Served: Age 12-18

Gender: Male and Female

Project Description

This project examines adolescents' perceptions of intergroup relations as they intersect with their norms for citizenship. It examines teens' beliefs about justice and opportunity in America and the correlates of those views. They have framed the project as a study of adolescents' views of the "social contract" in America, by which they mean the sets of rights, privileges, and obligations that bind members of society to one another. The theoretical basis for the study was drawn from the contention that Americans are fundamentally concerned about equality but it is the form of equality and the nature of a just society that arouse debate.

The project involved focus groups and surveys of 12 to 18 year olds in four communities (three urban and one rural) chosen for their different demographic composition. A total of 1,119 adolescents from African (n = 115), Arab (n = 115), Puerto Rican and Dominican (n = 140), and European (n = 749) backgrounds participated.

Findings

Although ethnic identification had no influence, personal experiences of prejudice, whether toward oneself or toward friends or loved ones, were strongly related to adolescents' beliefs that America is an unjust society. But school and community practices made a difference. Youth were more likely to believe that America is a just society if they felt their teachers were fair and would intervene in acts of student intolerance or bullying. In addition, youth were more likely to believe that America is a just society if they felt the police in their community were fair and that the community itself was a caring place. Engaging in community service was positively related to young people's desire to promote intergroup understanding and with their commitments to public interest goals. Among the "enemy images" adolescents listed as prominent in the media today were Arabs, Muslims, African Americans, Latinos, Asians, communists, gangs, militia groups, and the American government.

Contact Information: Agricultural and Extension Education, Pennsylvania State University, University Park, PA 16802-2601, 814-863-3824, 814-863-4753 (Fax:) Email: cflanagan@psu.edu

In Oregon

Program: Camp Odyssey

Setting: Community
Focus: Diversity Education
Age Served: High School Age
Gender: Male and Female

Program Description

Camp Odyssey was created in 1990 “to create a Pacific Northwest where human diversity is celebrated, where individuals can live without fear and where all individuals are respected as human beings.” Approximately 100 high school students are selected each year to learn the effects of stereotyping and prejudice on themselves and others; to develop an understanding of other racial, cultural and religious values; and to build lasting friendships. Through outdoor challenge, team building, facilitated dialogue and other experiential exercises, Camp Odyssey nourishes the growth of understanding and mutual respect among teenagers from diverse backgrounds.

Camp staff is made up of extensively trained volunteers that include adults and youth from diverse professional backgrounds – teachers, social workers, counselors, psychologists and business people, as well as 20 youth leaders who’ve already been through the camp’s program.

Contact Information: National Conference for Community and Justice (NCCJ), (Northwest Region), 1422 East Burnside, Portland, OR 97214. Phone (503) 231-2436. Email portland@nccj.org.

Program: Migrant Education Program

Setting: School
Focus: Education
Age Served: School Age
Gender: Male and Female

Program Description

The Migrant Education Program is a national program that annually provides supplemental educational and supportive services to more than 800,000 eligible migrant children to help them overcome educational disruptions and disadvantages. The Migrant Education Program was established because of the identified specific needs of migrant children that often require supplemental help and services. The U.S. Department of Education allocates funds to individual states based on each state’s identified migrant populations. Oregon has the responsibility to allocate these funds to areas or districts where migrants reside, then approve and supervise the projects and services provided by

those districts. Local programs may vary according to population, needs and resources. However, the following services are generally provided:

- Supportive health services, including medical, dental, nutritional and psychological services in cooperation with other agencies
- Preschool and kindergarten programs designed to prepare migrant children for a successful school experience
- Meaningful migrant parent involvement
- Vocational training and career counseling
- English as a second language and bilingual instruction for those children who speak little or no English
- Intercultural education that develops skills of cultural appreciation, understanding and conflict resolution
- An assurance of sequence and continuity between schools in the instructional program by coordinating the use of textbooks, test materials and methods
- Special teachers, tutors and aides to work with students individually or in small groups on areas of academic weakness.
- Summer school programs to supplement the regular school program
- GED/Secondary programs
- 24-hour accident insurance.

During the regular school year, Oregon's numerous migrant education projects operate in support of, and coordination with, the regular school program. During the summer, at the peak of Oregon's harvesting season, educational programs are set up exclusively for migrant children since regular school programs are not in operation. In Oregon, migrant education projects are located in 30 counties across the state.

Contact: Oregon Migrant Education Service Center, Program Coordinator, 2611 Pringle Road SE, Salem, OR 97302, Phone: (503) 391 – 9480, Fax: (503) 391 – 9490.

Program: Minority Youth Internship Project

Setting: School
Focus: Capacity Building
Age Served: College Students
Gender: Male and Female

Program Description

The Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC), Minority Internship Project is one part of a five-part effort of the State of Oregon to work collaboratively with other organizations to use some federal funding to financially support college students who are involved in an academic-internship basis within the juvenile justice system. The CEOJJC, Minority Internship project is designed to help build the capacity of the juvenile justice system in the area of cultural and program competency by diversifying its work force while offering attractive financial support for college students which will serve to increase their employment opportunities upon

graduation. The CEOJJC Minority Internship Project, through a recruitment effort incorporating the higher education system, will be actively recruiting bilingual/bicultural college students into juvenile justice careers primarily through the students' academic-internship experience.

Contact Information: Minority Internship Project, Coordinator EOU/RSI, 1410 'L' Ave., La Grande, OR 97850, Phone: (541) 962 – 3784, Fax: (541) 962 – 3369. E-mail: jmollerstrom@OregonVOS.net

Program: New Parent Services

Setting: Family/Community
Focus: Child Abuse Prevention
Age Served: Age 0-6
Gender: Male and Female

Program Description

New Parent Services is a coordinated effort of the Next Door, Inc., and a key partner of the Families First Network of Hood River County. It is a proactive program which addresses child abuse and neglect through primary and secondary prevention by offering a continuum of services for all Hood River County families with children ages 0-6. The goal is to support parents through the early years of their child's life through non-stigmatizing services so that child can grow up to be healthier, more secure, and happier within their family and community. Duration of services varies per family.

Services include:

- Welcome Baby Visits to families, both prenatal and with newborns to explain resources and assess needs.
- Home visiting services to at least 60 at-risk families by bilingual volunteers and staff to teach appropriate child development expectations, and connect families to local resources.
- At least three support groups to include teen parents and Hispanic women to encourage peer support and appropriate parenting skills.
- Weekly play groups to reduce isolation and connect parents and children to healthy relationships.
- Four family activities to promote healthy, low cost ways to interact with their child.
- Ten-client specific education classes with at least three classes in Spanish.
- A referral and information service to guide families to needed resources in the community.

Contact Information: New Parent Services, 1000 East Marina Way, Suite 101, Hood River, OR 97031. Phone: (541) 386-8433.

Books:

Child Welfare League of America (1996). *Culturally Competent Practice*. CWLA Press: Washington, DC.

Comas-Diaz, L. & Griffith, E. (Eds.) (1988). *Clinical Guidelines in Cross-Cultural Mental Health*. New York: John Wiley & Sons.

Cortledge, G. & Fellows, J.M. (1996). *Cultural Diversity and Social Skills Instruction*. Research Press.

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989) *Towards a Culturally Competent System of Care, vol. I*. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

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Developmental Research and Programs (1998). *Communities That Care Prevention Strategies: A Research Guide to What Works*. Seattle, WA.

Eliades, D.C., & Suito, C.W. (1994). *Celebrating Diversity Approaching Families Through their Food*. Arlington,VA: National Center for Education in Maternal and Child Health.

Gibbs, J.T., & Huang, L.N. (1997). *Children of Color: Psychological Interventions with Culturally Diverse Youth*. San Francisco, CA: Jossey Bass.

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Greene, R. (1985). *Overcoming Learning Resistance to Ethnic/Minority Content: Discovering a Cross-Cultural Perspective in a White-Middle Class Community*.

Isaacs, M. and Benjamin, M. (1991). *Towards a Culturally Competent System of Care, vol. II*. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

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Masson, J.L. (1995). *The Cultural Competence Self-Assessment Questionnaire: A Manual for Users*. Portland Research and Training Center, Portland, OR.

McGoldrick, M., Pearce, J., & Giordano, J. (Eds.). (1983). *Ethnicity and Family Therapy*. New York: The Guilford Press.

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National Maternal and Child Health Resource Center for Cultural Competence. (1997). *Journey toward Cultural Competency: Lessons Learned*.

Nelson-Barber, Meier, S. & T. (1990). *Multicultural Context a key Factor in Teaching*. Academic Connections.

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Pinderhughes, E. (1989). *Understanding Race, Ethnicity & Power*. New York: The Free Press.

Powell, G., Morales, A., Romero, A., & Yamamoto, J. (Eds.). *The Psychological Development of Minority Children*. New York: Brunner/Mazel.

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Sue, D. W. & Wiley, D. S. & Sons (Eds.). (1990). *Counseling the Culturally Different: Theory and Practice*.

Washington State Department of Health, Community and Family Health. (1995). *Building Cultural Competence: A Blueprint for Action*. Maternal and Child Health National Center for Cultural Competence Resource Center.

Websites:

Administration on Aging

What is Cultural Competency

<http://www.aoa.dhhs.gov/minorityaccess/guidebook2001/whatiscc.html>

Center for Effective Collaboration and Practice

Cultural Competence

<http://www.air.org/cecp/cultural/>

Early Childhood Research Institute

Culturally and Linguistically Appropriate Services

<http://clas.uiuc.edu>

Northwest Regional Educational Laboratory.

Catalog of School Reform Models: First Edition

<http://www.nwrel.or/scpd/natspec/catalog>

U.S. Department of Education

Tools for Schools

(Washington DC: Office of Education Research and Improvement, 1998)

www.ed.gov

Educational Programs that Work, 1995

<http://oeri.ed.gov/pubs/EPTW>

Turning Around Low Performing Schools, 1998

www.ed.gov

Western Center for the Application of Prevention Technologies (CAPT)

Applying Prevention that Works

<http://www.westerncapt.org>

Individuals and Organizations:

Consultants/Trainers on Cultural Competency

Marco Benavides

Department of Human Services

163 SW Academy

Dallas, OR 97338

(503) 831 – 0581 ext. 29

E-mail: marco.a.benavides@state.or.us

Expertise: Marco has 12 years experience in providing technical assistance, consultation, policy and resource development for state, county departments and organizations in the areas of cultural competency. He developed specific action plans to resolve identified cultural barriers and access to services. Marco is trilingual in Spanish, English, and Portuguese.

Tom Carranza

Citizen Review Board Coordinator

Oregon Judicial Department

1163 State Street N.E.

Salem, OR 97310

Phone: (503) 986-5851

Fax: (503) 986-5880

E-mail: thomas.c.carranza@state.or.us

Expertise: Tom has 25 years of child welfare experience in Oregon. 15 of those years are with the Judicial Department and the other 10 years are with the State Office for Children and Families. Three of those years he monitored the State of Oregon's Voluntary Compliance Agreement with the U.S. Office of Civil Rights.

Certified Diversity Training Group

Contact: R. Greg Bell, JD

926 NE Floral Pl.

Portland, OR 97232

Phone: (503) 963 – 8817

Fax: (503) 236 – 7840

E-mail: bellrg@hotmail.com

Community Resource Services, LLC

Contact: Jim Mollerstrom

501 'B' Ave.

La Grande, OR 97850

Phone: (541) 962 – 3784

E-mail: jmollers@eou.edu

Joyce Marshall Dougherty

2215 65th Court SW
Olympia, WA 98512
Phone: (360) 786 – 8151
Fax: (360) 786 – 8151
E-mail: doughnia@sprynet.com

Educational and Training Consultants, Inc.

Contact: Daniel Duarte
9531 SW Siletz Dr.
Tualatin, OR 97062
Phone: (503) 692 – 9259
E-mail: mduarte@teleport.com

Lonnie Jackson

Oregon Youth Authority
Minority Services Manager
530 Center Street N.E., Suite 200
Salem, OR 97301-3765
Phone: (503) 373-7270
Fax: (503) 373-7622
E-mail: lonnie.jackson@oya.state.or.us

Expertise: Lonnie is the founder of the Minority Youth Concerns Program at MacLaren Youth Correctional Facility. This program has received statewide and national recognition for its effectiveness in working with at-risk/gang involved youth. Lonnie has held workshop and seminars all around the country on youth gang prevention and intervention. In 1993, he received a grant from the United States Information Agency to conduct a community action and drug prevention project in Bangkok, Thailand. Lonnie is the author of a book titled “Gangbuster”, which includes strategies for prevention and intervention, published by the American Correctional Association (ACA).

John Lenssen

Education and Equity Specialist
Office of Student Services
Oregon Department of Education
255 Capitol Street N.E.
Salem, OR 97310-0203
Phone: (503) 378-3600 X2709
Fax: (503) 373-7968
E-mail: john.lenssen@state.or.us

Expertise: John has 20 years experience providing training and assistance in organizational change, conflict resolution, intercultural communication, decision-making, and multicultural education.

P.C. Ross Group

Contact: Peggy Ross

P.O. Box 91021

Portland, OR 97291

Phone: (503) 641 – 4553

Fax: (503) 641 – 1117

E-mail: rossbdg@gte.net

Services: training and facilitation, traditional and non-traditional outreach, business development

Technical Assistance for Community Services (TACS)

1903 Southeast Ankeny

Portland, OR 97214

Phone: (503) 239 – 4001

Fax:: (503) 236 – 8313

E-mail: info@tacs.org

Total Diversity Management Consultants

Contact: Peggy A. Nagae

86541 Lorane Highway

Eugene, OR 97405

Phone: (541) 334 – 6884

Fax: (541) 334 – 5030

E-mail: pncb@earthlink.net

Organizations Advocating/Networking/Providing Culturally Competent Services

American Civil Liberties Union (ACLU)

128 SW 9th

Corvallis, OR 97333

Phone: (541) 752 – 3195

Fax:: (541) 752 – 7040

Bureau of Labor and Industries – Civil Rights Division

800 NE Oregon St #32, Suite 1070

Portland, OR 97232

Phone: (503) 731 – 4075

Fax:: (503) 731 - 4075

Catholic Charities

231 SE 12th

Portland, OR 97214

Phone: (503) 231 – 4866

Services: refugee resettlement services, gender specific services (GIFT), Level 7 services, cultural enhancement and support, and recreation activities

Child Welfare League of America

440 First Street, N.W., Suite 3 10
Washington, D.C. 20001-2085
(202) 638-2952

Council on Interracial Books for Children

P.O. Box 1263 Ansonia Station
New York, NY 10023
(212) 757-5339

International Refugee Center of Oregon (IRCO)

Contact: Sokhom Tauch
1331 East Burnside
Portland, OR 97214
Phone: (503) 234 – 1541

Services: refugee resettlement services, translation/interpretation services (IRCO has more than 150 on-call interpreters who can provide services in more than 50 languages), citizenship services, employment and training programs, and family services programs

Immigration Counseling Services

Contact: Susan Rossiter
321 SW 4th Ave., Suite 400
Portland, OR 97204
Phone: (503) 221 – 1689

Services: evaluation and assistance with immigration problems, client representation at hearings and assistance with the naturalization process and referrals to attorneys who can assist in applying for the process of citizenship

Lutheran Family Services

Contact: Salah Ansary
605 SE 39th Ave.
Portland, OR 97214

Services: refugee resettlement services, gender specific services (GIFT), Level 7 services, multicultural counseling services, multicultural community services

Multicultural Counseling Professional Consortium

Phone: (503) 203 – 2396

Office of Multicultural Health, DHS, Oregon Health Division

800 NE Oregon St., Suite 930

Portland, OR 97232

Phone: (503) 731 – 4601

Fax: (503) 731 – 4078

E-mail: vicki.nakashima@state.or.us

Services: Provide technical assistance, developing partnerships with public and private sector resources and advocated for improvements in how affected racial and ethnic communities are served through programs administrated by the Health Division.

Oregon Youth Authority, Office of Minority Services

530 Center St. NE, Suite 200

Salem, OR 97301 - 3765

Phone: (503) 378 - 4667

Resource Assistance Project of Salem YWCA

Phone: (503) 581 – 9922

Services: Russian, Vietnamese, Cambodian, and Spanish interpretation/translation

Sponsors Organized to Assist Refugees (SOAR)

5404 NE Alameda

Portland, OR 97213

Phone: (503) 284 – 3002

E-mail: soar@emoregon.org

Translation/Interpretation Services

Andalex International, Inc

510 SW 3rd Ave., Suite 400

Portland, OR 97204

Phone: (503) 241 – 9756

Phone: (800) 826 – 3253

E-mail: info@andalexintl.com

Services: 24-hour interpretation services, in person and over the phone, written translation, foreign language desktop publishing, etc... for over 100 languages.

Mark Gorlik

Marion County

Phone: (503) 769 – 5571

Services: Russian interpretation/translation - \$25-30/hr

International Language Bank

Contact: May Cha, Director

1336 Burnside

Portland, OR 97214

Phone: (503) 234 – 0168

Hotline: (503) 234 – 0816

Services: Provides written translation and oral interpretation as well as phone interpretation services in more than 50 languages (Cost: \$40/hr; \$50/written page – 300 words). Has a 24-hour hotline available 7 days a week.

African American Resources

Introduction:

African Americans are over-represented in the justice system and among populations that have alcohol and drug related problems. Many observers wrongly believe that these problems are intractable. The news media devote considerable space documenting the crisis with negative statistics about African American families. They generally attribute problems to internal deficits rather than external conditions such as the influence of race on quality of life and the constant quest for maintaining an identity as an African American while simultaneously responding to the expectations of adjusting to a predominantly European American culture. The focus is frequently on identifying problems rather than generating solutions.

Culturally appropriate programs and services should address the risk factors associated with people who are African American and specific factors associated with various subcultures in order to be effective. However, effective service provision must also take into account the strengths of African Americans.

African American families have many assets: strong achievement aspirations, strong work orientations, flexible family roles, strong kinship bonds, strong religious orientations and the ability to adapt to an oppressive environment. Although these attributes characterize many racial and ethnic groups, they have manifested themselves differently in African American families because of their unique history. Service providers can work most effectively with African American families by dispelling myths about African American families and building instead on these strengths.

(Child Welfare League of America, 1997 and Philleo & Brisbane, 1995)

Programs:

National

Program: Back-To-School/Stay-In-School (BTS/SIS)

Setting: School
Focus: Prevent School Drop Out
Age Served: High School Age
Gender: Male and Female

Program Description

The Back-To-School/Stay-In-School (BTS/SIS) Program is an incentive based program seeking the retention and graduation of at-risk youth, particularly African Americans and other minorities. The mission of the program is to increase the number of skilled, literate youth graduating from high school by providing them with mentoring, tutoring, remedial assistance, and incentives for maintaining regular attendance, thus creating a more attractive approach to education. Advocacy by way of cultural and extra curricular activities are also offered to increase self-worth, cultural awareness and community service.

Contact Information: National Association for the Advancement of Colored People
Back-To-School/Stay-In-School Program, 4805 Mt. Hope Dr., Baltimore, MD 21215,
Phone: (410) 486 – 9144 or (410) 764 – 7357, Website:
<http://www.naacp.org/program.asp?programs=school>

Program: Center for the Improvement of Child Caring's Effective Black Parenting

Setting: Family
Focus: Parenting
Age Served: Age 2-12
Gender: Male and Female

Program Description

Effective Black Parenting Program (EBPP), a cognitive-behavioral program, was created to meet the specific needs of African American parents. It seeks to foster effective family communication, healthy African American identity, extended family values, child growth and development, and healthy self-esteem. In addition, it facilitates efforts to combat child abuse, substance abuse, juvenile delinquency, gang violence, learning disorders, behavior problems, and emotional disturbances. The program is grounded in basic parenting strategies and information appropriate for all socio-economic status levels but especially for parents of children aged two to twelve years old.

The program is taught in two formats: as a class with 15 three-hour training sessions that emphasize role playing and home behavior projects, and a one-day seminar version for very large groups of parents. Black educators and mental health professionals teach a series of basic child management skills using African proverbs, African American linguistic forms and emphasizing African American achievement and competence. In addition, the interactive groups address: Respectful and Rule-Breaking Behaviors; Traditional and Modern Discipline; Black Pride; Black Self-disparagement; Coping with Racism; African Origin Family Values; Preventing Drug Use; and Single Parenting. Two companion parent training programs, Confident Parenting, for the general population of parents and Los Ninos Bien Educados, specifically for the Latino Parents are also available.

Methodology

The 15 session EBPP was field tested on two cohorts of inner city African American parents and their first and second grade children. Pre-post changes were compared in a quasi-experimental design with 109 treatment and 64 control families.

Findings

Findings showed significant decrease in parental rejection, increase in the quality of family relationships, and in child behavior outcomes. A one-year follow-up indicated that the reductions in parental rejection and in selected child behavior problems were maintained. Both the 15-session and one-day seminar versions have been well-received in African American communities nationwide, as 2000 instructors have already been trained and are using them in schools, agencies, churches, mosques, and Urban League affiliates.

Contact: Executive Director, Center for the Improvement of Child Caring 11331 Ventura Boulevard, Suite 103 Studio City, CA 91604-3147

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Growing Healthy

- Setting:** School
- Focus:** Positive Youth Development/Health Education
- Age Served:** 4th – 7th Grade
- Gender:** Male and Female

Program Description

Growing Health was a summary of multiple interventions and a study in the cumulative effects, originally known as the School Health Curriculum Project (SHCP), which was part of a larger research study, the School Health Education Evaluation (SHEE). The SHEE was an extensive study of 30,000 children, grades four through seven, in 1,071 classrooms in 20 states. Growing Healthy addressed nine positive youth development constructs, including social, emotional, cognitive, and behavioral competencies, self-efficacy, opportunities for pro-social involvement, recognition for positive behavior,

positive identity, and pro-social norms. It also addressed risk factors and favorable attitudes in the problem behavior.

The intervention consisted of a health-based curriculum that addressed aspects of a child's emotional and social growth and development. It occurred over 56 lessons conducted by trained educational staff and classroom teachers that targeted educational innovations in changing teacher practices of promotion of recognition, opportunities for pro-social involvement, pro-social norms, and child skill development in a wide range of instruction in behavioral, emotional, social, and cognitive training.

Findings

The sample consisted of 1,397 youth from 65 classrooms that received various levels of interventions. 40% of the sample were African American. Results showed significant differences in youth attitudes, knowledge and development of mental health, personal health, nutrition, family life, disease prevention, substance use/abuse, safety, first aid, consumer health, and community health. Changes were seen in attitudes towards several environmental and relational scales, and showed changes in behavior in smoking at posttest.

Reference: Connell, D.B., Turner, R. R. & Mason, E.F. (1985)

Program: The Valley

Setting: Community
Focus: Positive Youth Development
Age Served: Age 6 – 18
Gender: Male and Female

Program Description

The Valley, Inc. is a comprehensive youth agency, whose primary goal is to empower young people to become independent, self-sufficient, and responsible adults. The Valley's current repertoire of youth and family support, educational and job programs include: Leadership Development, which include Racial Harmony and Conflict Resolution workshops, a Neighborhood Alliance project, Peer Outreach and a Leadership Training Institute; Employment, working with public and private sector resources; Community Development, including educational support services, counseling, adult learning programs, cultural activities, recreational activities, college prep classes, and computer literacy programs; Education, providing monitoring, support services, tutoring, counseling, after-school activities, enrichment activities, and college preparation to improve attendance and prevent drop-out; Family Preservation, including parenting workshops, Healthy Start, Youth Rap Groups, and more.

Contact Information: Founder/Chief Executive Office, The Valley, 1047 Amsterdam Ave., New York, NY 10025, Phone: (212) 222 – 2110, Fax: (212) 222 – 4671, E-mail: Valleynyc@aol.com

In Oregon

Program: DaDa Kidogo

Setting: Community
Focus: A&D Prevention, African American
Age Served: Age 13-18
Gender: Male and Female

Program Description

DaDa Kidogo, which means little sister in Swahili, is a culture and gender specific program serving African American female adolescents (between the ages of 13 to 18) in the Northeast Portland area, in a culturally responsive and gender sensitive manner, with an array of services designed to help prevent their involvement with alcohol, tobacco, and other drugs. Funding is provided through the federal demonstration grant program of the Center for Substance Abuse Prevention (CSAP), and Legacy Health System.

Methodology

The young women selected for the program are referred from various sources, including a local middle school, a high school, Department of Juvenile Justice, and community organizations. They participate in an intensive one-year primary prevention program aimed at the reduction of drug and alcohol use, abuse, and experimentation. The program consists of curriculum-based groups and activities designed to enhance and support academic performance, improve cultural pride, expand positive peer and social support networks, and increase community involvement. The curriculum addresses drug and alcohol education, health and hygiene, interpersonal skills, community living, ethnic enhancement, positive attitudes, spirituality, and job and career development. Additional program components made available to the girls and their families are: academic support; a mentor program; mental health services; and monthly parent education groups.

Contact Information: Program Coordinator, DaDa Kidogo, 2749 North Kerby, Portland, OR 97227. Phone (503) 282-2746; Or Project Director, Project Network, 2801 North Gantenbein, Portland, OR 97227. Phone (503) 335-0855.

Program: The Bridge Builders Program

Setting: Community, Individual/Peer
Focus: Positive Youth Development
AgeServed: Age 13 – 25
Gender: Male

Program Description

The Bridge Builders program serves approximately 150 African American males between the ages of 13 and 25 in the Portland (Oregon) Metropolitan Area. The goal is to take African American males and prepare them to be responsible, civic-minded men. The

program does this through the Prospective Gents Club. Teens enter the club in the ninth grade and begin preparing for their Rites of Passage, an intense ritual in their senior year. Then the initiates will pass down a new set of virtues to eighth and fourth grade boys who they adopt as little brothers. The program is designed to keep a young man involved until at least his 25th birthday. Additionally, they invest in the social capital of school, faith, corporate, and the black community as a whole.

The Bridge Builders is unique because it is cultural and gender specific and focuses on existing strengths of the African American community. This allows the program to address the needs of these adolescents in a way that is more difficult for other agencies. The meaning that adolescents make of experiences will affect the decisions they make as adults. Through The Bridge Builders, participants are allowed to consider race, class and gender in discussions about their human “being”. Another unique component of this program is that it takes on the challenge of defining and demonstrating the characteristics of a black man through promoting the seven barometers of manhood: spirituality, scholarship, cultural awareness, time management, entrepreneurship, community service and respect.

Some of the activities include: monthly visits to houses of worship as a group; weekly peer tutoring sessions at the University of Portland, visiting business executives, college presidents and civic leaders; intergenerational community service projects; community performances; heritage tours; recreational activities; expeditionary learning projects; rap sessions; and studying African and African American history.

Contact Information: The Bridge Builders, Executive Director, P.O. Box 11302, Portland, OR 97211-0302, Phone (503) 306 – 2960, E-mail: Kevin.fuller@post.harvard.edu

Program : House of Umoja: Rites of Passage Program

Setting: Individual/Community
Focus: Community Involvement/Positive Youth Development
Age Served: Age 11 – 15
Gender: Male

Program Description

Portland House of Umoja’s Rites of Passage (ROP) program promotes healthy development in adolescent African American males ages 11 – 15 in a caring environment using an Afrocentric foundation. The ROP connects youth with their past and gives them an opportunity for community involvement that they need to understand and prepare them to face life’s challenges and responsibilities. The curriculum includes: family, spirituality, African and African American history and culture, leadership, personal values, health and prevention, academic education, and community service.

The Goals and Objectives of the Program include:

- Improve self-esteem
- Increase social awareness and cultural awareness
- Develop positive values
- Develop leadership and communication skills
- Develop family and community involvement
- Improve academic achievements
- Improve youth's personal development, increase family and community involvement, and improve academic achievement

Youth entering the ROP program go through an orientation prior to getting started. Each youth is required to satisfy specific criteria indicating their mastery in topics identified in the ROP curriculum. Program staff and a Council of Elders (act as guides to the youth, they are part of the village and community of Portland House of Umoja) will review each passage area and make recommendations throughout a youth's enrollment with Portland House of Umoja.

Contact Information: Program Manager or Program Coordinator, Phone: (503) 282 – 3296, Fax: (503) 282 – 3290, E-mail: phoumoja@aol.com

Program : Self Enhancement, Inc.

Setting: Schools, Family, Community
Focus: Educational & Recreational Services/Crisis Intervention
Age Served: School Age
Gender: Male and Female

Program Description

Self Enhancement, Inc. (SEI) is dedicated to helping inner-city youth realize their full potential. Working with schools, families and community organizations, SEI provides opportunities for personal and academic success, bringing hope to individual young people and enhancing the quality of community life. SEI serves 1,200 school-age youth with year-round educational and recreational services. Additional children and families receive crisis intervention family programs. Most of the participant are African American, from single parent families living below the poverty level in inner North/Northeast Portland, Oregon.

SEI's in-school programs work in partnership with eleven Portland Public Schools. After-school programs and summer programs are run at the Center for Self Enhancement, a new (1997) 62,000 square foot community center that serves young people during the critical hours when they are out of school. It contains classrooms, computer and music laboratories, athletic facilities, a dance studio, a library, an auditorium and administrative offices. Although youth programs have priority, the center also is open to adult community groups.

Findings

Over two-thirds of the participants improve their school attendance, grades and behavior. SEI is a national model of youth violence prevention. Based on an evaluation by the US Centers for Disease Control, SEI ranked at the top of 12 similar programs around the nation for success in preventing youth violence. It has received many awards, including the Urban League's "Equal Opportunity Award."

Contact Information: Tony Hopson, SEI, 3920 N. Kerby Avenue, Portland, OR 97227.
Phone: (503) 249-1721.

Books:

Bass, B., Wyatt, G., & Powell, G. (Eds.). (1982). *The Afro-American Family: Assessment, Treatment, and Research Issues*. New York: Grune and Stratton.

Coner-Edwards, A., & Spurlock, J. (1988). *Black Families in Crises: The Middle Class*. New York: Brunnel/Mazel.

Fordham, S. (1991). Racelessness in Private Schools: Should we Deconstruct the Racial and Cultural Identity of African American Adolescents? *Teachers College Record*, Vol. 92, No. 3, Spring 1991.

Jones, R. (Ed.). *Black Adult Development and Aging*. Berdley: Cobb and Henry.

Rosenthal, E. and Carty, L.A. (1988). *Impediments to Services and Advocacy for Black and Hispanic People with Mental Illness*. Mental Health Law Project, NIMH.

Individuals and Organizations:

Organizations Advocating/Networking/Providing Services for African Americans

Black United Fund of Oregon

2828 NE Alberta

Portland, OR 97211

E-mail: nbuf@nbuf.org

Services: Provide funding to local non-profits, giving primary attention to community organizations that provide for the special needs of the Black community, financial grants, workshops and seminars, and technical assistance.

Commission on Black Affairs

Executive Director – Victor Propes

400 Public Service Building, 4th Fl.

255 Capitol St. NE

Salem, OR 97310

Phone: (503) 378 – 3725

Fax: (503) 378 - 8282

Urban League of Portland

President – Lawrence Dark

10 N. Russell

Portland, OR 97227

Phone: (503) 280 – 2600

Fax: (503) 281 - 2612

Website: <http://www.nul.org/aboutnul.htm>

Services: Helps African Americans and others achieve parity and economic self-sufficiency through advocacy, partnerships, and community problem solving, and by conducting programs designed to strengthen the growth and development of individuals, families, and communities.

Asian/Pacific Islander Resources

Introduction:

Asian Americans are one of the fastest growing cultural groups in the United States. The Asian/Pacific Islander (API) population is diverse, covering a range of ethnicities, cultures, and languages. To discuss the cultural characteristics of API, it is necessary to understand this diversity and some of the demographic characteristics of this heterogeneous population. API can vary in terms of immigration and refugee experiences, acculturation levels, and socioeconomic levels.

Despite this great diversity, practitioners working with children and families should be aware of some of the common values among API and take them into consideration when working with API families. These values stem from principles in three main Eastern philosophies: Buddhism, Confucianism, and Taoism. Principles of these can supply a framework for understanding many of the API families. However, keep in mind that these are generalizations; not all API families hold these values, and many do not consciously follow these principles. Rather they have become ingrained in broader family values and practices that have formed over centuries.

Service providers should integrate these concepts into their work with API clients. The following are some beginning strategies in working with API families to help practitioners begin providing culturally competent services to API families.

- When assessing API families, practitioners should gather information regarding specific families' ethnic backgrounds, languages, immigration and refugee experiences, acculturation levels, and community support systems.
- Develop trust by establishing and adhering to rules of social conduct and proper social interaction.
- Attempt to maintain and, if appropriate, reestablish traditional family structures according to cultural norms. Respect the family hierarchy.
- Use extended family members for support systems; lines between nuclear families and extended families are often not as rigid in API families as they are in Western culture.
- Allow families and their individual members opportunities to save face whenever possible.
- Avoid creating situations that may lead to conflict and confrontation. Rather, use indirect methods of communication, when appropriate, to make a point.
- Because Asian/Pacific Islanders often prefer to keep problems within the family, maintaining confidentiality is critical. Families must be assured that their problems will not become public knowledge.
- Service providers must be active and offer tangible interventions for Asian Pacific Islanders. Passivity in the worker may be viewed as a lack of experience and authority. Many API families are seeking concrete, tangible solutions to their problems and are uncomfortable with process and insight-oriented strategies.

Remember that Asian/Pacific Islanders comprise a diverse group of people who should be assessed individually when developing appropriate intervention strategies. Cultural competence starts with sensitivity and appreciation for diversity and integrates acquired knowledge of culture with practice skills and techniques.

(Child Welfare League of America, 1997 and Philleo & Brisbane, 1995)

In terms of choosing effective and promising programs serving the API population, Thach Nguyen, Multnomah County Juvenile Justice Department, proposed criteria for selection.

- The incorporation of the strengths of the ethnic and culture into programs are essential to the effectiveness of treatment. Therefore, formally trained and/or experienced bilingual and bicultural staff, and/or consultants are the main criteria for program effectiveness. The use of an interpreter is strongly discouraged as a routine practice.
- The involvement of ethnic communities in all phases of program planning, development, and implementation are also critical to the success of the program. The participation, collaboration, and network with ethnic communities are one of the main criteria to ensure program effectiveness. The involvement may be in the form of membership on the board of directors, committees, or as formal consultants to an organization. The service delivery method must be relevant to the local communities, environment, and cultural needs.
- On-going training. Bilingual and bicultural staff should be provided every opportunity available to gain knowledge, expertise, and professional credential in their field. In addition, programs should establish an on-going process of how to integrate cultural components into their services.
- Written materials should be available in different languages. Bicultural and bilingual staff may also be resources in writing and publishing such materials.
- Programs should also establish a process to evaluate their effectiveness; measuring short and long-term effects of treatment. Short-term effects may be measured by showing knowledge gain and change of attitude. Long-term may be more specific changes of behaviors.

Programs:

National

Program: Strengthening Hawaii Families

(Excerpt from Strengthening America's Families' web-site, <http://www.strengtheningfamilies.org/index.html>.)

Setting: Families
Focus: Drug Use Prevention/ Gang Involvement Reduction
Age Served: Age 5-12
Gender: Male and Female

Program Description

Strengthening Hawaii Families (SHF) is a cultural values-based primary prevention program that was developed by the Coalition for a Drug-Free Hawaii. SHF seeks to reduce and ultimately prevent such problems as substance abuse, domestic violence, and gang involvement by reducing risk factors and increasing resiliency factors in both the community and the family.

SHF provides the tools and the process for elementary-school aged youth (aged 5 to 12) and their families to build on existing family strengths. The 14-session curriculum emphasizes value clarification, family relationships, and communication skills to allow families to discover for themselves what will work best based on their values and vision.

Trained facilitators work with families to cover the following topics: connecting with one another; exploring values; practicing family values; cultural and generational continuity; family vision; skill-building including communication, making choices, problem-solving, decision making, anger management and stress management; wellness including substance abuse prevention, healthy lifestyle choices, and resiliency; and `ohana' (family) time.

Findings

SHF has been shown to have a positive impact on the families that participated. The University of Hawaii Social Welfare Evaluation and Research Unit (SWERU) found significant improvement in family cohesion, family organization, and family communication; and a significant decrease in family conflict as well as decrease in parental depression. These findings relate to their goal to decrease risk factors and to increase resiliency/protective factors in youth and their families.

Follow-up research done by SMS, Inc, to determine the long-term impacts of participation found that past participants reported better relationships among family members, a clearer understanding of parental roles, more awareness of children's needs, improved behaviors for children, and general improvement in communication skills for all family members. Participants also remarked on the amount of bonding and fellowship that accompanied each SHF session.

Contact Information: Coalition for Drug Free Hawaii, 1130 North Nimitz Highway, Honolulu, HI 96817, Phone: (808) 545-3228, E-mail: cdfh@aloha.net, Web site: <http://www.drugfreehawaii.org/SHF.html> or <http://www.drugfreehawaii.org>

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

In Oregon

Program: Asian Family Center

Setting: Community/Family
Focus: Multi-focus
Age Served: Middle and High School Age
Gender: Male and Female

Program Description

The Asian Family Center (AFC) is a multi-lingual/cultural, community-based center providing access to multiple services using a strength-based program model and resiliency philosophy for pan-Asian children, young people and their families. The services available include: gang outreach, intensive supervision (gang tracker), individual/family counseling, cultural enhancement and support, parent education and support, family intervention, crisis intervention, youth employment, gender specific services (GIFT), Level 7 services, skill building, and many other youth/family services.

Contact Information: 4424 NE Glisan, Portland, OR 97213, Phone: (503) 235 – 9396
Fax: (503) 235 - 0341

Books:

Ho, D., Spinks, J., & Siu-Hing Yeung, C. (Eds.). (1989). *Chinese Patterns of Behavior: A Sourcebook of Psychological and Psychiatric Studies*. New York: Praeger.

Kitano, H. & Daniels, R. (1988). *Asian Americans: Emerging Minorities*. New Jersey, Prentice Hall.

Morishima, J.K., Sue, S., Teng, L.N., Zane, N.W.S., & Crama, J.R. (1979). *Handbook of Asian-American/Pacific Islander Mental Health*. Rockville, MD: National Institutes of Mental Health.

National Indochinese Clearinghouse. *Indochinese Refugee Education Guides: Perspectives on a Cross-Cultural Problem – Getting to know the Vietnamese*.

Nguyen, K. *Understanding Cultural Differences Between Americans and Vietnamese*. Klamath County Minority Needs Assessment.

Shen Ryan, A. (1985). *Cultural Factors in Casework with Chinese-Americans*. In Social Casework.

Individuals and Organizations:

Consultants/Trainers on Services for Asian Pacific Islanders

Thach Nguyen

Multnomah County Department of Community Justice

Program Evaluation Specialist

1401 NE 68th ST

Portland, Oregon 97213

Phone: (503) 306-5635

Fax: (503) 306-5791

Expertise: Thach has worked with at-risk youth and their families for more than 15 years. In the past 4 years he has worked as a Program Evaluation Specialist for the Multnomah County Department of Community Justice. He has researched juvenile crimes in Multnomah County and completed several reports: including Minority Overrepresentation in the Juvenile Justice System, Juvenile Recidivism, Juvenile Crime Trends, etc. He is a community activist in the Asian communities. He is the founder of the Asian Family Center and the Asian Law Enforcement Advisory Council of Oregon.

Organizations Advocating/Networking/Providing Services for Asian Pacific Islanders

Asian American Foundation of Oregon

Chairman of the Board – David Toyama

1755 W. 11th Ave.

Eugene, OR 97402

Phone: (541) 687 – 8168

Asian Pacific American Alliance

P.O. Box 15171

Portland, OR 97293 – 315

Phone: (503) 257 – 9117

Asian/Pacific American Consortium on Substance Abuse

1610 NE 66th Ave., #2

Portland, OR 97213

Phone: (503) 257 – 9117

Services: Substance abuse prevention and intervention services

Chinese American Citizens Alliance

11453 SE Hazel Dell Rd.

Clackamas, OR 97215

Phone: (503) 698 – 2315

Website: www.caca.portland.com

Services: Spearhead efforts against unfair immigration laws and hate crimes, advocate for naturalization and citizenship, voter education and registration, accurate census counts, fair reapportionment and equal educational and economic opportunities. They further encourage and promote education and leadership for Chinese American Youth.

Commission on Asian Affairs

Executive Director – Pallen Lee

310 SW 4th Ave., Suite 612

Portland, OR 97204

e-mail – asian.affairs@state.or.us

Phone: (503) 227 – 7514

Fax: (503) 227 – 7570

Filipino American Association

Contact: Fred Asa

8917 SE Stark St.

Portland, OR 97216

Phone: (503) 253 – 7636

Filipino American National Historical Society

Contact: Simeon Mamaril

6020 SW Corbett Ave.

Portland, OR 97201

Phone: (503) 246 – 7720

Website: www.fanhs-national.org/Natinal.htm

Hmong American Association of Oregon

Contact: Tou Cha

15803 SE Brooklyn St.

Portland, OR 97233

Phone: (503) 257 – 4200 ext. 243

Japanese American Citizens League

1550 SE Oak Grove Blvd.

Milwaukie, OR 97267

Phone: (503) 654 – 9437

Website: www.pdxacl.org

Japanese American Society

Contact: McKeel
221 NW 2nd Ave.
Portland, OR 97209
Phone: (503) 228 – 9411 ext. 235

Korean Society of Oregon

7650 SW 81st Ave.
Portland, OR 97223
Phone: (503) 977 – 2617
Fax: (503) 452 - 3977

Laotian Association of Oregon

Contact: Non Soulatha
5090 NW 173rd Pl.
Portland, OR 97229
Phone: (503) 645 - 9867

Mariana Islands Association of Oregon

Contact: Rita Sablan
PO Box 230711
Portland, OR 97218-0711
Phone: (503) 245 - 8369

Northwest China Council

102 NW 4th Ave.
Portland, OR 97209
Phone: (503) 973 – 5451
Fax: (503) 973 – 5431
Website: www.exportoregon.org/nwchina

Oregon Health Sciences University

Department of Psychiatry
3181 SW Sam Jackson Park Rd.
Portland, OR 97201
Phone: (503) 494 – 2222

Southeast Asian Vicariate

5404 NE Alameda
Portland, OR 97213
Phone: (503) 249 – 5892

Vietnamese Community of Oregon

Contact: Binh Huynh

PO Box 20361

Salem, OR 97307

Phone: (503) 390 – 0492

Translation/Interpretation Services

Philippine American Association

2092 Roland Way

Eugene, OR 97401

Phone: (541) 342 – 3419

E-mail: lourdesganio@email.msn.com or cppapaul@aol.com

Services: Provide community directory, newsletters, cultural activities, referrals, and translation services.

Hispanic/Latino Resources

Introduction:

The concept of culture covers a wide variety of key factors, making generalizations about racial and ethnic groups difficult, if not impossible. Hispanic/Latinos are no exception. The social construct of the term “Hispanic/Latino” serves to bring together a large number of subgroups on the basis of nationalities that share a common heritage or common language. But it is a very unsatisfactory term since these people are in fact, quite diverse and not easily comparable. Hispanic/Latino may be based on a wide range of criteria such as country of origin, location of birth, primary language, surname, parent’s country of origin, and self-disclosure.

Many people do not know that there are 21 Spanish-speaking countries. Although Hispanic/Latinos speak the same language and share similar values and a heritage from Spain, there are vast differences among national groups. Hispanic/Latinos are not monolithic, and treating all Hispanic/Latinos alike is a mistake. Service providing agencies must understand the particular characteristics of Latino groups in their areas – such as immigration status; history; religious background (not all are Catholics); ethnic makeup (the mix of indigenous populations and African and European ancestry); and reasons for migration.

According to the Oregon Progress Board (2000), between 1990 and 1998 Oregon’s population has become significantly more multicultural. The fastest growing subset of the State’s population is people of Hispanic origin. In 1990, this minority group made up four percent of the population while by 1998, they accounted for more than six percent, approximately 200,000 statewide. Hispanic/Latinos are the largest minority group in Oregon.

There is no secret formula for working with Hispanic/Latino families with cultural competence. It takes hard work, commitment, and resources. It takes programs with a cultural fit. Services must be grounded in the various value systems, traditions, and language of the client, family and community.

Marco Benavides, Partnership Leader, Oregon Department of Human Services, developed analytic tools necessary to understand the Hispanic/Latino youth and their family:

- Level of acculturation. First, second generation?
Due to drastic changes in their socio-cultural context and social identities, clients and their families may struggle with conflicts between coexisting traditional values and those of the host culture
- Level of English proficiency
Individuals may appear bilingual when in fact they are not. Be sensitive to the possibility that people who are in crisis or who are experiencing powerful emotions may have additional difficulties communicating in a second language.

- Level of Spanish proficiency and education
Most services available are communicated to clients via written information. Most literature available to clients are written at an eighth grade level or above. On the other hand, Hispanic/Latino clients may be illiterate or have difficulty speaking or understanding both English and Spanish due to lack of formal education.
- Citizenship Status
Legal status affects mobility, employment availability, the ability to assert rights, and even the ability to plan for the future on more than a day-to-day basis.

Note: Refrain from drawing conclusions about a client whose culture you do not share and of whom you are not confidently acquiring a growing understanding. Many people from other cultures have been described by professionals inaccurately with respect to their motivation, intelligence, compliance and other factors, due to the cultural misunderstanding and problems of trust.

The professional literature on service provision in Hispanic/Latino communities is in general agreement on the following key strategies for reaching and assisting this population group:

- Build the necessary bridges - Hispanic/Latinos are not asking service providers to change their own values but rather to understand the values of Hispanic/Latinos and incorporate them into their practice.
- On an organizational level, cultural competence requires agencies to adopt policies and programs, from the reception area to program design, that say, “Bienvenidos Latinos” - Welcome Latinos.
- Collaboration between formal and informal systems whenever possible.
- Assessment (both assets and needs) – collecting data to reflect ethnic breakdown in all categories, programs, and services enables providers to better understand the strengths and needs of Hispanic/Latino children and families and assist in designing programs with a cultural fit.
- Community education and awareness.
- Multimodality interventions, recognizing the importance of the extended family and the interdependence of family members.
- Bilingual and bicultural staffing of all services.
- Community capacity development.

(Child Welfare League of America, 1997 and Philleo & Brisbane, 1995)

Programs:

National

Program: Santa Cruz Barrios Unidos

Setting: Community
Focus: Violence Prevention
Age Served: School Age
Gender: Male and Female

Program Description

Barrios Unidos (BU) is a multi-cultural, non-profit, based in Santa Cruz, California. BU currently has 27 chapters across the United States. BU aims to build a safer community by preventing and curtailing violence among youth. Focusing specifically on helping teens establish self-esteem and a sense of cultural pride and solidarity, BU provides alternatives, that are meaningful for youth. Through the establishment of the Cesar E. Chavez School for Social Change and Community Economic Development, BU provides activities, education, and job training. The Cesar E. Chavez School for Social Change (CCSSC) provides a positive learning environment for teens through classes in art, computer literacy, cultural dance, English, history, silk-screening, Spanish, video production, and writing.

Community Outreach enables BU staff to provide their expertise to the community through programs like Kid Clubs, Youth Groups, Parents Groups, Cultural Programs, and Street Outreach which provide a positive environment for youth, parents, and community to become informed and empowered.

The Economic Development program provides jobs for youth in the local community and aims to help BU become economically self-sufficient. An impressive accomplishment of Barrios Unidos is its youth-operated BU productions, a full-service, custom silk-screening business. BU productions has become the haven in which teens who want to turn their lives around can obtain meaningful experience in the workplace. The business introduces youth to the work environment, teaching them skills in a marketable trade. Teens earn minimum wage and are encouraged to learn each facet of the business – production, sales, marketing, design, and administration. Youth simultaneously build self-esteem, leadership, and gain a sense of accomplishment and pride in their work.

Contact Information: Santa Cruz Barrios Unidos, 1817 Soquel Ave., Santa Cruz, CA 95062, Phone: (831) 457 – 8208, Fax: (831) 457 – 0389, E-mail: barrios@cruzio.com, Website: www.barriosunidos.com,

Program: The Valued Youth Partnership Program

Setting: School/ Community / Family
Focus: Positive Youth Development
Age Served: Middle School Age
Gender: Male and Female

Program Description

Addresses nine positive youth development constructs, including social, emotional, cognitive, and behavioral competencies, bonding, positive identity, opportunities for prosocial involvement, and recognition for positive behavior, belief in the future, and prosocial norms.

Specified the integration of individual and social environmental strategies of bilingual instructions for limited English speaking students, cross age tutoring. Classroom enrichment activities; school-business partnerships; increased student recognition of accomplishments and talents; parental involvement in school activities; staff development in cooperative manner; strong leadership models; and self-paced and individualized instruction curriculum. Specific goals of the program were to reduce dropout rates, enhance students basic academic skills, strengthen students perception of self and school, decrease student truancy, reduce student disciplinary referrals from school-home-community partnerships to increase the level of support available to students.

The program targeted largely Hispanic populations of at-risk, limited English-proficient, middle school students on four campuses in two public school districts in San Antonio, Texas.

Findings

Showed significant results for tutors, particularly in reducing dropout and improving reading grades. Results of the reading grade data were analyzed only for those students who had data for reading, self-concept and quality of school life. Being in the tutor group led to significantly higher reading grades after the first year, which continued in the second year; tutors scored higher in self-concept and attitudes toward school. Drop out among tutors decreased significantly.

Resource: Cardenas, J.A., Montecel, M.R., Supik, J.D. & Harris, R.J. (1992)

In Oregon

Program: High School Equivalency Program (HEP)

Setting: School
Focus: School Completion
Age Served: Age 16 and older
Gender: Male and Female

Program Description

The High School Equivalency Program (HEP) is empowerment through education with a common vision of respect and growth that values community involvement and cultural diversity. HEP is a federally funded program that provides an alternative to high school for migrant farm workers and their children. The classes are taught in English and Spanish and are completely free to those who qualify (must be 16, not completed a high school education and have worked 75 days within the last two years in agriculture as a migrant or seasonal farmworker).

The HEP students are enrolled as University of Oregon students and may participate in all University functions and activities. Achieving the GED and placement in college, training or a job placement are the primary goals of the program. Other goals, which are equally important, include the enhancement of skills in communication, job search skills, decision making, career awareness and problem solving.

Contact Information: HEP, 1685 E. 17th Ave., Eugene, OR 97403, Phone: (503) 346 – 0881, E-mail: noraa@oregon.uoregon.edu

Program: Hood River Alternative Education

Setting: School
Focus: Prevent School Drop Out
Age Served: High School Age
Gender: Male and Female

Program Description

Hood River has adapted an extended block schedule, which allows increased flexibility for students. Students are allowed options such as attending school for half of each day, taking correspondence classes, taking internship classes or working as a teaching assistant in the middle or elementary school. These programs encourage students to stay in school rather than dropping out by making school more relevant to the world of work or allowing students to earn money while attending school.

Contact Information: Hood River School District, Phone: (541) 387-5013

Source: Helping Hispanic Students to Achieve: A resource for educators

Program: Mt. Angel Middle School

Setting: School
Focus: Educational Improvement
Age Served: Middle School Age
Gender: Male and Female

Program Description

Spanish is taught to all students and the staff members take two retreats a year on their own time to focus on helping students meet the Oregon Benchmarks. Mt. Angel has a reading at home program that rewards students for reading outside of the classroom. The school has replaced traditional electives with electives that support basic skills like journalism to improve writing skills rather than a traditional shop or home economics.

Contact Information: Principal, 460 E Marquam Street, Mt. Angel, OR 97362.
Phone: (503) 845-6137

Resource: Helping Hispanic Students to Achieve: A resource for educators

Program: Newcomer Center

Setting: School
Focus: Transition to school
Age Served: School Age
Gender: Male and Female

Program Description

Hood River School District has created a Newcomer Center to assist its large migrant population in adjusting to the American school environment. Students spend their first several weeks of school in the Newcomer Center gaining language skills and an understanding of American culture that eases the transition into school. The Newcomer Center provides students with the skills they need to succeed as they move into ESL classes and eventually into the mainstream.

Contact Information: Superintendent, Hood River School District, Phone: (541) 387-5013

Resource: Helping Hispanic Students to Achieve: A resource for educators

Program: Nuestra Comunidad Sana

Setting: Community
Focus: Hispanic Mental Health/Access to Health Care
Age Served: Age 10-18
Gender: Male and Female

Program Description

A non-profit organization dedicated to promoting the physical and mental health and well being of the Hispanic communities of the Mid-Columbia. It seeks to overcome the barriers to access and care which place the Hispanic/Latino community at a greater health risk than the community as a whole. Program attempts to address the needs of the community as perceived by the community. Holds collaboration with many partners as the most efficient and cost-effective way to serve the community and bring people together.

A Tobacco Awareness and Prevention Project strives to increase the capacity of local organizations serving the Hispanic community to address the issues of education regarding the prevention of initial tobacco use by women and children, the effects of second-hand smoke, and cessation by current smokers. The Diabetes Screening and Referral Program seeks to increase the rate of early detection and effective management of Diabetes in the Hispanic communities of the Mid-Columbia, and address the barriers to care for Mexican-American farm workers. The Breast Cancer Outreach seeks to increase the awareness of breast cancer and decrease the mortality rates of the disease for rural, low-income, under-served Latinas in the Mid-Columbia.

Contact Information: PO Box 1217, 212 4th Street, Hood River, OR 97031.
Phone: (541) 386-4880.

Program: Proyecto Adelante

Setting: School
Focus: Reduce School Drop Out
Age Served: High School Age
Gender: Male and Female

Program Description

Proyecto Adelante is an Oregon Council for Hispanic Advancement (OCHA) program aimed at improving the retention rates of Hispanic students in Portland high school. The program has several goals:

1. To help Hispanic students stay in school
2. To offer Hispanic students cultural and social support
3. To facilitate cross cultural communication
4. To improve self-esteem
5. Appreciation of culture

6. To expose Hispanic students to careers and opportunities in higher education

Projecto Adelente has been successful in reducing the dropout rates among Hispanic students in the schools where it has been implemented.

Contact Information: OCHA, 108 NW Ninth, Suite 201, Portland, OR 97205, Phone: (503) 228-4131

Resource: Helping Hispanic Students to Achieve: A resource for educators

Program: Proyecto OFELIA

Domain: School
Focus: Gender Specific (Girls), Positive Youth Development
Age Served: Middle School Age
Gender: Female

Program Description

Projecto OFELIA, a program of the Oregon Council for Hispanic Advancement (OCHA), is funded by the Multnomah County Department of Community and Family Services to assist in providing gender specific services to young girls. The project works with middle school girls for three years to help empower them during the critical developmental years.

OFELIA has six components: Leadership/Personal Development; Cultural Exploration; Outdoor Recreation; Mentoring/Role Modeling; Prevention Education; and Support Groups/Personal Reflection. Activities take place once a week after school during the school year, with a Saturday excursion once a month. During the summer there are weekly activities and a monthly Saturday excursion. Activities are designed to address many of the assets required for successful transition into adulthood. Parental involvement is strongly encouraged through activities such as parent nights and mother-daughter retreats.

OFELIA staff includes a half-time Project Coordinator and a half-time Program Assistant who will work together to coordinate workshops based on the six program components. Staff utilize community resources, as well as in-house curriculum, and staff to accomplish the goals of the program.

Contact Information: OCHA, 108 NW Ninth, Suite 201, Portland, OR 97205. Phone: (503) 228-4131.

Program: Street Vision Youth Program

Setting: Community/Individual/Peer/Family
Focus: Gang Prevention
Age Served: Age 13 – 18
Gender: Male

Program Description

The Street Vision Youth Program offers culturally and language appropriate services for Hispanic youth. It focuses on the holistic development of youth by preparing each young man with the skills he will need to become a positive member of the community.

Although Street Vision addresses issues of Hispanic gang youth and their families, its scope of juvenile services is much broader:

- Residential Care/Treatment – The residential component is a structured skill building environment for males 13 –18. The youth within this program have been identified by the courts as gang affiliates and are either on probation or parole. Staff incorporate spiritual and character growth with ongoing treatment issues such as drug and alcohol, anger management, gang issues, accountability, and independent living skills.
- Family Involvement – Families are supported through training and education designed to empower them to more effectively intervene in their child’s criminal/gang involvement.
- Prevention/Intervention Training – Promoting gang awareness as a means of prevention. It offers Hispanic/Latino youth a broad and deep bicultural, bilingual curriculum and supervision designed to promote growth, reduce barriers, increase self sufficiency, empower individuals to achieve better quality of life and to promote mutual respect and understanding.
- Gang Outreach – A gang Prevention/Intervention group meets weekly. These sessions are curriculum based. The curriculum takes on a comprehensive multimedia approach to youth gang involvement. In addition, Street Vision provides classroom presentations as an outreach service at no fee.

Education is essential for families and professionals who deal with youth affected by violence. The educational component of the Street Vision program provides resources, prevention and intervention methods, and referrals. Street Vision is equipped to conduct specialized training for families and professionals.

Contact Information: 220 15th St. SE, Salem, OR 97301, Phone: (503) 763 – 3384,
E-mail: svision@open.org

Books:

Abad, V., Ramos, J. & Boyce, E. (1974). A model for delivery of mental health services to Spanish speaking minorities. In: *American Journal of Orthopsychiatry*, 44 (4), 584 – 595.

Becera, M., Escobar, K., & Escobar, J. (Eds.). (1982). *Mental Health and Hispanic Americans: Clinical Perspective*. New York: Gurne & Stratton.

Gomez, E. (1978). *Chicano Culture and Mental Health*. Our Lady of the Lake University.

Rogler, L., Malagdy, R., Costantino, G., & Blumenthal, R. (1987). What do Culturally Sensitive Mental Health Services Mean? The Case of Hispanics. In: *American Psychologist*, 42 (6) 565 – 570.

Rosenthal, E. and Carty, L.A. (1988). *Impediments to Services and Advocacy for Black and Hispanic People with Mental Illness*. Mental Health Law Project, NIMH

Websites:

Departamento de Educacion de los Estados Unidos

The Department offers a variety of publications for Spanish speakers & those who serve Hispanics, including...

- *a brochure of toll-free numbers of department offices with bilingual specialists -- !Aproveche! Servicios e informacion sobre la educacion*
- *a video kit that offers tips for parent involvement in early childhood, reading, math, & college preparation -- Vamos juntos a la escuela*
- *a booklet of tips on 50 ways to challenge young minds -- Desafie la mente de los jovenes 50 maneras de mejorar la educacion*
- *a booklet suggesting ways to help strengthen your child's academic future -- Ayude a fortalecer el futuro academico de su hijo.*

<http://www.ed.gov/offices/OIA/spanishresources/>

National Hispanic Dropout Prevention Project.

Advances in Hispanic Education

<http://www.ncbe.gwu.edu/miscpubs/used/hdp/advances/s96nol.html>

White House Initiative on Educational Excellence for Hispanic Americans

For information on efforts to improve educational opportunities & achieve excellence in the education of Hispanics

<http://www.ed.gov/offices/OIA/Hispanic/>

Individuals and Organizations:

Consultants/Trainers on Services for the Hispanic/Latino Population

Marco Benavides

* See Cultural Competency Individuals and Organizations

Charles L. Benitez, MSW

PO Box 3793

Salem, OR 97302

Phone: (503) 378 – 3600 ext. 2706

E-mail: charlie.benitez@state.or.us

Catarino “Cat” Cavazos

Street Vision, Director

Phone: (503) 763 - 3384

Fax: (503) 363-1889

E-mail: svision@open.org

Expertise: Presently, Catarino works as Director of the Street Vision Program, in partnership with Catholic Community Services. Catarino founded Street Vision in collaboration with the Oregon Youth Authority and the Marion County Juvenile Justice System. Street Vision was created as a result of the rapid increase of gangs in the State of Oregon and focuses on holistic development of youth. This developmental program is complimented by cultural and language competency.

Organizations Advocating/Networking/Providing Services for the Hispanic/Latino population

Ayuda Community Services

233 SE Washington

Hillsboro, OR 97123

Phone: (503) 640 – 5223

Services: Spanish speaking only community services.

Centro Cultural

1110 North Adair

PO Box 708

Cornelius, OR 97113

Phone: (503) 359-0446.

Services: Centro's mission is to meet basic human needs, promote economic and social development, and increase cultural consciousness and understanding among the diverse groups of the community. Founded in 1972 by several migrant families, Centro Cultural provides an opportunity for Latinos to express and share cultural values and traditions, emergency services (hot meals, job search assistance, translating services), English as a Second Language classes, and volunteer tutoring programs. It also funds economic development projects and businesses, and outreach programs in migrant camps.

Centro Latino Americano

944 W. 5th Ave.

Eugene, OR 97402

Phone: (541) 687 – 2667

Fax: (541) 687 – 7841

Email: controla@efn.org

Website: <http://www.efn.org/~controla/>

Services: Assistance to families with children 0-6 years: crisis intervention, child health, parenting education, codependency and spouse-abuse issues, women's support group, respite child care. Young Latino homeless prevention and employment program, among other programs geared toward different age groups. All services delivered by bilingual, bicultural caseworkers and counselors. Resource list in Spanish.

La Clinica del Carino

Commission on Children and Families

PO Box 856 (1109 June Street)

Hood River, OR 97031

Phone: (541) 386-2500

Services: Founded in 1985, La Clinica del Carino is a Migrant and Community Health Center, and a Federally Qualified Health Center. Some federal funding is used to subsidize care costs to those who have limited access and means. A sliding fee scale based on income and family size is available to all parents.

The center is governed by a volunteer Board of Directors who are responsible for setting the mission and direction of the clinic. Everyone is welcome to access our programs and activities regardless of their race, color, sex, marital status, religion, creed, mental or physical disability, age, national origin, insurance status, or income. Their Mission Statement states that La Clinica del Carino is a private, nonprofit organization servicing the Mid-Columbia River communities, committed to providing comprehensive health care to any individual and especially those in under-served populations. The center provides a bi-lingual staff, a full range of medical and dental care, pro bono services for those who have no insurance, 24-hour services, and referral to other social services.

Oregon Human Development Corporation

9620 SW Barbur Blvd, Suite 110

Portland, OR 97219

Phone: (503) 245 – 2600

Fax: (503) 245 – 9602

Website: <http://www.1stop.org/washco/ohdc>

Services: Support, referral, advocacy, resources, assistance and education for farmworkers, Hispanics, and disadvantaged individuals throughout Oregon.

Oregon Commission on Hispanic Affairs

255 Capitol Street NE

Public Service Building, 4th floor

Salem, OR 97310

Phone: (503) 378-2422

Fax: (503) 378 - 8282

Website: <http://www.blworld.net/ocoha>

Services: Monitors existing programs that affect the Hispanic community within the state government and private sector. Develops and monitors legislation which affects the Hispanic community in Oregon. Identifies, researches and voices concerns on issues which affect the Hispanic Community in Oregon. Advocates for Hispanic representation in state government, state boards and commissions.

Oregon Council for Hispanic Advancement (OCHA)

108 NW 9th, #201

Portland, OR 97205

Phone: (503) 228-4131

Fax: (503) 228 – 0710

Website: www.ocha-nw.org/main.html

Services: To provide leadership for educational opportunity, economic development and social justice for Hispanics in Oregon, Southwest Washington and Western Idaho.

Translation/Interpretation Services

Sharon Edwards

Marion County

Phone: (503) 363 – 1805

Services: Spanish translation/interpretation - \$30/hr

Carmen Garcia

Marion County

Phone: (503) 838 – 1042

Services: Spanish – cost negotiable

Karen Graham

Marion County

Phone: (503) 581 – 0407

Services: Spanish translation/interpretation - \$30/hr

Roy Guerra

Marion County

Phone: (503) 371 – 4259

Services: Spanish interpretation/translation - \$30/hr

Asia Moreno

Marion County

Phone: (503) 585 – 4836

Services: Spanish interpretation - \$30/hr

Hector Pichardo

Marion County

Phone: (503) 585 – 2475

Services: Spanish interpretation/translation - \$30/hr

Xavier Pichardo

Marion County

Phone: (503) 316 – 0590

Cell: (503) 510 – 3639

Services: Spanish interpretation

Jaime Rodriguez

Marion County

Phone: (503) 682 – 9072

Services: Spanish interpretation only – cost negotiable

Native American Resources

Introduction:

There are approximately 39,000 Native Americans in Oregon. They represent 1.4% of the total Oregon population for all ethnic groups, 1997. Twenty-five percent of the Native American population are under the age of eighteen. There are nine federally recognized tribes in the state: Klamath Tribes, Siletz Tribe, Burns Paiute Tribe, Confederated Tribes of the Coos, Confederated Tribes of Grand Ronde, Warm Springs Tribe and Confederated Tribes of Umatilla. Approximately 35 percent of the Native American population in Oregon reside on or near Indian reservations; the remaining 64 percent reside in urban areas. (Guilfoyle, M.H., 1997)

The Native American population is vibrant – having survived virtual disappearance, they are now a population of more than two million in the United States. They are thriving, although their progress rarely garners widespread attention. With the populations' steady growth, it is also getting younger, spreading developmental resources thinner. Therefore, some Native American youth are growing up with insufficient support and limited opportunities, and some are not faring well. It should be noted that its heterogeneity rather than its homogeneity characterize this group of people. While some similarities exist across tribal groups, there is also a great deal of cultural variation. In addition to tribal differences, American Indians differ greatly by degree of Indian ancestry. Further, they live in two distinct environments; there are those who call the reservation home, and those who do not. Providing services to Native Americans is difficult because of these cultural, societal and familial differences and concerns. (Philleo, J. & Brisbane, F.L., 1995)

Programs implemented in Native American communities, or that serve Native Americans, must be designed in a way that allows the content to be shaped and molded to fit the local culture. Further, programs must assist people in their efforts of empowerment. Programs can be initiated by outside "experts" working with tribal leaders, but individuals in the local community must carry on the continuation and entrenchment of the activities. This in no way implies that programs designed for one tribe cannot be transferred to others. It does mean that programs should be made relevant to local norms, values, and conditions through particular, culturally sensitive adaptations. The following are common guidelines for service providers engaging with Native American children, youth and families:

- Recognize the differences and strengths of Native American Indian tribes and partner with them when serving Native American children and families.
- Consider how culture, environment and family history might stimulate certain behaviors and can be used in prevention and intervention initiatives.
- Address youth issues as family issues, realizing that children might not be the only ones in need of services.

- Detect and, if present, remove the pitfalls of substance abuse, depression, suicide, and gang involvement from the lives of Native American children and families.

(Coalition for Juvenile Justice, 2000)

Programs:

National

Program: Bi-cultural Competence Skills Approach

(Excerpts and summary from: Schinke, et al. (1988). Preventing Substance Abuse Among American-Indian Adolescents: A Bicultural Competence Skills Approach. Journal of Counseling Psychology, 35 (1), 87-90.)

Setting: Community
Focus: Alcohol, Drug, and Tobacco Use Prevention/Cultural Competence
AgeServed: School Age
Gender: Male and Female

Program Description

The Bicultural Competence Approach encompasses skills that can enable American-Indian people to blend the adaptive values and roles of both the culture in which they were raised and the culture by which they are surrounded .

The subjects in this study on the Bicultural Competence Approach were 137 American-Indian adolescents from two western Washington reservation sites. They were recruited from tribal and public schools, and they voluntarily participated.

After pre-testing, subjects were randomly divided by reservation site into prevention and control groups. The prevention group participated in ten group intervention sessions to learn bicultural competence skills. Those in the control group at each site received no preventive intervention.

Two American-Indian counselors led the intervention groups. Via cognitive and behavioral methods, participants were instructed in and practiced communication, coping, and discrimination skills. Communication skills were introduced with biculturally relevant examples of verbal and nonverbal influences on substance use. For instance, leaders modeled how subjects could turn down offers of tobacco, alcohol, and drugs from their peers without offending their American-Indian and non-American-Indian friends. While the participants practiced communication skills, leaders offered coaching, feedback, and praise.

Coping skills included self-instruction and relaxation to help subjects avoid substance use situations and deal with pressure. Leaders suggested alternatives to tobacco, alcohol, and drug use, and taught subjects to reward themselves for positive decisions and actions. With culturally meaningful examples, leaders helped participants predict high-risk occasions for substance use. Participants also practiced ways to build networks with friends, family, and tribal members who could nurture and sustain responsible decisions about substance use.

Social networking encompassed school, family and reservation resources. In homework

assignments, participants were asked to monitor and support one another's preventive intervention attempts between sessions. Reporting on homework gave the participants the opportunity to discuss social networking and allowed them to integrate communication, coping, and discrimination skills for bicultural competence and substance abuse prevention.

Findings

The participants who received preventive intervention based on bicultural competence skills improved more at post test and 6-month follow-up than did the control subjects on measures of substance-use knowledge, attitudes, and interactive skills, and on self-reported use of smoke and smokeless tobacco, alcohol, marijuana, inhalants and other drugs.

The authors believe that these data lend modest support to a bicultural competence skills intervention approach for preventing substance abuse among American-Indian youth. They asserted that the findings have implications for further research, and that the data in this study must be interpreted cautiously because the subjects were a small sample of the myriad American Indian and Alaska-Native groups in America.

Contact Information: Columbia University School of Social Work, 622 West 113th Street, New York, NY 10025, Phone: (212) 854-8506 Fax: (212) 854-1570, E-mail: schinke@columbia.edu, web site: <http://www.columbia.edu>

Reference: Schinke, S.P., Botvin, G.J., Trimble, J.E., Orlandi, M.A., Gilchrist, L.D. & Locklear, V.S. (1988).

Program: Diineegwahshii

(Excerpts from: Diineegwahshii: A substance abuse prevention program "promising practice", Fairbanks Native Association, 1998.)

Setting: Community/Family
Focus: Substance Abuse Prevention
Age Served: Age 5-19
Gender: Female

Program Description

Diineegwahshii is a substance abuse prevention program targeting Alaska Native girls. The philosophy is based on native cultural values, and uses home visits and case management to strengthen bonds between the adolescent girl and her family, and confront profound risk factors facing many Alaska Native girls (e.g. teen pregnancy rate of 20 percent for Alaska Native girls ages 15 to 19; school dropout rate of 12.6 percent; high incidence of sexual and/or physical abuse, substance abuse, runaways).

Home visits teach life skills, cultural awareness, and family management skills to teen girls and their mothers. The program also includes field trips, success ceremonies, and family and community gatherings. More specifically, the program includes:

- Outreach
- Assessment (Risk Assessment; Psychosocial Assessment; Family Assessment)
- Case Management – Coordinates allied health/human/social service opportunities or benefits
- Home Visits – Individual skill development, emotional/social support, educational assistance, other assistance
- Group Training – Individual skill development/life skills
- Social Learning Activities/Field Trips
- Success Ceremonies – Individual or family ceremonies celebrating accomplishments
- Family and Community Gatherings
- Transportation – To and from all program activities and service referrals

Findings

During the program's first four years, none of the 77 girls enrolled became pregnant; only 2.5 percent dropped out of school; substance abuse dropped significantly; and girls and their parents accomplished important personal goals (e.g. mothers gaining employment, participant returning to school, securing new housing).

Contact Information: Fairbanks Native Association, Phone: (907) 456-6306,
E-mail: fnalife@polarnet.com, 605 Hughes AV, Fairbanks, Alaska 99701-7539

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Okiyapi

(Excerpts from: Hoggarth, A. D., Myer, B. & Rousey, A. (1996). Family involvement and federal funding: An effective combination for the reduction of substance abuse in an ethnic minority community. Jamestown College. (ERIC Document Reproduction Service No. ED 406 076)).

Setting: Community
Focus: Reduce Alcoholism/ Prevention
Age Served: High School Age
Gender: Male and Female

Program Description

The Devils Lake Sioux Community Partnership Project (Okiyapi) was a 5-year federally funded program that aimed to reduce alcoholism on the Devils Lake (now called Spirit Lake) Sioux Reservation in rural North Dakota. The major goals of the project were to: Establish Family Circle groups; develop a coordinating body to provide community agency networking and a comprehensive substance abuse prevention plan; and train and certify at least five Native American addiction counselors. (Editors' note: This goal is not

considered a primary prevention activity and in many cases could not be funded with prevention dollars.) faced with the common situation of lack of trained personnel in a disadvantaged, minority community, the coalition spent the first two years laying the groundwork by training community residents in addiction counseling. Although this was not considered part of substance abuse prevention, but rather a training activity, the independent evaluator concluded that the program's final success would not have been possible without including tribal members as the key figures in designing and implementing the entire program.

The project sponsored many workshops attended by a wide range of community members. Some activities targeted substance abuse prevention directly. Others addressed depression, suicide, parenting styles characterized by unrealistic expectations of family life and lack of structure, abuse and domestic violence. Concern for family involvement was an integral part of the program. Okiyapi staff and coalition members took steps to address potential obstacles to participation in prevention and educational activities by offering activities for a wide range of ages, providing transportation, and involving community members extensively in designing and implementing the activities. Professional staff members from Okiyapi and the coalition served mostly to facilitate and support the decisions made by members of the Family Circle Groups. The lead institution for the community coalition that the project developed was Little Hoops Community College. Activities conducted by Okiyapi were accomplished in cooperation with other agencies including Family Circle Tipi, Four Winds School, Tate Topa Tribal School, Inter-Agency Health Committee and many others. Two community activities that have persisted until present are the Mothers/Grandmothers Support Group and the UNITY Youth Group.

Findings

At the outset of the program prevalence of alcoholism in the community was several times the national average. Unemployment, high school dropout rates, drug abuse, poverty, and crime rates also significantly exceeded the national statistics. Process and outcome evaluation measures for Okiyapi showed evidence of strong interagency coordination in all program aspects, significant increase in community awareness of the program, extensive family involvement in program activities, declines in reported use of alcohol and related problems among youth, community-wide decline in alcohol-related offenses, and changes in tribal law restricting availability of controlled substances.

Contact Information: Dr. Ann Maria Rousy of Cankdeska Cikana Community College 2111 7th ST # 8, Santa Monica CA 90405, Phone: (310) 717-9089, Fax: (310) 396-0785, E-mail: DrAnnMaria@aol.com; for materials and information: Martina Kazena, Project Director, Fort Totten, North Dakota 58335, Phone: (701) 766-4446, E-mail: kazenam@hoopster.little-hoop.cc.nd.us

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: PARITY: Promoting Academic Retention for Indian Tribal Youth

(Information from: *An Eagle's View: Sharing Successful American Indian/Alaska Native Alcohol and Other Drug Prevention Programs* by B. Hayne. September 1993. Northwest

Setting: School
Focus: Reduce Dropout Rates
Age Served: Grade 6-12
Gender: Male and Female

Program Description

PARITY seeks to reduce dropout rates and bolster resiliency in students. The focus group is Native American and non-Native American students, grades six through twelve, of the Klamath Trinity Joint Unified School District of Northern California. The program serves a population separated by mountainous terrain spread over 1,100 square miles.

The PARITY steering committee restructured the math, science, language arts and social science curriculum to make it more relevant to students. The curriculum has been enriched with Native American social, cultural, and historical contributions to the various disciplines. Faculty members from participating universities meet regularly to discuss instructional methods and content with the following four principles in mind: 1) learn about and respect the student population; 2) incorporate its values and interests; 3) combine resources to enhance learning, and 4) maintain high expectations. This approach leads to a greater understanding of the students' surroundings and their relationship to a larger, exciting world of learning. Often this becomes a school without walls as students study outdoors at various locations and with a variety of teachers since cross-institutional exchanges occur regularly. The program collaborates with several community partners.

The importance of institutional support for those staff members involved is reflected in release-time, cross-institutional collaboration, orientation and retreat meetings, professional development activities, and a sharing of both human and physical resources among all partner sites. The PARITY steering committee meets regularly throughout the year to plan major events including fall orientation, fall retreat, Summer Bridge Enrichment, funding issues, public relations with the communities involved, and monitoring the project's overall structure.

The program cites four key components to success:

- 1) cross institutional and community support promoting the common good of assisting students;
- 2) dedication of staff and personnel;
- 3) respect for the students and community; and
- 3) involvement of all partner participants as equals.

Evaluation Design

Monitoring and evaluating the progress of PARITY included data collection from participating schools and organizations. Attendance and absentee rates, grades and academic performance indicators, and CTBS scores were compiled and assessed during fall and spring semesters by an internal evaluator.

Findings

There was compelling evidence of the program's success in the form of CTBS scores. The enriched curriculum and a Summer Bridge program have been assessed as the source for improvement of CTBS scores across all areas of testing, especially in science, mathematics, English and reading. These results have led to the curriculum changes being institutionalized.

Contact Information: College of Education and Professional Studies, Jacksonville State University, Jacksonville, AL 36265, Phone: (256) 782-5444 (voice), Web-site: <http://www.jsucc.jsu.edu>

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: Project Venture

(Excerpts from: Hall, M., Levis-Pilz, G., Pilz, A., and DeJong, J. Project Venture: An Outdoor Adventure/Service-leadership Approach to Prevention, <http://www.niylp.org/clearinghouse/prj-venture-article1.htm>.)

Setting: Community
Focus: Positive Youth Development
Age Served: Age 9-13
Gender: Male and Female

Program Description

Project Venture is a comprehensive prevention program working with American Indian youth from three Pueblo and one Navajo community in New Mexico. Using a habilitation service leadership model, the program combines a summer camp and follow-up intergenerational activities designed to increase skills, self-efficiency and community bonding in youth aged 9 to 13.

The major intervention strategies include summer skill-building leadership camps followed by school- and community-based programs, intertribal activities and training opportunities for youth, parents, school staff, and service providers. The activities are designed to develop skills and self confidence, and build group problem-solving strategies and a sense of the power of teamwork, cooperation, and trust. A five- to ten-day summer camp provided experiential, physically and intellectually challenging activities, community building exercises, hands-on learning, opportunities for reflection, incorporation of appropriate spiritual content, practice of the service ethic, and learning skills applicable to the home/community setting. At the end of camp, a rite of passage ceremony takes place, which builds on traditional ceremonies for coming of age. The project had the only fully certified search and rescue team in the U.S. made up exclusively of Native American high school students.

Following the summer camp experience, youth are offered a number of activities, which go on throughout the year. These include: regular meetings, recreational activities (canoeing, skiing, backpacking trips, mountain biking, climbing, etc.), in-school developmental and skill-building activities, and community based service learning projects. Youth service projects may include activities such as recycling or working with senior citizens. Science projects include reclaiming a local lake and its ecology and building a greenhouse. Some Project Venture students are trained to serve as mentors.

Interventions emphasize engaging youth in services to get them to invest themselves in the community and re-connect with positive adult role models. The program also provides a variety of training opportunities for parents and teachers. While there is no explicit statement of an anti-alcohol, tobacco and other drug (ATOD) message, the program stresses personal and group wellness and involves participants with non-abusing youth and adult role models.

Findings

Over three years, the American Drug and Alcohol Survey (ADAS) was administered to 850 participants and comparison group members. Results indicated a decrease in risk status and lower abuse ATOD among participants. Outcome findings reveal that the program was successful in lowering rates of ATOD abuse by participants in three of the four communities served when compared to a group of non-participants in the same community. Community acceptance of the project was indicated by agreement to allow evaluators to test youth in schools. All three communities have made plans to continue programs after the termination of funding.

Contact Information: McClellan Hall, Executive Director, NIYLP, P.O. BOX 2140, Gallup, NM 87305, Phone: (505)722-9176, Fax: (505) 722-9794, Website: <http://www.niylp.org>, E-mail: rquam@cia-g.com

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

In Oregon

Program: Indian Education Act Project

Setting: School
Focus: Educational Attainment Program Description
Age Served: School Age
Gender: Male and Female

The project provided educational services to approximately 1160 students of American Indian ancestry, in the 1997-1998 school year, from over 125 Tribes/Bands/Corporations/Nations. Project students attend any of Portland Public School's three Head Start Programs, 64 elementary schools, 17 middle schools and 10 high schools, in addition to over 25 alternative school programs. The purpose of this project was to provide supplemental services to meet the culturally related academic needs of project-enrolled students.

The Project identified three major goals for the five year continuation of the grant:
1) increase number of Project students meeting district/state performance standards,
2) increase the number of American Indian students enrolled in prekindergarten programs, and 3) improve outreach efforts to Project students and increase students' cultural awareness. Services were provided along the age continuum to assist in reaching these goals.

Contact Information: Project Coordinator, Portland Public Schools, Title IX Indian Education Project, 6318 SW Corbett (Terwilliger), Portland, OR 97201, Phone: (503) 916 – 3141

Reference: Guilfoyle, M.H., (1997). *Final Report: Second Annual Native American Juvenile Justice Summit.*

Program: Native American Youth Association's Family Healing Circle

Setting: Family
Focus: Domestic and Sexual Violence Prevention
Age Served: All Ages
Gender: Male and Female

Program Description

The Native American Youth Association (NAYA) is available to all self-identified Native American youth throughout Multnomah County. The goals of NAYA are to ensure the health of our future generations by developing more options for our youth and families today. They encourage the preservation of healthy traditional indigenous values of respect for self, Elders, family and community. NAYA works to increase the opportunities for healthy activities through the promotion of participation in youth

conferences, camps, support groups, cultural activities, lectures and special events. They have a number of programs including: sports programs, tutoring, cultural preservation programs, Youth Investment, Northwest Regional Leadership Program, School Attendance Initiative, Math and Science Augmentation Program and The Native American Family Healing Circle.

The goals of the Family Healing Circle are to keep Native families safe and to educate Native people in an effort to end the silence about domestic and sexual violence. This program takes a holistic approach to support families impacted by domestic and sexual violence by providing counseling, advocacy/referrals, and support groups. They work closely with local programs to facilitate successful safety planning and placement, provide transportation when needed, and assure the practice of culturally relevant services. Families increase healthy decision-making through a process of learning the many skills necessary to lead productive lives in today's society.

Contact: Native American Youth Association, 1909 NE Martin Luther King , Jr. Blvd. , Portland, OR 97212, Phone: (503) 288 – 8177, Fax: (503) 288 – 1260

Program: Umatilla Indian Reservation – Outreach Programs

Setting: Community/Individual
Focus: Alcohol and Drug Treatment
Age Served: All Ages
Gender: Male and Female

Program Description

Services Provided: Services provided include: alcohol and drug treatment for youth and adults; transitional housing for patients before and after treatment and while getting re-established in the community; basic skills training; transportation; senior services such as meals to seniors, recreational activities and home visits.

Contact: Umatilla Indian Reservation, PO Box 160, Pendleton, OR 9780, Phone: (541) 276-7990.

Books:

Blanchard, E., & Unger, S. (1977). Destruction of American-Indian Families. *Social Casework*, 58 (5), 312 – 314.

Joe, J.R. & Miller, D. (1987). *American Indian Perspectives on Disability*. Tuscon: University of Arizona, Native American Research and Training Center.

Lewis, R. and Ho, M.H. (1975). *Strengths of the American Indian Family*. National Indian Child Abuse and Neglect Resource Center.

Red Horse, J., Shattuck, A. & Hoffman, F. (Eds.) (1981). *The American Indian Family: Strengths and Stresses*. Isleta, NM: American Indian Social Research and Development Associates.

Trimble, J.E., Manson, S., Dinges, N., & Medicine, B. (1984). American Indian concepts of mental health. IN: P. Pederson, N. Sartorius, & A. Marsala, (Eds.). *Mental Health Services: The Cross Cultural Context*.(pp. 199 – 220) Beverly Hills, CA: Sage Publications.

Websites:

White Bison

Training, technical assistance, consulting, training materials and resources, books and manuals of interest, inspiration and links to Indian sites.

www.whitebison.org

Individuals and Organizations:

Consultants/Trainers on Services for Native Americans

Richard E. Acevedo

State Department of Human Services

Native American Liaison

Phone: (503) 945-7034

Expertise: Richard has served on a National Task Force established by the Department of Health and Human Services to develop cultural competency training for social workers on the Indian Child Welfare Act, this training is distributed nationally. Richard has served as an advisory and trainer to the Federal Department of Health and Human Services for the past several years. Richard has had a life long participation in Indian issues and working in Indian communities. Richard presents training, seminars and lectures on cultural competency as it relates to Indian communities and Federal Indian Policy at several national forums annually. Richard has provided consultation to several states and Indian tribes to develop effective ICWA programs. Richard has worked as a consultant to the state.

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Lead Prevention Training Specialist

Office of Alcohol and Drug Abuse Programs

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Salem, Oregon 97310-1016

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Expertise: Caroline has 25+ years of experience working in the alcohol and other drug related field. She has experience in Community Prevention, Community Mobilization, Treatment, Training, Curriculum Development, Writing Grants, Administration and Consultant work. She is a national trainer with Developmental Research & Development and Cruz Consultants.

Ed Edmo

Native American Consultant

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Portland, OR 97220

Phone: (503) 256 - 2257

Jack Lawson

Oregon Youth Authority

Native American Coordinator

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Salem, OR 97302-9676

Phone: (503) 986-0410

Fax: (503) 986-0473

E-mail: jack.lawson@oya.state.or.us

Expertise: Jack has 23 years experience working with various Native American communities in a wide variety of capacities. He has developed and delivered cultural diversity training to a wide spectrum of varied communities and is currently the lead trainer for OADAP's cultural diversity training, Ethnic Minorities: Issues in Counseling and Program Design. Mr. Lawson has also contracted with the Department of Corrections to design and implement culturally relevant treatment services for Native American inmates within the Department of Corrections and is currently the Native American Coordinator for the Oregon Youth Authority.

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9415-143 St.

Edmonton, Alberta

T5R 0P6 Canada

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Services: Training and technical assistance regarding working with Native Americans.

Northwest Indian Training Associates

Contact: John Spence, Ph.D., CDS III

P.O. Box 3443

Salem, OR 97302

Phone & Fax: (503) 588 – 9906

E-mail: jspence@wvi.com

Expertise: Training and Technical Assistance in Indian Child Welfare, Mental Health, Substance Abuse Prevention and Treatment

Organizations Advocating/Networking/Providing Services for Native Americans

American Indian Association of Portland

Executive Director – Gerald Center

4838 NE Sandy Blvd.

Portland, OR 97213

Phone: (503) 280 – 1233

Bureau of Indian Affairs

911 NE 11th Ave.

Portland, OR 97232 – 4169

Phone: (503) 231 - 6702

The Confederated Tribes of Umatilla

Umatilla Indian Reservation

73239 Mission Highway

PO Box 638

Pendleton, OR 97801

Phone: (541) 276 - 3165

Services: Adult basic education and job training; alcohol and drug treatment; mental health and community health representatives; transportation; medical and dental discharges; home visits; check-ups; children in hospitals; Tribal Police; Tribal Court System; senior program; WIC; learning opportunities for children; social services; nuclear waste; probation officer; planning department; fire department; building and zoning permits; solid waste disposal; Hanford project; higher education counseling; domestic violence counseling; business service center; Department of Natural Resources; and JTPA Programs. Serves members of the Confederated Tribes of the Umatilla Indian Reservation and other American Indians. Some services are available to non-Indians living on the reservation.

Legislative Commission on Indian Services

Executive Officer – Karen Quigley

167 State Capitol

Salem, OR 97310-1347

Phone: (503) 986 – 1067

Fax: (503) 986 – 1071

National Indian Child Welfare Association

5100 SW Macadam, Suite 300

Portland, OR 97201

Phone: (503) 222 – 4044

Fax: (503) 222 – 4007

E-mail: info@nicwa.org

Services: Community development; helping tribes conduct needs assessments, program design and development, negotiating tribal/state agreements and advising programs on administrative improvements, providing workshops and training programs using one or more of over 25 culturally-appropriate NICWA developed resources, technical assistance and training. Public Policy Development; facilitating policy discussions among tribes, states and the federal government. Information Exchange; maintaining a library of books and articles on child welfare and family issues, publish a newsletter, organize conferences and administrate a training institute.

Section V: Gender Specific Services For Girls

Introduction:

This section of the Resource Guide outlines programs in Oregon and around the country that offer services to girls who are involved in the juvenile justice system or who are at risk. The programs have incorporated policies and practices on what works best for girls. The programs have acknowledged the unique needs of girls and developed approaches that are gender responsive. The resource guide highlights programs that have melded female adolescent developmental theory with promising practices.

This section is dedicated to girls and young women for several reasons: more girls are entering the juvenile justice system or in need of access to appropriate services than ever before, their service needs are not prioritized, and the program strategies are often not very effective because they are not gender specific. For many years, the juvenile justice system was less responsive to girls' issues because they were not visibly threatening public safety and therefore not as pressing a priority as boys. Since boys overwhelmingly commit the majority of crimes and are more violent overall in their offenses, they have received the most attention by the justice system and in community programs. Data suggests that girls, while less likely to be as outwardly violent as boys, do commit crimes and engage in destructive behaviors that are harmful to themselves, their children, and others.

Researchers report that instead of pitting girls against boys in a gender war, we should work to make services better for everyone. They agree that the war metaphor does a disservice to both boys and girls. In educating people about the specific needs of girls, boys issues aren't being minimized. Boys deserve advocacy and have needs, in fact they may be the same needs as girls. However, boys and girls are socialized differently and therefore the mechanism for addressing their needs has to be different. The service and education systems we have now, even though they were basically designed to meet the needs specific to males, are not perfect for boys, any more than they are for girls. Therefore, when we understand gender differences and then create service systems and programs that are more gender specific to girls, and more responsive to girls needs, services become better for boys as well. This is especially true for those boys whose needs are not being met by the models based on typical male characteristics. Researchers agree that what has been good for engaging and serving girls has also been good for boys.

The definition of gender-specific services for girls are those that are designed to meet the unique needs of females, that value the female perspective, that celebrate and honor the female experience, that respect and take into account female development and that empower young women to reach their full potential.

Gender-specific or gender-responsive services are those that intentionally allow gender to affect and guide services so that the services match each girls needs. The services should

create a *context* (through program environment and staffing) and provide *content* (through program approach and materials) that reflect an understanding of the realities of girls' lives.

Programming Guidelines:

The Gender-Specific Programming Guidelines, based on best practices, were written by Pam Patton and Marcia Morgan to assist you in your planning process, program design, and evaluation of services for girls. All the guidelines listed below are important and, if incorporated, maximize program effectiveness.

We recognize that implementing these guidelines is a process that will occur over time. Therefore, allow flexibility in the development and implementation process as you work towards fully integrating the guidelines into the culture of your organization.

These guidelines are applicable to each program on the service continuum: From community-based prevention programs for at-risk girls to intensive residential programs, detention, and state institutions. Even if your program serves a small population of girls or operates just a few hours a day, all programs should be able to meet the guidelines. As each program along the continuum of care meets these guidelines, they will start reinforcing each other and then, girls in Oregon will receive effective and consistent gender-specific programming.

SECTION 1: ADMINISTRATION AND MANAGEMENT OF GENDER SPECIFIC SERVICES

A. Programmatic Structure for a Comprehensive Continuum of Care System

- **Policies.** Develop gender-specific policies for agencies, organizations and programs serving girls. Policies need to be in writing and include guiding principles, program values, and how services are going to be delivered in accordance with the law (Federal Civil Rights laws; Oregon's Equal Access for Girls statute: ORS 417.270). It is important that gender-specific policies and practices are integrated into all parts of the service continuum from intake to follow-up/after-care. For policies to be most effective, they should be developed at the state, county, city, agency and/or local program level. This ensures that everyone is informed and follows a similar set of work practices, understands the philosophy and commitment to girls' gender-specific services, and creates a culture where gender issues are integrated.
- **Data and Profile of Girls.** Document demographic profile information on the population of girls being served, as well as on girls in the general community. This should include data on risk and protective factors of both populations. This ensures that services are appropriately targeted and based on data-driven information.

- **Assessment Tools, Screening Instruments and Intake Practices.** Develop instruments and practices that are responsive to the needs of females and designed to eliminate barriers, cultural bias, and gender bias. Formal and informal decision points throughout the system (places where decisions are made by staff and other professionals that impact the girl) should also be examined for gender bias practices.
- **Program Design.** Include girls in the design of the programs and services. Review and incorporate the components of best practice models (evaluated programs shown to be effective) and promising programs (programs with gender-specific components shown to have promise of effectiveness) for girls and young women. Incorporated into the program design should be an understanding of: protective and risk factors, resiliency, strengths/assets, independence, self-esteem and life skills as they relate to the individual girl's development and socialization.
- **Aftercare and Follow-up.** Ensure that girls get aftercare and follow-up services that are relationship-based (see Section 2, B). Girls need stability and relationships as they transition. Aftercare plans need to be integrated into all programming from the moment she enters the program and continue until she successfully completes her transition into the community.
- **Outcome Measurements.** Develop outcome measurements and evaluation methodologies that are gender appropriate. Identify goals or outcomes that are meaningful for the girl. The measurement tool you use should be written free from bias and accommodate differences in communication, interpretation, and subject sensitivities. The data collection method and interpretation should be appropriate for females (e.g., including qualitative as well as quantitative methods), and should incorporate the current research on girls (noting the representativeness of the research sample in terms of race, ethnicity, and class.)
- **Quality Assurance and Continuous Feedback Loop.** Include girls in evaluating service delivery, program content, and effectiveness through feedback and suggestions. Programs need to conduct formal and/or informal needs assessments with staff and clients on a regular basis. The issues and concerns identified should be reviewed and incorporated into program changes and re-design where appropriate. A program's effectiveness and relevance to girls and their lives needs to be continually evaluated.

B. Staff Qualifications Regarding Female Gender Issues

- **Hiring.** Interview applicants with questions that focus on gender issues. When hiring staff for girls' programs, the interview should include questions on the applicant's interest in working with girls, experience, and training regarding female gender-specific service delivery.

- **Staff Diversity.** Balance staffing regarding race, gender and ethnic backgrounds to assure that multiple perspectives are included and integrated into the services.
- **Training.** Provide an orientation on gender-specific services for all new employees. Ensure that continuing education opportunities are available for all staff, supervisors and managers in such areas as current gender research and data, books and information on adolescent female development, female issues and needs, unique issues of girls of color, communication, sexuality and gender identity. Staff need to be well versed on gender issues as they relate to physical and sexual abuse, alcohol, tobacco and other drug use, domestic violence, sexual orientation, and victimization issues for girls. Trainings should be evaluated for relevance, effects on staff behavior, and retention of knowledge. Additionally, inform staff as to the agency/program's gender-specific policies, and guideline principles, philosophy and program content through orientation videos, manuals, training, emails, postings and other means.
- **Positive Staff Attitude Towards Girls.** Ensure that staff genuinely like working with girls by observing their behavior and assessing their desire to get training that will make their work with girls more effective and fulfilling. Staff need to understand their own biases and attitudes in order to model and communicate positive messages about gender.
- **Staff Boundaries.** Ensure that staff have knowledge and a clear understanding of emotional, physical, and sexual boundary issues with girls This is especially important when working with girls who have been victimized. Staff need to receive training on how to appropriately respond to potential boundary issues they may face in working with girls.

C. Environment

- **Physically Safe.** Create a physically safe environment for girls. The location where girls meet or reside should be safe from relational aggression, violence, physical and sexual abuse, verbal harassment, teasing, stalking, bias, racism and sexism. Management and staff need to create a safe environment where boundary issues are clear, acting out behavior is consistently addressed, and physical safety is taken seriously. Girls need not only to be safe, but to feel safe as well.
- **Emotionally Safe.** Create an emotionally safe environment for girls. The location where girls meet or reside should be nurturing and safe, one that encourages them to express themselves and share feelings, allows time to develop trust, and does it all within a context of building on-going relationships. Girls need time to talk and to process, free from interruption, negative or coercive behaviors. When possible, these spaces should be free from the demands for attention from adolescent males.

- **Surroundings Value Females.** Create an environment that values females. Facilities, classrooms and other settings should have books, magazines, posters, videos, wall decorations, and other things that: celebrate women's achievements and contributions, presently and historically; add to a girl's understanding of female development; honor and respect the female perspective and experience; and empower young women to reach their full potential. Program curricula should also use materials that speak to the girl's heritage, culture and life experiences.

SECTION 2: GENDER-SPECIFIC PROGRAM CONTENT

A. Holistic Programming

- **Addressing the Whole Girl.** Develop a holistic approach in programming for girls. Programs need to address the individual girl within the *social context* of her life, in her *relationships*, in the *systems* she encounters and in the *society* in which she lives. This holistic approach includes understanding how she is socialized in her culture, and the messages she receives from her surroundings that influences how she defines who she is as an individual and a female. Additionally, the system itself needs to be holistic because many girls are involved in multiple parts of the system. It is important that services share common guiding principles about girls and that they are integrated along a continuum of care to assure a comprehensive, responsive and seamless approach.

- **Social Context: Relationships**

Family. Address family relationship issues. Include the "family," as defined by the individual girl, in programming when possible. Many families are chaotic and fragmented due to intergenerational cycles of poverty, early pregnancy, abuse/violence and incarceration. But involving the family allows girls to connect with them in a structure where she can work on issues and develop skills to understand her family's dynamic and how to best relate to them in her life.

Friends. Address issues involving a girl's friends. "Friends," as defined by her, play a significant role in her life and the decisions she makes. Friends may include boyfriends, girlfriends and gangs. Recognizing the importance of these people in her life and concurrently building her competence in making good decisions will allow her to choose friends who will help her be the person she wants to be.

- **Social Context: Systems**

Education. Address issues regarding the school setting, curriculum and relationships at school (teachers, administrators, other students). Educational curricula may need to be reshaped to reflect and value the experience and the contributions of women and girls. This includes women's history programs, speakers, and school/community relationships. Educational programs also need to assess and address issues that could be barriers to education for some girls. Schools should be responsive to girls' needs and understand their social conditions.

Juvenile Justice System, Social Service System. Address issues and coordinate with the justice system and social services, since high-risk girls often encounter both systems. These systems can label and stereotype a girl, which can have a powerful impact on her life and how she sees herself as an individual and a female.

- **Social Context: Society**

Media. Address how the media influences girls' lives. The impact of music, videos, movies, television, advertising, magazines and all forms of "gender messages" are critically important to discuss in a girl's program. Girls need to be given tangible ways to be critical consumers, to advocate for themselves, to speak out against negative messages (e.g., sending letters to the editor and policymakers, displaying bumper stickers, or spending money on things they support) and to recognize the impact these messages have on their lives.

Culture. Address cultural issues in a girl's life. Services for girls need to be presented within the context of her culture, which includes race and ethnicity. Race/ethnicity and gender are not separate issues and are intertwined in a girl's life. Girls of color (Latina American, Native American, Asian American, African American) tend to be more vulnerable to triple jeopardy: race, class and gender oppression. Girls view the world through the lens of their gender and race, which influences the formation of self-esteem, self-competency and perceptions of the physical, sexual and social self. Gender and race are overarching program and education issues.

Community. Address issues that involve a girl's community. Girls need to be given skills and opportunities to connect with the community. This might include volunteering at an abuse hotline or a domestic violence shelter, obtaining information on the political system, the power of voting, the strength of her own voice, getting politically involved, developing leadership skills through social responsibility and justice, and understanding the importance of civic and community connectedness and pride.

B. Relationship-based Programming for Girls

- **Girls Need Relationships** . Develop programs that embody an understanding of the significance of relationships in the connections, interactions and lives of young women. Programs, incentives and infrastructures need to be developed with relationships and connections with others at their core. Offer options and skills on how to replace harmful relationships (e.g., criminal boyfriends, gangs) and negative behaviors in relationships (e.g., relational aggression).
- **Adequate Staff Time for Relationships** . Create opportunities where staff and girls are allowed time to talk and process their feelings and issues. Formal mechanisms need to be built into the program to enhance relationships and trust through one-on-one interactions.
- **Redesigning Programs from a “Male Relationship Model.”** Determine if a program, both its content and approach, is based on how a male views the world and relationships. Traditional programs for youth need to be examined to determine if they are incorporating skills and methods that work well for girls. Do the programs incorporate the importance of and a girl’s reliance on relationships? For instance, “Anger Management” groups often focus on a girl managing and controlling her anger independent of the other person involved. Renaming the group “Finding Your Voice,” and developing skills based on relationship connections, may work better for girls. Both types of groups have the same goal but come from a different perspective. Setting a goal of “independence” for a girl may be viewed as undesirable, since it can connote an existence void of relationships and connection to others.
- **Single-Gender Programming - Developing Relationships of Trust and Interdependence with Other Females.** Create opportunities for girls-only programming. While there is often resistance on the part of girls to be isolated from boys and in programs with members of their own sex, girls-only programming is a critical part of a gender-specific approach. It gives young women the time, environment, and permission to work on overcoming previous socialization that values male relationships over female relationships. It teaches girls to cooperate with and support one another. Unless girls learn healthy ways to interact, many will practice “relational aggression” which includes being competitive, holding grudges, being cruel to each other, gossiping, being passive aggressive/indirect/covert, and emotionally hurtful. If the female population in a co-ed program is too small for single-gender programming, girls should be allowed one-on-one time with a female counselor, mentor or staff person. This will help them establish the skills and experience necessary to develop healthy, cooperative relationships with female, as well as male, relatives, friends, neighbors, social group members, employers and co-workers.

- **Mentors** . Develop a mentorship program for girls. Girls need other females who can model and support survival and growth, along with resistance and change. Matching girls with mentors by ethnicity, culture and backgrounds (other females who have overcome similar obstacles) is encouraged. Mentors and role models can play a significant role in a girl's success, especially with continual, reliable contact, avoiding competition with the girl's mother/family.

C. Strengths-based Programming for Girls

- **Programs Build on Existing Strengths** . Develop programs that tap into a girl's personal and cultural strengths. Provide her with opportunities to experience success using those strengths, thereby increasing her sense of value and competency.
- **Girls Are Taught New Skills** . Create opportunities for girls to learn new skills in areas they may have not explored. Gaining competence in new areas can build self-esteem, control, and pro-social behaviors. When girls master new skills that are healthy and socially acceptable, they expand their opportunities and become less dependent on old, non-productive, harmful activities and ways of behaving.
- **Personal Respect** . Develop self-esteem enhancement programs that teach girls to appreciate and respect themselves, instead of relying on others for validation. Self-monitoring skills, such as the use of writing in journals, can be incorporated in girls' programming.
- **Giving Girls Control** . Develop programs that support and encourage girls to have hope, realistic expectations for the future, and the skills to reach their goals. Girls need help developing a plan for the future and an opportunity to practice the skills that will help them realize their goals. Girls need to be shown that they can affect how things happen in a way that is empowering. This gives them a sense of control of their life. Programs need to help girls find their voices and to be expressive and powerful in positive ways.
- **Building Girls' Strengths through Connection to Others** . Develop skill-building programs for girls that include a support person (such as a mentor, adult friend, peer or staff) who supports the girl's efforts to strengthen her skills. Strengths-based asset building for girls is not just a cognitive process. It is most successful for girls when there is an emotional connection to people in programs and in the community.
- **Victimization Issues** . Develop programs that address the sexual abuse, physical abuse, domestic violence and verbal/emotional abuse that many girls have faced. These issues deeply affect many parts of a girl's life and how she sees herself as a female. Girls need help in learning not to view themselves as victims, in understanding the connection between anger and acting out or acting in (being self-destructive), and in recognizing their reluctance to trust others. They need to be taught how to develop and maintain healthy boundaries.

D. Health-based Programming

- **Physical Health and Sexual Health.** Develop programs that address physical health as well as sexual health. Girls have four times as many health issues as boys. Information needs to be shared with girls about female development, personal care, exercising, physical strength, menstruation, pregnancy, STDs, contraception, and sexuality.
- **Emotional and Mental Health.** Develop programs that address emotional health and mental health. Information needs to be shared with girls about eating disorders, body image, addiction, depression and self-care. Books to read, counseling, establishing and nurturing committed and meaningful relationships should also be offered. Girls need access to mental health professionals who understand female adolescent development.
- **Alcohol, Tobacco and Drug-Free Health.** Develop programs that address the use and abuse of alcohol, tobacco and other drugs. Because of the connection between drug use and self-medication by girls to deal with abuse and depression issues, single-sex treatment programming is most successful. Prevention and intervention programs need to understand female adolescent development and incorporate gender-specific programming in their approach.
- **Spiritual Health.** Develop programs that allow time for girls to address their spiritual health. Information needs to be shared and time allowed for girls to understand their inner strength. This could include time for personal reflection, traditions, and discussions about life, values, morals, and ethics.
- **Rites of Passage.** Develop programs that include celebrations, rituals, traditions and that honor a girl's culture. Recognizing significant physical, sexual, emotional and spiritual milestones for girls is important as they transition and navigate through life. These "rites of passage" are very important in providing stability, connection to a girl's roots, and direction. Rites of passage celebrations are also a way to teach girls about positive womanhood.

For more information

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Programs:

National

Program: Alternative Rehabilitation Communities (ARC)

Setting: Individual
Focus: Delinquency Prevention
Age Served: Age 15 1/2 to 18

Program Description

Alternative Rehabilitation Communities (ARC), founded in 1975 to serve delinquent adolescents, opened Zimmerman Home for Girls in 1981 after the Department of Probation indicated a lack of resources of options for girls in the juvenile justice system. The girls' program is housed in a two-story, family-style home in a residential neighborhood. The bedrooms, on the second floor, accommodate up to four girls each.

ARC's program philosophy is focused on results: "If the outcome of our behavior, actions, and attitude is good for our students, then it is worth doing. If the outcome of our behavior, actions, and attitude is not good for our students, then it is not worth doing. We are the role models for our students. Therefore, our behavior, actions, and attitude must always be presented positively." Far from being a "whatever works" strategy, the philosophy emphasizes "choice theory." This reality-based approach reminds girls that they have control over their behavior and that they can choose positive and beneficial behaviors.

The all-female staff (approximately 75 percent African American and 25 percent Caucasian) reflects the racial diversity of the participants. Staff training is intensive and ongoing. Full-time staff receive a minimum of eight weeks of training prior to working with girls. Part-time staff receive 32 hours of training by shadowing a senior staff person. Experienced staff share their expertise in formal training sessions and by serving as "peer coaches" with their colleagues. Teachers receive an additional two to four weeks of training, including observation of a current teacher. Gender specific staff training includes discussion of such topics as, "What does it mean to be female?" and Females and emotions." Staff positions include teachers, teacher's aides, counselors, and a counselor supervisor.

Girls are referred to the program by the Children and Youth Services Agency or the Department of Corrections. Their juvenile records vary, but many girls have been convicted of assault. They have faced serious risk factors such as educational difficulties, substance abuse, dysfunctional families, involvement with older males, gang affiliation, codependency, physical and sexual abuse, lack of self-esteem and repeated running away. Codependency and sexual abuse are the most prominent factors.

Before being admitted to the Zimmerman Home, girls must complete an interview during which staff assess their willingness and readiness to work with the program. Once they

become enrolled in the program, girls are encouraged to participate in the planning of their own treatment.

The staff at Zimmerman Home take a holistic treatment approach, addressing issues related to the individual, family, and school. At intake, girls are evaluated for academic placement and receive an individual educational plan. Specific treatment needs are assessed, followed by development of an individualized treatment plan. A home visit is scheduled as soon as a girl is admitted to the program, to help parents understand how the program works and learn how they can help their daughter succeed. Parents are invited to attend their daughter's treatment plan meetings, and supervised weekly visits are permitted onsite for immediate family members.

A variety of life skills are targeted for development. Academic skills are addressed in onsite education. Classes have no more than 14 students. Each girl works at her own pace. Curriculum includes women's history and cultural programming. Recreational activities include aerobics, basketball, and field trips.

ARC contracts with vocational and technical schools to provide girls with twice-weekly career training in a variety of fields (including both female-dominated fields such as cosmetology and nontraditional fields such as auto repair). In addition, an onsite culinary arts program teaches job skills and offers certification.

The program encourages development of positive interpersonal skills. Positive relationships are modeled and nurtured by staff. Girls are encouraged to form positive relationships with staff members and with one another. Girls are encouraged to help their peers make decisions that will keep them on the right track. If a participant violates a rule, the other participants are encouraged to attempt correcting her prior to involving a staff person. Specifically, ARC emphasizes the development of skills to enhance conflict resolution, parenting (for expectant teen mothers), assertiveness, decisionmaking, values clarification, and self-esteem. A program component called "Self-Awareness from Girl to Woman" promotes personal hygiene, emotional development, and self-acceptance of one's body. It gives girls a chance to explore female roles such as daughter, mother, and sister.

Treatment includes group and individual counseling to address issues such as victimization, substance abuse, and parenting. Because sexual abuse is one of the most prominent risk factors facing this population, ARC provides a specialized treatment component for survivors of rape and sexual and physical abuse. Offender treatment is provided for female sex offenders and abusers. Case management is supervised by a staff psychologist, and each girl also has a personal counselor with whom she generally has daily contact.

As girls progress through the program, they work with staff to plan for a smooth reintegration into the community. Three home/community visits are conducted. Specific aftercare plans depend on each girl's individual needs, but can range from community reintegration to foster care.

Program: Caritas House

Setting: Family/Community
Focus: Substance Abuse Treatment
Age Served: Adolescents

Program Description

Provides a continuum of residential, prevention, and outpatient treatment programs for Rhode Island adolescent substance abusers and their families; oldest gender-specific, residential drug treatment program in the country; funded by Rhode Island Department of Health, supplemented by fundraising and sliding-scale fees.

The Caritas residential program, located in Pawtucket, Rhode Island, treats girls who are seriously abusing alcohol and other drugs. Founded in 1971, the program views the whole person in the dynamic context of total life circumstances. The underlying psychosocial model looks at the girl in terms of self and her relationship to family and the larger community. The program philosophy rewards hard work, commitment, and attainment of manageable goals, and fosters the development of social-competence skills.

Girls are typically referred by the Department of Children and Youth Services or the juvenile justice system, although there is an open referral process. Substance abuse is the presenting problem that must be evaluated through ASAM criteria before admissions can be made. Most girls face additional and related problems such as sexual abuse. Girls may also be the children of substance abusers; have a history of physical, emotional, and psychological abuse; and have a host of problems in all areas of their lives. They also have a history of suicide ideation and drug overdoses.

The rationale for program design is critical to treatment. It is designed to model a functional family and to respond to gender issues. The all-female staff are trained in gender differences. Program design incorporates many of the things that are missing in the lives of adolescents presenting for treatment. These include structure, nurture, predictability, open communication, and respect for the individual. Treatment begins with assessment and orientation. At this stage, many girls express resistance and denial of problems. Once a girl has acknowledged her problems and becomes accustomed to the structured environment of Caritas House, she begins to progress through the three stages of treatment:

- Awareness
- Transition
- Community living

She can advance by setting manageable, incremental goals for herself and reaching them. Girls earn rewards only through their own hard work, commitment, dedication, and goal setting. They are also taught to recognize and appreciate their own resilience and strengths.

Girls need to fill gaps in their development because substance abuse caused them to miss valuable rites of passage. The program targets skills that are significant in substance-abuse recovery, especially social skills. Girls are taught to communicate their needs, to settle differences, to form healthy relationships, and to earn skills that will enable them to connect in a positive way with others. Staff members model these skills, and girls who have progressed in therapy are also encouraged to act as positive peer mentors.

Caritas House has found group therapy to be especially useful in working with adolescent girls who are more likely than boys to share their feelings and relate with one another in group settings. Daily therapy sessions focus on such issues as sexual abuse, eating disorders, sexuality, family issues, and self-esteem, as well as substance abuse. All these issues are addressed in the knowledge that gender plays an important role. The girls also have a primary sexual abuse prevention program as well as a women's study program, HIV/AIDS prevention, and a Rites of Passage program.

Families are encouraged to participate in treatment. The 28-year history has taught that parents present with similar problems as their children. Parents are nurtured and helped to gain the strength needed to be viable participants in their child's treatment. Because of gender issues and different socialization issues, parents have gender-specific group therapy in addition to parent groups and family counseling. In the early stages of treatment, when a girl may not yet be internally motivated to stop abusing drugs and alcohol, the family can provide external motivation to put her on the path to recovery. As treatment progresses, family counseling may focus on issues underlying the girls' drug and alcohol use. With her family, she discusses how to keep her commitment to recovery, how to deal with relationships and responsibilities, and how to avoid or rebound from relapse as she prepares to leave the program. Siblings become involved in treatment to provide them with substance abuse education and primary prevention.

Caritas House provides structured aftercare and follow-up support as a girl makes the transition to community living.

Contact Information: Director, Pawtucket, RI, Phone: (401) 722 – 4644, Fax: (401) 722 – 4867, E-mail: director@caritas-corkeryhouse.com

Program: Diineegwahshii

(Excerpts from: Diineegwahshii: A substance abuse prevention program "promising practice", Fairbanks Native Association, 1998.)

Setting: Community/ Family
Focus: Substance Abuse Prevention
Age Served: Age 15 - 19

Program Description

Diineegwahshii is a substance abuse prevention program targeting Alaska Native girls. The philosophy is based on native cultural values, and uses home visits and case

management to strengthen bonds between the adolescent girl and her family. They confront the risk factors facing many Alaska Native girls (e.g. teen pregnancy rate of 20 percent for Alaska Native girls ages 15 to 19; school dropout rate of 12.6 percent; high incidence of sexual and/or physical abuse, substance abuse, runaways).

Methodology

Home visits teach life skills, cultural awareness, and family management skills to teen girls and their mothers. The program also includes field trips, success ceremonies, and family and community gatherings. More specifically, the program includes:

- Outreach
- Assessment (Risk Assessment; Psychosocial Assessment; Family Assessment)
- Case Management -- Coordinates allied health/human/social service opportunities or benefits
- Home Visits -- Individual skill development, emotional/social support, educational assistance, other assistance
- Group Training -- Individual skill development/life skills
- Social Learning Activities/Field Trips
- Success Ceremonies -- Individual or family ceremonies celebrating accomplishments
- Family and Community Gatherings
- Transportation -- to and from all program activities and service referrals

Findings

During the program's first four years, none of the 77 girls enrolled became pregnant; only 2.5 percent dropped out of school; substance abuse dropped significantly; and girls and their parents accomplished important personal goals (e.g. mothers gaining employment, returning to school, securing new housing).

Contact Information: Fairbanks Native Association, Phone: (907) 456-6306, E-mail: fnalife@polarnet.com, 605 Hughes AV, Fairbanks, Alaska 99701-7539

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: The Female Intervention Team (FIT)

Setting: Community, School

Focus: Supervision and Treatment for Adjudicated Girls

Age Served: Age 11-18

Program Description

FIT works with young women, mostly African American, who come from low-income, single parent families. Most have been sexually abused, act out sexually, and have fallen behind in school. Typically clients have been truant from school and have been adjudicated delinquent for assault. Based on an assessment of her particular needs, each

client is assigned to the most appropriate case manager. In turn, the case manager assigns her to groups that address her needs and follow her progress.

A team of 12 case managers provides the following programs and services: Girl Scouts; Academic Career Enrichment; Rites of Passage; Pregnancy Prevention; Teen Parenting Group; Parent Support Group; Substance Abuse Group.

The FIT program is unique as a model program that operates within the probation department in Baltimore, Maryland. Composed of a team of probation officers, the Female Intervention Team is responsible for the supervision, case management and treatment planning for all adjudicated girls. Because FIT operates within the justice system, the officers are ideally situated to influence the disposition of the juvenile court. Their attention, advocacy, and ability to offer alternative modes of supervision have resulted in fewer young women being placed out-of-home, and shorter lengths of stays for those girls who are placed in a residential setting. Further, since the inception of the FIT unit, the average term of probation has been shortened dramatically. Prior to its implementation, girls simply remained on probation until their 18th birthday. However, with close case monitoring and active participation in treatment, the FIT team successfully advocates for early termination of probation, usually within one year.

Contact Information: Director, FIT, 321 Fallaway, Baltimore, Maryland 21202,
Phone: (410) 333-6751

Program: Friendly PEERsuasion

(Weiss, Lazar, F., and Nicholson, H.J. *Friendly PEERsuasion Against Substance Use: The Girls Incorporated Model and Evaluation* in Valentine, J., DeJong, J., Kennedy, N. *Substance Abuse Prevention in Multicultural Communities*. Haworth Press, New York, 1998, p. 7 - 22. Book available from Haworth Press at 800-HAWORTH, getinfo@haworth.com.)

Domain: School
Focus: Drug Abuse Prevention
Age Served: Age 11-14

Program Description

Girls Incorporated designed Friendly PEERsuasion to help girls, ages 11 through 14, acquire the knowledge, skills and support systems to avoid substance abuse.

In the first phase of the program, the girls participate in 14 one-hour sessions facilitated by a trained adult leader, involving hands-on, interactive and enjoyable activities such as games, group discussions and role plays. Through these activities, participants learn about the short-term and long-term effects of substance abuse, experience healthy ways to manage stress, learn to recognize media and peer pressure to use drugs, practice skills for making responsible decisions about drug use, and prepare to become peer leaders. Each session focuses on a particular objective while reinforcing skills and knowledge

introduced in previous sessions. After completing this core curriculum the participants are certified as peer leaders (PEERsuaders).

In the second phase of the program, small teams of peer leaders use what they have learned in phase 1 and draw on their own experiences and creativity to plan and implement eight to ten short sessions of substance abuse prevention activities for children ages six through ten (PEERsuade-Me's). Working with their adult leaders, they present factual information and model and practice skills, attitudes and behaviors related to substance abuse prevention.

Findings

Friendly PEERsuasion was found to be moderately effective in delaying initial or repeat substance use especially among the younger participants. Younger participants also were likely to report leaving situations in which friends were using harmful substances. Evaluations paralleled other substance abuse prevention programs in finding that continual reinforcement is necessary, such as providing opportunities for PEERsuaders to use what they have learned to benefit others.

Contact Information: Director, Girls Incorporated National Resource Center, 441 W Michigan ST, Indianapolis IN 46202-3287, Phone: (317) 634-7546, Fax: (317) 634-3024, Website: <http://www.girlsinc.org>, E-mail: nrc@girls-inc.org

Reference: Western CAPT , Best Practices and Promising Approaches (2nd ED.), November, 1999.

Program: **Girls, Inc.**

Setting: Community
Focus: Prevention/Advocacy
Age Served: Age 6-18

Program Description

Girls, Inc. is a national, and local, advocacy group for the equitable treatment of young women both in, and on the periphery of, the juvenile justice system. Girls, Inc. also provides direct service to approximately 350,000 young women, age 6 through 18, annually at over 900 program sites. The goal is to “provide a variety of opportunities that encourage young women to develop their skills and interests and to plan for interesting and productive futures.”

Typical programming includes any of five modules:

- *Friendly PEERsuasion* – The goal is to prevent substance use and abuse by providing accurate and detailed information, offering practical suggestions to combat peer pressure, and developing alternative coping mechanisms for managing stress.

- *Preventing Adolescent Pregnancy* – Several developmentally targeted curricula encourage mother-daughter communication about sexuality, provide accurate and detailed information, discuss the issues surrounding sexual activity and peer relationships and engage girls in a long-term strategy of preventative health care.
- *Operation SMART* – The goal is to encourage girls' interest in and ability to secure employment in the well-paying technology industry. This module provides hands-on, engaging activities in science, math, and other relevant technology.
- *Teen Connection* – This module acts as a brokering service to connect young women to needed health, mental health, and educational services and resources. Of particular focus are issues of personal safety and providing necessary transportation to and from program sites.
- *Sporting Chances* – A series based on the fact that children ages nine and ten who participate in sports rate higher on perceived physical competence, social competence, and general self-worth than those who do not. There are three age-appropriate programs. Steppingstones is for girls ages six to eight, Bridges for ages nine to eleven, and Sports Unlimited for ages twelve through fourteen.

Girls, Inc. programs in Oregon are free to implement. Graduates of the program are often engaged in providing services to the younger girls. Girls, Inc. is an important component of effective programming for girls not only for its direct service to young women in trouble, but also for its connection to national, state, and local policymakers and its commitment to the dissemination of scholarly work in the field of gender equity and treatment.

Contact Information: Girls Incorporated National Headquarters, 120 Wall Street, 3rd Floor, New York, NY 10005. Phone: (212) 509-2000. Email: girlsincorporated@girls-inc.org. Or, Girls Incorporated National Resource Center, 441 West Michigan Street, Indianapolis, IN 46202. Phone: (317) 634-7546. Email: girlsinc@girls-inc.org. Web site: www.girlsinc.org.

Program: **Girls Identifying Resources and Life Skills (GIRLS) On the Move!**

Setting: Community

Focus: Life Skills

Age Served: 10 – 14 years

Program Description

Girls Identifying Resources and Life Skills (G.I.R.L.S.) On The Move! targets adolescent girls, ages 10 to 14 years, who live in subsidized housing in a Boston-area neighborhood, and who are considered vulnerable to risky behaviors. Funded by the Center for Substance Abuse Prevention, the program serves a low-income population of African-American and Hispanic girls, most of whom live in female-headed households.

Programming teaches positive life skills to help girls develop resistance to crime and delinquency, substance abuse, risky sexual behavior, and academic failure. Program components include skill-building classes, career education, discussion about health and girls issues, role modeling, mentoring by women, parent groups, and information and referral for girls and their families.

Contact Information: Boston, MA, Phone: (617) 265 – 7040, Fax: (617) 265 – 6985, E-mail: zayvid@aol.com

Program: Harriet Tubman

Setting: Community/School
Focus: Delinquency Intervention
Age Served: Age 15-18

Program Description

Residential “step-down” facility (between a secure facility and a group home) for girls ages 15 to 18 years who are considered minor or first-time offenders; capacity, 25 girls; funded by New York State Division for Youth with additional support from volunteers.

The Harriet Tubman Center, opened in 1994, was one of seven new juvenile facilities built in New York with Title IV grant funding. Margaret Rice-Harvey, youth educator coordinator, Patricia Pesoli-Bishop, community volunteer, and Inez Nieves-Evans, former director, developed a multicultural curriculum that highlights the rich history of women in the state of New York. The center is located on beautifully landscaped state grounds and includes four buildings: residential facility (with a private bedroom for each girl), gym/media center, workshop, vehicle storage building, and greenhouse. The walls are decorated with portraits of famous women.

With a goal of enabling delinquent girls to return to their homes as productive members of society, the Tubman Center delivers a unique blend of education and therapy. By learning about the accomplishments of women in history, girls come to understand that they have many options in life, and that they possess the self-determination to set and reach their own goals.

The staff includes both men and women (currently eight male and 22 female staff members), who receive 10 hours of gender-specific training before delivering services. At least 120 hours of additional training is required during the first year of employment and 40 hours each subsequent year. Staff positions include a director, assistant director, youth-division aides (levels I-III), youth-division counselors, an education coordinator, academic teachers, and youth recreation specialist.

Girls are referred to the Tubman Center by juvenile court. Typically, girls are status offenders, step-downs, or revocators. The most prominent risk factors the girls face include unstable home environments, lack of care, and poor bonding. Additionally, many

girls have experienced substance abuse or physical, sexual, or emotional abuse. Other risk factors relate to poor academic performance, domestic violence, negative peer relationships, family substance abuse, and family history of criminal involvement. Some girls have attempted or contemplated suicide. The population is racially diverse (the composition changes, but is currently 26 percent Hispanic, 35 percent Caucasian, and 40 percent African American).

Girls progress through a structured program at Tubman Center. When they arrive, they are granted few privileges and are under close supervision. They progress by learning and exhibiting self-control, positive decision making, and relationship-building skills. Gradually, as girls set and reach personal goals, they earn more freedom and move from a highly structured environment to one that relies on the individual girl's internal control and problem-solving skills. In the final stage before release, girls are involved in planning, researching, and making decisions about their own future. Throughout the program, girls receive group and individual counseling, case management, and peer support. Treatment is individualized.

Women's studies are incorporated throughout the program in an effort to expand girls' awareness of opportunities available to them as females. A resource center stocked with videos, books, and more than 1,500 biographical files teaches girls about resourceful, inspirational women of diverse cultures who have overcome obstacles and social resistance throughout history. The curriculum teaches girls to take pride in their gender, and to develop the determination and self-esteem to overcome sexist messages they may have heard throughout their lives.

A curriculum component called "Adelante" addresses victimization issues, promoting abuse awareness, prevention, and personal empowerment. Other targeted skills include conflict resolution, time management, anger management, stress management, and independent living skills.

As girls prepare to leave the Tubman Center, their families are involved in after-care planning. Staff also help girls locate resources in their home communities to provide follow-up support and services.

Contact Information: Harriet Tubman, Auburn, NY, Phone: (315) 255 – 3481, Fax: (315) 255 – 3485,
E-mail: htrc@locainet.com

Program: Life Givers

Setting: Family/Community
Focus: Substance Abuse/Teen Pregnancy or Parenting
Age Served: Age 13-18

Program Description

Life Givers is a residential treatment program for Native American girls, ages 13 to 18, who are pregnant or parenting and also recovering from substance abuse (primarily alcoholism); capacity, seven girls and their infants and toddlers; funded by Center for Substance Abuse Treatment and the State of Alaska.

Operated by the Fairbanks Native Association under the umbrella of Women's and Children's Services, Life Givers was founded in 1994 in response to increasing teen pregnancy rates among Alaska Native girls (one in five Alaska Native girls becomes pregnant each year). In addition to serving teen parents, the program also attempts to improve outcomes for their infants by preventing Fetal Alcohol Syndrome and Fetal Alcohol Affect. Life Givers shares a new facility – including living quarters, gym, nursery, classrooms, and conference rooms – with an assisted living program for elders. All areas incorporate Native American décor.

Life Givers is guided by the theory that culture is healing. Native culture and history provide girls with a life philosophy, a support system, and a lens through which they can view the world. The holistic program encourages girls' strength and resiliency, and promotes their physical, mental, emotional, and spiritual health. Fathers are encouraged to participate in treatment.

The all-female staff is predominantly Native American (53 percent). Prior to providing services, staff members are required to complete a nine-month self-study course on addictions. In-house training continues weekly on issues related to female adolescence, child care, substance abuse, parenting, and other topics. Staff positions include program director, data specialist, teacher, treatment coordinator, counselor, nurse educator, child-care specialist, night monitor, and mental health specialist.

Girls who enter the program are Native American and pregnant or already parenting (no more than three years). Girls are referred to the program by the state department of youth services, adoption agencies, mental health clinics, and other sources. Most have substance-abuse problems, and many also have a history of sexual abuse or other victimization. Girls must be positively motivated to participate in the program. Their length of stay can range from three months to one year.

Intake begins with an assessment (including detoxification, if necessary). Girls then move at their own pace through four program phases, each of which is imbued with Native values and traditions. New Beginnings is a journey from chemical misuse and abuse to recovery. Balancing focuses on holistic health, including proper nutrition and mental, physical, and spiritual wellness. Family and Community Connections integrates

the father of her child and other members of the girl's family into the treatment process. Sobriety Support incorporates planning and support for long-term sobriety and relapse prevention.

Throughout their stay, girls regularly meet with Alaskan Native Elders to build intergenerational relationships and learn more about their culture. As they move through the four program phases, girls focus on cultural history, cultural awareness, cultural diversity, and cultural integration.

Skills specifically targeted for development include parenting skills; personal responsibility; time management; goal setting and planning skills; social, life, and vocational skills; and health education (including sexuality, relationships, and family planning). Each girl has a personal counselor with whom she typically has daily contact. Individual and group counseling are provided weekly, and case management is ongoing. Health care includes prenatal and postpartum care. Education is provided on site.

The girls' infants and toddlers receive comprehensive care, including developmental assessment, individual development planning, health screening, well-baby care, and day care. Family involvement is encouraged. As soon as a girl enters the program, a home visit is scheduled to help her parents understand the program and learn how they can help their daughter succeed. Extensive aftercare services are provided to prevent relapse, and follow-up continues for one year.

Contact Information: Life Givers, Fairbanks, AK, Phone: (907) 452 – 1274, Fax: (907) 452 – 1282, E-mail: fnalife2@mosquionet.com

Program: Nuevo Dia

Setting: Community/School
Focus: Drop Out Prevention
Age Served: Age 11-15

Nuevo Dia, founded by Centro de la Familia, a community-based nonprofit agency, targets Latina girls ages 11 to 15 years who are school dropouts or at risk of dropping out. The program encourages academic skill building for the girl and her mother, and helps strengthen the mother-daughter bond. Mothers provide positive role models and gain new skills that enable them to help their daughters succeed in school. The 15-month program serves 25 mother-daughter pairs. Program focus includes academic skills, life skills, role modeling, sexuality, gender bias, assertiveness training, and relationship skills. Cultural awareness classes and field trips help connect mother-daughter pairs with their community and build positive ethnic identity.

Contact Information: Nuevo Dia, Salt Lake City, UT, Phone: (801) 521 – 4473, Fax: (801) 521 – 6242, E-mail: marla@la-familia.org

Program: PACE Center for At-Risk Girls

Setting: School/Community
Focus: Practical, Academic, and Cultural Education
Age Served: High School Age

Program Description

By the most rigorous standards in the field, the PACE (Practical, Academic, and Cultural Education) Center for At-Risk Girls, based in Jacksonville, Florida, has emerged as a model program for girls at-risk of entering, or already in, the juvenile justice system. A fully accredited middle and high school, PACE is a non-residential, gender specific program that provides comprehensive education and therapeutic intervention services to troubled adolescent girls. PACE serves approximately 2,500 girls, age twelve to eighteen, in 15 PACE centers throughout Florida. Funded through contracts with the Florida Department of Juvenile Justice and the Florida Department of Education, there is no direct charge for girls to attend PACE.

By focusing the curriculum and activities around solid, individualized academic and cultural education, the PACE program greatly enhances the commitment of its students to the educational setting, and therefore, their success in the community. It also engages girls in a program of skill mastery that permits the development of multiple competencies.

The PACE program has two tracks, one for young women who are planning to return to the public school system and one for young women who will receive a certified high school diploma from the PACE program. In each track, the girls benefit from small student-teacher ratios (10:1), computer assisted learning, and an integrated learning environment that combines academic, practical, and social learning skills. Although education is the core of the program, its strength lies in its comprehensive approach. The attention to life management skills, counseling, community service, transition and career placement services permits individually tailored case management. Further, rapt attention to staff culture and training ensure that the adult role models to which the girls are exposed are of the highest caliber and fully qualified to respond to the unique needs of the girls.

The PACE program earned the 1999 AAUW Educational Foundation Eleanor Roosevelt Award for outstanding contributions to equity and education for girls.

Contact Information: Executive Director, Hillsborough PACE Center for Girls, 7402 56th St., N., Suite 306, Tampa, Fl. 33617, Phone: (813) 988 – PACE.

Program: Project Safe Place

Setting: Community
Focus: Sexual, Physical, Emotional Abuse
Age Served: Age 7-17

Program Description

Project Safe Place provides an intensive outpatient program for girls, ages seven to 17, who are at risk of delinquency because they have experienced significant abuse-sexual, physical, and/or emotional. The program, established in 1996 and sponsored by Jewish Family and Children’s Service of Southern Arizona, Inc., aims to prevent delinquency by helping girls heal from abuse before they act out in ways that put them at risk, such as substance abuse, running away, or prostitution. For girls who are already involved with the court system, the program aims to decrease the likelihood of further delinquency through effective intervention. Project Safe Place also involves girls’ families in treatment, which typically lasts for six months and involves individual, group, and family counseling, as well as parent education, community services, and family mentoring. Treatment focuses on enhancing protective factors for both girls and adults. Project Safe Place has the capacity to work with up to 35 girls and their families annually.

Contact Information: Jewish Family and Children’s Services of Southern Arizona, 4301 East 5th, Tucson, AZ, Phone: (520) 795 – 0300, Website: www.dotucson.com

Program: Pulaski County Juvenile Court : Volunteer Probation Officer – Teen Parenting Program

Setting: Community
Focus: Parent Offenders
Age Served: Teens

Program Description

Early intervention /probation program that uses volunteer probation officers to supervise first-time and nonviolent offenders who are also teen parents; capacity, 15 girls; funded by grant from OJJDP as part of larger volunteer probation officer supervision program.

When Pulaski County Circuit Judge Rita Gruber noticed that many first-time offenders were “falling through the cracks” of juvenile court due to the heavy case loads of probation officers, she established a Volunteer Probation Officer (VPO) program to better supervise minor offenders and prevent future delinquency. Based on a model in Shelby County, Tennessee, Pulaski County’s VPO program began operating in 1992. Because of a high rate of teen pregnancy among girls on probation, and the special risks facing both teen mothers and their children, a gender-specific component was later added to supervise female offenders who are pregnant or parenting. Supervision and parenting education takes place through visits and phone calls to the girls’ homes.

The Volunteer Probation Officer program addresses teen pregnancy as an issue that spans three generations – the juvenile, her parents, and her child. The program not only aims to prevent teen pregnancy among offenders who are on probation, but also to increase the competency of those teens who are pregnant or already parenting. The in-home education and support provided to participants fits with the juvenile court’s philosophy of rehabilitating juveniles through the least restrictive means.

Because this program relies on volunteers to serve as probation officers, staffing is dependent on the success of recruitment efforts. Typically, the program operates with a staff of 120 Volunteer Probation Officers, of whom 10 to 15 have undergone extra training to work with teen parents. (All VPOs receive 10 hours of initial training; those in the teen parenting program receive an additional two hours of training focusing on parenting skills and female development). Girls are supervised by female volunteers. Frequently, girls and their VPO are of the same race or share an ethnic background. The program employs an in-home facilitator, who is a licensed social worker, and a volunteer supervisor.

The majority of girls in the teen parenting program were born to teen mothers themselves. Seventy-four percent of the girls are African American, 26 percent Caucasian. Their most common offenses include shoplifting, battery, or status offenses. Many of the probationers have received poor or inadequate parenting and little adult supervision. They may have been exposed to parental substance abuse, person substance abuse, and domestic violence (as witnesses or victims). Many have experienced chronic school failure and may have learning disabilities. Staff believe that many of the girls are seeking attention, love, and acceptance in negative ways.

The first stage of programming, after a girl is referred by Juvenile Court or Children and Family Services, involves 10 weekly home visits by the “in-home facilitator.” Each visit, lasting from one to two hours, offers parenting education and positive skill development to the girl and her family. The girls’ parents are required to attend at least the last four weekly sessions, when the topics include limit setting, supervision, birth control, and sexuality. After the first 10 weeks, follow-up supervision is conducted by a VPO who makes home visits or phone contact every week. Each girl also has an individual needs assessment and service plan, which helps connect her with other community resources.

The program enables girls to bond with a caring adult who provides a positive role model. Relationship building is a major emphasis of the program.

Contact Information: Pulaski County Juvenile Court, Little Rock, AR, Phone: (501) 340 – 6700, Fax: (501) 340 – 7028

Program: Southern Oaks Girls School

Setting: Community/School

Focus: Secure Residential

Age Served: Age 10-25

Program Description

Secure residential facility for girls and young women, ages 10 to 25; capacity, 83; funded by Wisconsin Division of Juvenile Correction.

A secure facility operated by the Wisconsin Division of Juvenile Corrections since 1995, Southern Oaks Girls School delivers gender-specific programming to 83 girls and young women. Recognizing the unique needs of delinquent females, Southern Oaks attempts to both challenge girls and hold them accountable.

Southern Oaks is authorized to accept residents from ages 10-25, but the population typically falls between the ages of 12 to 17. Most of the girls have a history of abuse. On average, they are three grades behind in their education. When they enter the program, they tend to have low self-esteem and lack a positive self-image. Many girls have medical, mental health, or emotional problems that have gone unmet prior to their arrival at Southern Oaks. Based on 1999 demographics, the population is predominantly Caucasian (42 percent) and African American (42 percent), and also includes smaller percentages of girls who are Native American (6 percent), Hispanic (6 percent), and Asian American (2 percent). A handful of girls (4 percent in 1999) are either pregnant or already parenting.

Staff are trained to understand the unique needs of female offenders. Southern Oaks employs a staff of psychologists, treatment social workers (who provide case management and treatment groups), reintegration social workers (who coordinate community reintegration, court appearances, and aftercare placement, and work with girls' families), youth counselors, teachers (for both academic and vocational education), and additional specialists. In 1999, the staff was approximately 75 percent Caucasian, 21 percent African American, and 3 percent Hispanic. About 75 percent of staff members are female.

After an initial intake period of up to 30 days, during which new arrivals undergo a multidisciplinary assessment to identify treatment issues and develop an education plan, girls are assigned to one of six small, self-contained living units housed in the two main buildings. A structured system of "levels" gives girls a clear set of expectations and clearly defined goals. They work their way from a very structured, secure environment to one where they become independent decision-makers and prepare for their return to the community. Specialized treatment is provided for girls who need more intensive help with such issues as anger management, behavior management, or mental health needs resulting from victimization. The newest program component provides intensive treatment for up to six girls with severe mental health needs. An eight-bed transitional

living facility, housed in a separate building and privately managed, may be the last step before reintegration to the community.

Southern Oaks is located in a pastoral setting on the grounds of a former institution for the developmentally disabled. The space includes room for gardens, which double as outdoor science laboratories. An adventure-based ropes and challenge course is designed to provide girls with the opportunity to build self-esteem, engage in cooperative problem solving, and experience healthy risk-taking. Southern Oaks also has its own Girl Scout troop; a monthly theme, related to Scouting activities, is woven into treatment groups and academic programs. Girls engage in at least an hour of physical education daily, to reduce stress and enhance wellness. They also have an hour a day for reflection and journal writing. Opportunities for spiritual growth are provided regularly.

Contact Information: 2145B Spring St., Union Grove, WI 53182-9727, Phone: (414) 878 – 6500, Fax: (414) 878 – 5806, Website: www.wi-doc.com

Program: Teen Quest

Setting: Community/School
Focus: Secure Residential
Age Served: Age 14-19

Program Description

Secure, residential treatment facility for girls; capacity, 20; developed and operated by nonprofit Denver Area Youth Services; funded by Colorado Division of Youth Corrections and Colorado Department of Education.

Teen Quest is a secure residential facility offering comprehensive, gender-specific services for girls committed to the Division of Youth Correction. Since opening in 1994, Teen Quest has invested time and resources in staff and services to strengthen programming and provide a safe and structured environment. The 20 bed facility is housed in a cottage on the grounds of Mount View Services Center.

Girls range in age from 14-19. Their average stay at Teen Quest is nine months. Currently, the population is about 30 percent Caucasian, 55 percent Hispanic, 10 percent African American, and the remaining 5 percent Native American, Asian, or other ethnicities. Many girls have a history of substance abuse. Some are pregnant or parenting. Nearly 90 percent suffer from post-traumatic stress syndrome as a result of experiencing abuse or witnessing trauma. Staff counselors, teachers, or psychologists refer the girls for testing for learning or behavioral disorders. These assessments, together with prior referrals for special education, identify about 70 percent of the girls with learning or behavioral disorders. The majority are two or more grades behind academically when they arrive at Teen Quest. Testing is conducted to track their academic progress.

Since 1996, staffing and organization changes have been instituted to improve gender-specific practices. Teen Quest has focused specifically on building on the strengths of staff members and encouraging them to model the behaviors that girls are asked to adopt. The program has changed how staff work with girls and dramatically reduced the use of physical restraints. A schedule has been adopted to provide consistency and predictability for both girls and staff. In training, the racially diverse line staff has examined such issues as gender roles, media depiction of women, and what it means to be female. Teen Quest has joined the national Girls Equitable Treatment Coalition and consulted with a nationally known gender specialist for technical assistance.

Although Teen Quest is housed in its own facility, it shares the Mount View campus with boys who are in detention. (The boys and girls do not interact or utilize recreation or food services at the same time.) To combat taunting or name-calling by boys, a policy has been enacted to address harassment and impose consequences.

Currently, Teen Quest counselors are all female, providing girls with positive role models. They have bachelors or masters degrees and are supervised by a licensed clinical social worker. Teen Quest staff work with a consulting psychologist and psychiatrist and there is a certified drug and alcohol counselor on staff.

Teen Quest's gender-specific program model for girls incorporates skill development, self-esteem building, identity building, empowerment, and development of healthy relationships (with self and others). Activities build on girls' strengths through a variety of experiences, such as keeping a journal, physical exercise, dance therapy, and art therapy. Individual counseling helps girls set treatment goals and monitor their progress. Groups focus on specific issues, such as grief and loss, conflict resolution, social skills, or domestic violence. An onsite school provides a full academic program, adapted to focus on women's issues and to use relationships (such as peer tutors) to enhance learning. Classes include both core curriculum and electives, focusing on life skills such as parenting or vocational topics such as technology training. Opportunities for recreation are provided daily in an effort to promote lifelong health and appropriate use of leisure time. In addition, Teen Quest has received state grant funding to develop an Integrated Health Fitness project, designed to offer girls and young women information, exercise, and support in areas of nutrition, health, fitness, and body image.

Planning for transition back to the community begins while girls are still residents of Teen Quest, and includes preparation for returning to work or school. Families are involved in planning if girls are to return home. Counselors keep communications open with girls after they leave Teen Quest, and graduates of the program are invited back to talk with current residents about their success and challenges in returning to the community.

Contact Information: Mount View Youth Services Center, 3900 S. Carr St., Denver, CO 80235, Phone: (303) 698 – 2300, Fax: (303) 698 – 2903, Website: www.denveryouth.org/teenquest.htm

Program: Thank Goodness I'm Female (T.G.I.F.)

Setting: Community
Focus: Life Skills/Mentoring
Age Served: Adolescents

Program Description

Thank Goodness I'm Female (T.G.I.F.), created by the Greater Philadelphia Urban Affairs Coalition and the Philadelphia Anti-Drug/Anti-Violence Network and funded by the Center for Substance Abuse Prevention, targets African American adolescent girls living in high-risk city neighborhoods. Program components include mentoring, life-skills education, and a rites-of-passage ceremony. Girls receive "Individualized Female Plans" that emphasize positive goals and ways to achieve them. Classes and presentations teach conflict resolution, problem-solving skills, hygiene, and etiquette, and address issues related to peer pressure, substance abuse, male-female relationships, and risky sexual behavior. Girls use their new skills to plan and implement their own rites-of-passage ceremonies. They also participate in community service activities. Volunteer mentors help the girls plan and achieve goals.

Contact Information: Thank Goodness I'm Female, Philadelphia, PA, Phone: (215) 851 – 1867, Fax: (215) 940 – 0519, E-mail: heshema@aol.com

Program: Young Women Achieving Success

Setting: Community/School
Focus: Recreation and Education for Adjudicated Youth
Age Served: Age 12 - 16

Program Description

Interactive programming providing positive recreation and gender-specific education to girls, ages 12 to 16, who are under court supervision; capacity, 75; funded by Juvenile Justice Delinquency Prevention Act through Missouri Department of Public Safety and Juvenile Justice Advisory Group.

Founded in 1998 to reduce subsequent referrals for girls already under juvenile office supervision, Young Women Achieving Success is a program of the Thirteenth Judicial Court, Family Court Services, in Columbia, Missouri.

The program has capacity for 75 girls, ages 12 to 13. Most girls have come into contact with the courts because of status offenses such as running away or other behavior that has put them at risk. Many have demonstrated need in the areas of sexual adjustment, drug and alcohol use, peer and family relationships, school attendance or academics, and exposure to domestic violence. Participants come from Boone and Callaway counties. The population is 64 percent white, 26 percent African American, 5 percent biracial, 3 percent Hispanic, and 2 percent Asian.

Young Women Achieving Success is staffed by Deputy Juvenile Officers from Boone and Callaway counties, with assistance from several part-time program aides.

Grounded in research underscoring the importance of positive relationships to build resiliency and self-worth in adolescent girls, the program provides girls with opportunities for recreation and education within a supportive environment. Regular group meetings give girls opportunities to work closely with their peers and build trust in one another. Interactive programming brings girls together with staff for recreational activities, such as making pottery or bowling. Graduates of the program report that the chance to build a trusting, supportive relationship with a caring adult is one of the most valuable experiences the program offers.

Workshops and classes educate girls on topics geared to the female experience, such as effective communication, substance abuse, sex education, parenting, self-defense, rape prevention, eating disorders, and career planning. Girls also have a chance to become involved in community service activities.

The program works with participants' families to strengthen relationships at home, especially between mothers and daughters. Inclusive programming educates family members about issues facing girls and also provides a forum for sharing experiences between generations. For example, the program has hosted a mother-daughter workshop on domestic violence and a mother daughter banquet.

Contact Information: Colombia, MO

In Oregon

Program: Capella Center

Setting: Community
Focus: Delinquency Intervention
Age Served: High School Age

Program Description

The Capella Center, in Independence, Oregon, is a residential treatment home serving as a step toward community reintegration for girls leaving secure confinement, often with serious and violent delinquent histories. It is funded by Oregon Youth Authority flex funding (a fund for transition services, requiring that 50% of the budget be spent on young women).

The Capella Center provides the development of connections and relationships with the staff at the aftercare placement, a critical element of post-release adjustment. Transition is gradual as the young women visit the center several times and are then invited for overnight stays and weekend visits while they are still in custody, leading to eventual parole and placement at Capella. This incremental process permits the development of a relationship prior to the placement change, and serves as an important stabilizing force during transition.

The Center program emphasizes full community involvement, combined with ongoing counseling with the goal of establishing a “working relationship” between each girl and her issues. The Center has a basic behavior modification system in which the girls progress to a level at which they are essentially leading a normal adolescent life, involved in school, dating, and working part-time. That’s because emphasis is on the value of long-term placement. The average length of stay for Capella residents is almost two years, with most residents remaining at the Center until high school graduation. The girls attend the local public school, work for local businesses, and learn and practice independent living skills. They open checking and saving accounts and must save 60% of what they earn, to support their independent living once they graduate and move out.

A unique feature of the Center is that it employs a part-time male therapist to assist the young women in their individual work toward positive readjustment. The presence of a positive male figure in the lives of these young women assists their ability to function in the community and to develop appropriate cross-gender relationships. Girls typically achieve success socially and academically. Most become involved in extra-curricular school activities. Some have earned college scholarships.

Contact Information: Director, Capella Center, 558 C Street, Independence, Oregon 97351, Phone: (503) 838-6172.

Program: CHOICE (Girl Scouts of Santiam Council)

Setting: School
Focus: Gender Specific, Leadership
Age Served: Age 11-17

Program Description

CHOICE (Creating Her Own Individual Challenges and Experiences) is a program for at-risk teen girls ages 11 through 17. It is a part of the Santiam Girl Scout Council and serves girls in Lincoln, Benton, Linn, Marion, Polk and Yamhill counties. The program targets girls who are at risk of not becoming self-reliant adults. The council works in collaboration with schools and community volunteers to impact the lives of these girls. CHOICE focuses on helping girls discover self-potential, learn life skills, positive peer support, have fun in a safe environment, education of community resources, and exposure of positive adult role models. Girl's successes are emphasized to increase self-esteem.

The program targets girls who are heavily exposed to negative peer groups, victims of abuse and neglect, at-risk of dropping out of school, or emotionally handicapped due to their family condition and circumstances. Girls typically come from low-income families and are not involved in other school activities. The girls are usually referred by their school counselors and only enter the program if they wish.

Groups of eight girls meet weekly with two adult volunteer leaders who provide transportation and guidance. The meetings are structured and carefully planned, while at the same time flexible and responsive to the girls' needs. Local consultants are often brought in to supplement the knowledge of the volunteer leaders. The topics covered in the groups include: goal setting, problem solving, communication, health care, relationship building, sexual decision-making, conflict and anger management, community resources, substance abuse, and life skills. CHOICE helps girls work with others as a team, contribute to society through community service, have fun, and gain confidence and hope for the future.

Contact Information: Girl Scouts of Santiam Council, 1922 McGilchrist SE, Salem, OR 97302. Phone (503) 581-2451.

Program: Chrysalis

Setting: School
Focus: Abuse
Age Served: Middle School and High School Age

Program Description

Chrysalis is a psycho-educational group experience for high school and middle school girls who have experienced abuse. The program is offered within the school and co-led by a school counselor and therapist from Waverly Children's Home in Portland, Oregon. The girls participate in weekly meetings and four field trips (Challenge Course, HIV/AIDS Training, Girls Empowerment, and an End of the Year Celebration). This is a nationally recognized program that has celebrated an 11-year partnership with Portland Public Schools, and a 2-year partnership with the Multnomah County Department of Community Justice.

Contact Information: Trillium Family Services, Inc. 3550 SE Woodward St., Portland, OR 97202, Phone: (503) 234-7532, Fax: (503) 813-7795,

Program: Columbia River Council's Girl Scouts Beyond Bars program

Setting: Family
Focus: Family Preservation
Age Served: Age 5 - 17

Program Description

The Girl Scouts – Columbia River Council, Inc. has joined other Girl Scout Councils across the country in providing the Girl Scouts Beyond Bars Program. Girl Scout troop meetings for this program take place in the Portland area. Transportation is provided to take girls as a group to a correctional affiliate to conduct the Girl Scout troop meetings with their mothers.

The goals of the program are:

1. To reduce the trauma of separation due to the mother's incarceration.
2. To attempt to preserve the mother/daughter relationship.
3. To minimize the likelihood that the daughter will participate in at-risk behaviors by introducing her to positive values through Girl Scouting.
4. To give incarcerated women an opportunity to share positive experiences with their daughters in a safe supportive environment.

Contact Information: Innovative Program Manager, Columbia River Council, Inc., 15171 SW Bangy Rd., P.O. Box 2427, Lake Oswego, OR 97035-0096, Phone: (503) 620 – 4567 ext. 6001 or (800) 338 – 5248, Fax: (503) 598 – 6556,
E-mail: Girlscouts@juliette.org

Program: Corvallis House

Setting: Community
Focus: Transition from Correctional Facility to the Community
Age Served: Age 13 - 25

Program Description

A program through the Oregon Youth Authority, this residential setting is for adjudicated girls designed to help them transition from a youth correctional facility back to the community. It is the first OYA community-based program to focus on issues specifically regarding young women's continuing educational, vocational and treatment needs. Program components include addressing substance abuse issues, abuse issues, cultural awareness, life skills, educational and vocational skill building. The program has the capacity for 26 girls.

Contact Information: 330 NW 9th, Corvallis, Oregon 97330; Phone: (541) 757-4144

Program: DaDa Kidogo

Domain: Community
Focus: Alcohol and Drug Prevention
Age Served: Age 13 – 18

Program Description

DaDa Kidogo, which means little sister in Swahili, is a cultural and gender specific program serving African American female adolescents (between the ages of 13 to 18) in the NE Portland area. It is a culturally responsive and gender sensitive program, with an array of services designed to help prevent girl's involvement with alcohol, tobacco, and other drugs. Funding is provided through the federal demonstration grant program of the Center for Substance Abuse Prevention (CSAP) and Legacy Health System.

The young women selected for the program are referred from various sources, including a local middle school, a high school, Department of Juvenile Justice, and other community organizations. They participate in an intensive one-year primary prevention program aimed at the reduction of drug and alcohol use, abuse, and experimentation. The program consists of curriculum-based groups and activities designed to enhance and support academic performance, improve cultural pride, expand positive peer and social support networks, and increase community involvement. The curriculum addresses drug and alcohol education, health and hygiene, interpersonal skills, community living, ethnic enhancement, positive attitudes, spirituality, and job and career development. Additional program components made available to the girls and their families are: academic support; a mentor program; mental health services; and monthly parent education groups.

Contact Information: Project Director, 2801 North Gantenbein, Portland, OR 97227, Phone: (503) 335-0855.

Program: Deschutes-Jefferson-Crook Gender-Specific Services (Continuum of Services and Secure Treatment)

Setting: Community
Focus: Secure Treatment
Age Served: Age 12 – 17

Program Description

In February 2000, the At-Risk Girls Executive Committee procured an Edward Byrne Memorial Grant from the Oregon State Police. A project coordinator was hired to facilitate the region-wide planning effort with the directive to surround the secure facility with gender-specific prevention efforts, early identification of at-risk girls and aftercare options, including gender specific foster care. Because of this effort, the scope of regional and community involvement in at-risk girls' gender and culture-specific issues has broadened considerably. In the effort to create a state-of-the-art girls' treatment program, collaboration has occurred both within the region and with statewide projects such as Equal Access for Girls. To date, over 60 regional agencies, organizations, schools, youth programs, parents, foster parents and adolescent girls have participated in this project planning process.

In addition to this effort, a Community Continuum of Care Committee was formed. They are responsible for articulating the strengths of the Central Oregon region in the prevention, early detection, treatment and post-treatment (community reintegration) of at-risk girls. This committee met in provider type focus groups to discuss the strengths, gaps in services, and required action items to ensure a continuum of services for girls in our region. The group then hosted a panel of adolescent girls to review and discuss the needs of girls in our area.

Contact Information: Judge Alta Brady, 11th District, Oregon, Deschutes County Courthouse, 1100 NW Bond Street, Bend, OR 97701; Phone: (541) 388-5300

Program: “Get a Clue” and “Get a Grip”

Setting: Family/Community
Focus: Teen Pregnancy Prevention/Child Abuse Treatment
Age Served: Age 9-12

Program Description

“*Get a Clue*” is a resiliency skill-based program for girls 9-12 years old aimed at strengthening the ability to rebound from abuse-specific trauma. Girls are encouraged to participate in this after-school club weekly for one year. The girls' mothers, or female mentors, participate in a parallel club called “*Get a Grip*,” which meets at the same time each week.

Get a Clue is designed to reach pre-teen girls prior to their sexually vulnerable years. The program motivates girls to actively defer pregnancy through young adulthood by enhancing self-esteem and addressing developmental delays. Group activities do not directly discuss the abuse experience or its effects. These concerns are addressed in the individual and family mental health component of the project. *Get a Clue* addresses low self-esteem by providing activities that help affirm strengths, identifying goals that will give life meaning, and lead to competence and mastery. Participants identify subjects about which they would like to get “clues”. Through their active participation in these groups, girls strengthen their abilities and confidence; develop social networks to provide friendships, knowledge and resources; plan problem- solving strategies; acquire goal directness; and strengthen communication skills. Participants develop healthy expectations about their own future, and their ability to overcome adversity.

The *Get a Grip* group is designed for mothers or female mentors of the girls in the Get a Clue Program. The purpose is to help these women to provide a caring, continuously supportive adult relationship to the girls. The goals are to: strengthen and repair the bond between mother and daughter; educate and support the mothers in their efforts to change the family dynamic inherent in incestuous family systems; educate mothers regarding the effects of sexual abuse on normal child development; provide guidance on how to manage the anticipated risks of early adolescence with special emphasis on preventing pregnancy and alcohol/drug abuse; and to identify and refer families who can benefit from outpatient mental health and alcohol/drug abuse treatment.

Multnomah County Commission on Children and Families provides the funds for this program. It works collaboratively with Multnomah County’s Touchstone program through public schools, and other community-based programs and agencies that work toward prevention of teen pregnancy and for girls’ empowerment.

Contact Information: Lauranell Scarfo at Eastwind Center, 2408 SW Halsey, Bldg A, Troutdale, OR 97060, Phone: (503) 491-3316.

Program: Multnomah County Juvenile and Adult Community Justice, Girl-only Probation Program

Setting: Community

Focus: Reduce Recidivism and Commitments of Girls to the Juvenile Justice System

Age Served: Age 11 – 18

Program Description

Girls are referred to the program, a form is completed on the girl as to whether she has needs with particular attention to prostitution, domestic violence, pregnancy/teen parent, history of assaultive behavior/weapons possessions, chronic runaway with delinquent behavior, or gang affiliations, and then a decision is made as to whether she would be a good fit. Not all girls are accepted. The program has 3.5 FTE that only carry girl

caseloads. They meet and do weekly case review and long term planning for the girls. The girls attend camps and on-going activities.

Contact Information: Girl-Only Probation Program, Multnomah County Juvenile and Adult Community Justice, Juvenile Community Justice, 1401 NE 68th, Portland, OR 97213, Phone: (503) 248-3460

Program: The Next Door Young Women's Center

Setting: Community
Focus: Positive Youth Development
Age Served: Age 16 - 24

Program Description

The Next Door Young Women's Center is a non-profit center for young women ages 16-24 who have limited resources, who may have been victims of crime, and are committed to making positive changes in their lives. The community-based services offer information, support groups and other resources geared toward assisting the motivated client in leading a rewarding life. Residential services provide a safe setting, while learning independent living skills. Weekly educational and life-skills groups teach budgeting, conflict resolution, job-skill assessment, anger management, and parenting skills. Residents have ongoing action plans, and meet regularly with case managers and other agencies to monitor progress in achieving their goals. They are also assisted in accessing community resources to help them become independent.

Contact Information: Hood River, OR, Phone: (541) 386 - 8440

Program: Oregon Social Learning Center – Treatment Foster Care for Girls

Setting: Community, Family
Focus: Treatment Foster Care (alternative to group care)
Age Served: Age 14 - 15

Program Description

The Oregon Social Learning Center's Treatment Foster Care (TFC) program was developed as an alternative to group care or institutional placement for teenagers with histories of chronic and/or severe criminal behavior. In most communities, such juveniles are placed in group care settings prior to being sent to closed custody institutions, such as state training schools.

In the early 1980s, OSLC began accepting referrals from juvenile justice for girls from their system. From the outset, it was obvious that their treatment needs differed from boys and that girls presented foster parents and staff with some unique challenges. The TFC program demonstrates that well-trained and supported community families who

work closely and collaboratively with program staff can provide effective treatment for adolescent offenders. The TFC model allows for a focus on building the girl's skill sets for dealing in a more productive way with teachers, peers, and members of her own family. Additionally, families are better prepared to supervise, encourage, and set limit with their teenagers once they leave the jurisdiction of a juvenile corrections program.

Findings

OSLC has conducted extensive research on the treatment foster care program and in particular differences between males and females regarding history and intervention. A cost-benefit analysis of TFC has shown that there are criminal justice system savings of \$14.07, and crime victims' savings of \$16,459 for each program participant. There was a total combined taxpayer and crime victim benefit of \$22.58 for every dollar spent on TFC.

Contact Information: Treatment Foster Care, Oregon Social Learning Center, 207 E. 5th Street, Eugene, Oregon 97401, Phone: (541) 485-2711

Program: Passages (Gender Specific – Female)

Setting: Community
Focus: Positive Youth Development
Age Served: Age 13-18

Program Description

The goals of the Passages program are: 1) Create and establish a healthy support system for young women; 2) Build self-esteem and foster healthy development in young women; 3) Implement positive communication and decision-making skills; 4) Provide education on relevant topics such as drugs and alcohol, pregnancy prevention, and healthy relationships. Group topics include self-awareness, relationships, health, sexuality, identifying and dealing with feelings, community, future, skill building. The program serves middle and high school female students, age 13-18. Access to services is enhanced by a partnership with Three Rivers School District, where group meetings are held. Cultural subgroups focus on diversity rather than divisions.

This program provides opportunities for teenage girls to participate in an adult-facilitated environment of trust and support in order to explore their relationship with themselves and others. Exposure to positive adult role models heightens the value of this experience. Therefore, the weekly group meetings are regularly structured with two leaders, as well as guests, to deepen understanding of a particular subject. Special seasonal events draw on a variety of volunteers to provide special expertise and facilitate safety at off-site activities.

Contact Information: Family Friends, Inc., 322 F Street NW, Grants Pass, OR 97576, Phone: (541) 476-4248.

Program: Proyecto OFELIA

Setting: School
Focus: Positive Youth Development
Age Served: Middle School Age

Program Description

Proyecto OFELIA, a program of the Oregon Council for Hispanic Advancement (OCHA), is funded by the Multnomah County Department of Community and Family Services to assist in providing gender specific services to young girls. The project works with middle school girls for three years to help empower them during the critical developmental years.

OFELIA has six components: Leadership/Personal Development; Cultural Exploration; Outdoor Recreation; Mentoring/Role Modeling; Prevention Education; and Support Groups/Personal Reflection. Activities take place once a week after school during the school year, with a Saturday excursion once a month. During the summer there are weekly activities and a monthly Saturday excursion. Activities are designed to address many of the assets required for successful transition into adulthood. Parental involvement is strongly encouraged through activities such as parent nights and mother-daughter retreats.

OFELIA staff includes a half-time Project Coordinator and a half-time Program Assistant who work together to coordinate workshops based on the six program components. Staff utilizes community resources as well as in-house curriculum and staff to accomplish the goals of the program.

Contact Information: Oregon Commission on Hispanic Affairs, 108 NW Ninth, Suite 201, Portland, OR 97205, Phone: (503) 228-4131.

Program: Sisters in Action for Power

Setting: Community
Focus: Leadership Development
Age Served: Age 11-19

Program Description

Sisters in Action for Power is a multi racial, intergenerational, community based organization. Their mission is to empower low income girls and girls of color ages 11-19 to take leadership in their communities; to work intergenerationally with low income women and women of color to build a community based organization; and to develop community driven campaigns designed to bring about institutional change that directly address the manifestations of racism, sexism and poverty in the community.

Sisters in Action for Power believes that social change and empowerment happen through leadership development and collective action. Their model combines direct service,

grassroots leadership development, political education and community organizing to address two major concerns of our members – violence and safety and the need to expand economic options and opportunities. Young women and girls are recruited into the organization through door-knocking in the community, presentations in schools, and word of mouth. Girls participate in a series of regularly scheduled activities that combine classroom style training with hands on work in the field.

Girls in Action for Power (GAP), a structured leadership development program, is offered to girls interested in furthering their skills. GAP girls' move from being solely participants in the program, to assuming leadership roles as facilitators, trainers, and peer mentors. Young women in GAP must complete a series of training activities in order to graduate. This include grassroots money, conducting research related to campaign work, as well as developing and maintaining relationships with local media outlets. GAP leaders develop skills in fundraising, critical analytical thinking and writing, public speaking, and community outreach.

After completing GAP requirements, girls are then eligible to work as paid interns in the organization. As they build their leadership, they are able to practice and strengthen their newly acquired skills. Youth interns begin to assume responsibility and authority over the design and implementation of designated projects. After this, they are able to move to a staff apprenticeship position.

Another central component to our program is our Community Action Program which engages women and girls in identifying issues and needs affecting low income communities and communities of color.

Contact: Sisters in Action for Power, 1732 NE Alberta, Portland, OR 97211, Phone: (503) 331 – 1244, Fax: (503) 331 – 1287

Books:

Brown, L.M., Gilligan, C. (1992). *Meeting at the Crossroads*. New York: Ballantine Books.

Chesney-Lind, M. (1997). *The Female Offender: Girls, Women, and Crime*. Thousand Oaks, CA: Sage.

Gilligan, C. (1993). *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press.

Beth Hossfeld and Giovanna Taormina, (2000). *Girls' Circle Curriculum and Facilitator Training*, Novato, CA. www.girlscircle.com

Johnson, N.G., Roberts, M.C., Worell, J., Editors. (1999). *Beyond Appearance: A New Look at Adolescent Girls*. Washington, DC: American Psychological Association.

Marcia Morgan and Sheila Peters. (2000). *Beyond Gender Barriers: Programming Specifically for Girls*, Training Curriculum. The Office of Juvenile Justice and Delinquency Prevention (OJJDP). www.ojjdp.org

Pipher, M.B. (1994). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York, NY: Putnam.

Taylor, J.M., Gilligan, C., Sullivan, A.M. (1995). *Between Voice and Silence: Women and Girls, Race and Relationship*. Cambridge, MA: Harvard University Press.

Websites:

American Association of University Women: www.aauw.org/index.html

Girls Incorporated: www.girlsinc.org

Ms. Foundation: www.ms.foundation.org

The Wellesley Centers for Women: www.researchonwomen.com

The National Council for Research on Women: www.ncrw.org

Juvenile Justice Clearinghouse: www.ojjdp.ncjrs.org

Gender specific Programming for Girls, NW Regional Education Laboratory (OJJDP)
www.girlspecificprogram.org

Individuals and Organizations:

Trainers on Gender Specific Programming:

Nancy Borneman, Crook County, CEOJJC

8360 NE Meadow Ridge Rd.

Prineville, OR 97754

Phone: (541) 447-2081

E-mail: nancyb@coinet.com

Services: Regional training on how to do gender specific services

Laura Burgess, Multnomah County Juvenile Department

1401 NE 68th

Portland, OR 97213

Phone: (503) 248-3978

E-mail: laura.k.burgess@co.multnomah.or.us

Services: Regional training on how to do gender specific services

Martha Evans, Lane County Juvenile Department

2411 Centennial

Eugene, OR 97401

Phone: (541) 682-4734

E-mail: martha.c.evans@co.lane.or.us

Services: Regional training on how to do gender specific services

Chuck Haas, Benton County, Oregon Youth Authority

330 NW 9th

Corvallis, OR 97330

Phone: (541) 757-4144

E-mail: chuck.haas@oya.state.or.us

Services: Regional training on how to do gender specific services

Karen Heimbach, Juvenile Department

3030 Center Street

Salem, OR 97301

Phone: (503) 373-3762

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Services: Regional training on how to do gender specific services

Valdean Hollingshead

Oregon Youth Authority

Program Coordinator

530 Center Street N.E., Suite 200

Salem, OR 97301-3740

Phone: 503-373-7543

Fax: 503-373-7622

E-mail: valdean.hollingshead@oya.state.or.us

Expertise: Valdean has worked with delinquent girls at Hillcrest Youth Correctional Facility for the past 18 years. Her most recent task was setting up Corvallis House, the first transition work-study camp for girls in the State. She has been on a variety of Task Forces on Mental Health, Violent Offender's and Gender Equity for Girls.

Heidi Olympius, Marion County, Oregon Youth Authority

2630 N. Pacific

Woodburn, OR 97071

Phone: (503) 981-2528

E-mail: heidi.olympius@oya.state.or.us

Services: Regional training on how to do gender specific services

Elaine Walters, Juvenile Department

547 Knapp's Place NE

Salem, OR 97301

Phone: (503) 363 - 2600

E-mail: jelane@efn.org

Services: Regional training on how to do gender specific services

Lisa Westlund, Yamhill County Juvenile Department

535 E 5th Street

McMinnville, OR 97128

Phone: (503) 434-7407

E-mail: ceb@open.org

Services: Regional training on how to do gender specific services

Jana Wiseman, Clackamas County Juvenile Department

2121 Kaen Rd.

Oregon City, OR 97045

Phone: (503) 655 – 8515

E-mail: janaho@co.clackamas.or.us

Services: Regional training on how to do gender specific services

Consultants on Gender Specific Services:

Marcia Morgan

Criminal Justice/Gender Issues Consultant

P.O. Box 5217

Portland, OR 97208

Phone: (503) 244 - 0044

Fax: (503) 244 - 0600

E-mail: marcia@migima.com

Expertise: Marcia Morgan, a former deputy sheriff and correctional officer, has worked in the criminal justice field for 25 years. As Executive Director for Migima Designs

since 1980, she oversees an innovative firm that provides high-energy consulting and program development services. She is the author of several books including *Beyond Gender Barriers: Programming Specifically for Girls* (2000) Office of Juvenile Justice and Delinquency Prevention. Marcia is a highly sought after trainer who has lectured around the world. She also provides technical assistance on policy projects to government agencies. She brings to her work a unique blend of energy with first-hand practical experience and expertise from an outside perspective.

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Organizations Advocating/Networking for Girls and Women:

Coalition of Advocates for Equal Access for Girls

President – Pam Patton
830 NE Holladay, Suite 125
Portland, OR 97232
Phone: (503) 233 – 4356
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Commission for Women

Executive Director – Roslyn Farrington
PSU Smith Center Rm M315
PO Box 751-CW
Portland, OR 97207
Phone: (503) 725 – 5889
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Girls Initiative Network

Director – Annette Klinefelter

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Website: www.girlsinitiativenetwork.org

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INDEX CODE:

SCH	School
COM	Community
FAM	Family
INDV/PEER	Individual/Peer
AA	African American
NA	Native American
API	Asian Pacific Islander
H/L	Hispanic/Latino
NS	Not Specified
M	Male
F	Female

Name	Pg	Sex	Age	Setting	Focus	Pop Served	Eval
Across Ages	18	M,F	6 th Grade	SCH, FAM	Positive Youth Development	NS	Yes
Alternative Rehabilitation Communities	114	F	Age 15–18	INDV.	Delinquency Prevention	NS	No
Asian Family Center	67	M,F	Middle and High School	COM, FAM	Multi-Focus	API	No
Back-to-School/Stay-in-School	54	M,F	High School	SCH	Prevent School Drop-out	AA	No
Bi-Cultural Competence Skills Approach	90	M,F	School Age	COM	Alcohol, Drug, and Tobacco Use Prevention/Cultural Competence	NA	Yes
Big Brothers/Big Sisters	19	M,F	All Ages	COM	Positive Youth Development/Mentoring	NS	Yes
Bridge Builders: Rites of Passage (Portland, OR)	57	M	Age 13-15	COM, IND/PEER	Positive Youth Development	AA	No
Camp Odyssey (Portland, OR)	41	M,F	High School	COM	Diversity Education	NS	No
Capella Center (Independence, OR)	134	F	High School	COM	Residential Treatment/Aftercare for girls leaving secure custody	NS	No
Caritas House	116	F	Adolescent	FAM, COM	Substance Abuse Treatment	NS	No
Child Development Project, The	20	M,F	Age 11 & 12	FAM, SCH	Positive Youth Development	NS	Yes
CHOICE (Salem, OR)	135	F	Age 11-17	SCH	Gender Specific, Leadership	NS	No
Chrysalis (Portland, OR)	136	F	Middle & High Sch.	SCH	Abuse	NS	No
CICC's Effective Black Parenting	54	M,F	Age 2-12	FAM	Parenting	AA	Yes
Columbia River Council's Girl Scouts Beyond Bars	136	F	Age 5-17	FAM	Family Preservation	NS	No
Corvallis House – OYA, Transition	137	F	Age 13-25	COM	Transition from Correctional Facility to the Community	NS	No
DaDa Kidogo (Portland, OR)	57 137	M,F	Age 13-18	COM	Alcohol & Drug Prevention, African American	AA	No

Cultural Competency and Gender Specific Resource Guide

Dare to Be You	21	M,F	Age 2-5	FAM, SCH	Positive Youth Development	NS	Yes
Deschutes-Jefferson – Crook Gender Specific Continuum of Services	138	F	Age 12-17	COM	Secure Treatment	NS	No
Diineegwahshii	91 117	F	Age 5-19	COM, FAM	Substance Abuse Prevention	NA	Yes
Families and Schools Together	23	M,F	School Age	FAM, SCH	Positive Youth Development/ Substance Abuse Prevention/ School Success	NS	Yes
Family Advocacy Network	24	M,F	Age 11-15	FAM	Strengthening Families/Positive Youth Development	NS	Yes
FIT	118	F	Age 11-18	COM,SCH	Supervision and Treatment for Adjudicated Girls	NS	No
Friendly PEERsuasion	119	F	Age 11-14	SCH	Drug Abuse Prevention	NS	Yes
G.I.R.L.S. on the move!	121	F	Age 10-14	COM	Life Skills	AA H/L	No
Gateway to Higher Education	25	M,F	High School	SCH	School Based Program	NS	Yes
Get a Clue and Get a Grip (Troutdale, OR)	138	F	Age 9-12	FAM, COM	Teen Pregnancy Prevention/ Child Abuse Treatment	NS	No
Girls, Inc.	120	F	Age 6-18	COM	Prevention and Advocacy	NS	No
Growing Healthy	55	M,F	Grade 4-7	SCH	Positive Youth Development/ Health Education	AA	Yes
Harriet Tubman Residential Center	122	F	Age 15-18	COM, SCH	Residential Treatment	NS	No
High School Equivalency Program (Eugene, OR)	77	M,F	Age 16+	SCH	School Completion	H/L	No
Home Visiting	26	M,F	Age 0-4	FAM	Positive Youth Development	NS	Yes
Hood River Alternative Education (Hood River School District, OR)	77	M,F	High School	SCH	Prevent School Drop Out	H/L	No
House of Umoja: Rites of Passage Program (Portland, OR)	58	M	Age 11-15	COM, INDV/ PEER	Community Involvement, Positive Youth Development	AA	No
Indian Education Act Project (Portland, OR)	97	M,F	Grade 1 & 2	SCH	Educational Attainment Program Description	NA	No
Know Your Body	27	M,F	4 th Grade	SCH	Positive Youth Development/ Health Education/Tobacco Prevention	NS	Yes
Life Givers	124						
Life Skills Training Program	28	M,F	Middle School	SCH	Positive Youth Development/ Drug Use Prevention/Social Skills	NS	Yes
Metropolitan Area Child Study	29	M,F	Elementary School	FAM, SCH	Positive Youth Development/ Delinquency Prevention	NS	Yes
Migrant Education Program (Salem, OR)	41	M,F	School Age	SCH	Education	NS	No
Minority Internship Project (LaGrande)	42	M,F	College Age	SCH	Capacity Building	NS	No

Cultural Competency and Gender Specific Resource Guide

Mt. Angel Middle School (Oregon)	78	M,F	Middle School	SCH	Educational Improvement	H/L	No
Multnomah County Girl-only Probation	130	F	Age 11-18	COM	Reduce Recidivism and Commitments of Girls to the Juvenile Justice System	NS	No
Native American Youth Association's Family Healing Circle (Portland, OR)	97	M,F	All Ages	FAM	Domestic and Sexual Violence Prevention	NA	No
New Parent Services (Hood River, OR)	43	M,F	Age 0-6	FAM, COM	Child Abuse Prevention	NS, H/L	Yes
Newcomer Center (Hood River School District, OR)	78	M,F	School Age	SCH	Transition to School	H/L	No
Next Door Young Women's Center, The	140	F	Age 16-24	COM	Positive Youth Development	NS	No
Nuestra Comunidad Sana (Hood River, OR)	79	M,F	Age 10-18	COM	Hispanic Mental Health – Access to Health Care	H/L	No
Nuevo Dia	125	F	Age 11-15	COM, SCH	Drop-out Prevention	H/L	No
Okiyani	92	M,F	High School	COM	Reduce Alcoholism/Prevention	NS	Yes
Oregon Social Learning Center – Treatment Foster Care for Girls (Eugene, OR)	140	F	Age 14-15	COM, FAM	Treatment Foster Care	NS	No
PACE Center for At-Risk Girls	126	F	High School	SCH, COM	Practical, Academic, and Cultural Education	NS	No
PARITY: Promoting Academic Retention for Indian Tribal Youth	94	M,F	Grade 6-12	SCH	Reduce Dropout Rates	NS	Yes
Passages (Grants Pass, OR)	141	F	Age 13-18	COM	Positive Youth Development	NS	No
Preparing for the Drug Free Years	31	M,F	Elem-Mid School	FAM	Positive Youth Development/ Drug Use Prevention	NS	Yes
Project Safe Place	127	F	Age 7-17	COM	Sexual, Physical and Emotional Abuse	NS	No
Project Venture	95	M,F	Age 9-13	COM	Positive Youth Development	NS	Yes
Projecto Adelante (Portland, OR)	79	M,F	High School	SCH	Reduce School Drop Out	H/L	No
Proyecto OFELIA (Portland, OR)	80 142	F	Middle School	SCH	Gender Specific (Girls), Positive Youth Development	H/L	No
Pulaski County Juvenile Court Volunteer Probation Officer-Teen Parenting Program	123	F	Teens	COM	Parent Offenders	NS	No
Responding in Peaceful and Positive Ways	32	M,F	School Age	COM	Positive Youth Development	NS	No
Santa Cruz Barrios Unidos	75	M,F	School Age	COM	Violence Prevention	H/L	No

Cultural Competency and Gender Specific Resource Guide

Self Enhancement, Inc. (Portland, OR)	59	M,F	School Age	SCH, FAM, COM	Educational & Recreational Services/Crisis Intervention	AA	Yes
Sisters in Action for Power (Portland, OR)	142	F	Age 11-19	COM	Leadership Development	NS	No
SMART Moves/Stay SMART/SMART Leaders	33	M,F	Age 12-15	COM	Positive Youth Development	NS	Yes
Southern Oaks Girls School	129	F	Age 10-25	COM, SCH	Secure Residential	NS	No
Southwest Key Program	34	M,F	Age 10-17	COM	Entire Continuum of Care	NS	No
Street Vision Youth Program	81	M	Age 13-18	COM, INDV/ PEER	Gang Prevention	H/L	No
Strengthening Families Program	35	M,F	Age 6-10	FAM	Substance Abuse Prevention	NS	Yes
Strengthening Hawaii Families	65	M,F	Age 5-12	FAM	Drug Use Prevention/Gang Involvement Reduction	API	Yes
Strengthening Multi-Ethnic Families and Communities	37	M,F	Age 3-18	FAM, COM	Violence Prevention/Intervention	NS	Yes
Success for All	38	M,F	Grades K-5	SCH	Positive Youth Development	NS	Yes
Teen Outreach	38	M,F	High School	SCH, COM	Teen Pregnancy/School Failure	NS	Yes
Teen Quest	130	F	Age 14-19	COM, SCH	Secure Residential	NS	No
Thank Goodness I'm Female	132	F	Adolescent	COM	Life Skills/Mentoring	NS	No
Umatilla Indian Reservation – Outreach Program	98	M,F	All Ages	COM, INDV	Alcohol and Drug Treatment	NA	No
Understanding, Social Justice, and the “Social Contract” in Diverse Communities of Youth	40	M,F	Age 12-18	PEER, COM	Justice and Opportunity	NS	Yes
Valley, The	56	M,F	Age 6-18	COM	Positive Youth Development	AA	No
Valued Youth Partnership Program, The	76	M,F	Middle School	SCH, COM, FAM	Positive Youth Development	H/L	Yes
Young Women Achieving Success	132	F	Age 12-16	COM, SCH	Recreation and Education for Adjudicated Youth	NS	No

EVALUATION

Instructions to use this form: Please circle a number from 1 to 5, 1 denoting not useful and 5 indicating a very useful subsection.

Overall

A. Format and Layout	1 2 3 4 5 n/a
Comments _____	

B. Content	1 2 3 4 5 n/a
Comments _____	

Section 1. Structure of Guide	1 2 3 4 5 n/a
Comments _____	
Section 2. Rationale for incorporation	1 2 3 4 5 n/a
Comments _____	
Section 3. Culturally Competent Services/Intro	1 2 3 4 5 n/a
Comments _____	
A. Guidelines	1 2 3 4 5 n/a
Comments _____	
B. General Programs	1 2 3 4 5 n/a
Comments _____	
C. African	1 2 3 4 5 n/a
Comments _____	
D. Asian	1 2 3 4 5 n/a
Comments _____	
E. Hispanic	1 2 3 4 5 n/a
Comments _____	
F. Native American	1 2 3 4 5 n/a
Comments _____	
Section 4. Gender Specific Services/Intro	1 2 3 4 5 n/a
Comments _____	
A. Guidelines	1 2 3 4 5 n/a
Comments _____	
B. Gender specific Programs	1 2 3 4 5 n/a
Comments _____	

What could be done to improve the Resource Guide?

Do you know of any programs that are missing from this guide? Yes ___ No ___

Name of Program: _____

Contact Info.: _____

Your Information (optional):

Name:

Phone, Fax::

Address:

City/State/Zip:

Email:

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