BACKGROUND

adequate youth development programs compared with those more affuent areas (Quinn, 1999).

Third, it is also noteworthy to point out several issues encountered during the program implementation, including: 1) low participation rate—possibly due to the not so needs-based activities and insuffcient promotion; 2) inadequate district and school infrastructure to support activities; 3) limited rigorous investigations into the programs' effectiveness and effciency; 4) lack of professional personnel who are held accountable; as well as 5) lack of whole-person and individualized educational or vocational planning. The existing community's services primarily focus on employment or re-employment, yet ignore participants' emotional, cognitive, and medical needs (Chen, 2010; Ding, 2008).

As Pittman and colleagues (2000) once put, "problem free is not fully prepared". In order to better engage adolescents and young people who are disengaged from education or work, it is conducive to apply a more strength-based approach that emphasizes the acceptance of youth preparation and development, not just problem prevention and deterrence. It is supported by a solid and growing empirical base indicating that well-designed,

Well-implemented and youth development programming can positively infuence a diverse array of social, health, and academic outcomes, and reduce cognitive and behavioral problems (Catalano et al., 2004). Emerging programs launched by social work agencies aims to foster a three-level intervention system which covers primary, secondary, and tertiary prevention (Xia, 2014). This initiative potentially provides participants with developmentally rich contexts where relationships form and opportunities for growth in multiple areas proliferate. Disengaged youth would feel supported and empowered through the enhancement of not only adolescents' skills, but also their confdence in themselves and their future, characteristics, and connections to other people and institutions by creating environments. Moreover, since this systematic approach requires collaboration among multiple entities, careful suffcient coordination and regular evaluation are thereby critical also viable in the service delivery process (Kang & Li, 2010).

REFERENCES

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