

A Chance in Life, historically known as Boys' & Girls' Towns of Italy, has continuously operated since its founding in 1945 by Monsignor John Patrick Carroll-Abbing. He discovered that the children placed in orphanages would continuously end up back on the streets or in vulnerable circumstances, because they were placed in settings controlled by authority figures in which they lost their previously developed independence. Thus, the historical model that Boys' & Girls' Towns of Italy developed was one based in Self-government.

The self-government model began with the concept of youth entering the towns with contribution to the community as a core ideology. Moffett (1995), a leader of the program for 15 years, expanded on the factors leading to the contribution of community that the self-government model exemplified by evaluating observed growth in participants under the concepts of: propiate striving, personal causation, locus of control, perceived self-efficacy and most importantly agency. These aforementioned factors allowed the participating youth to become agents in their own development (Moffett, 2015) which aligned with the instinctive origination of the need for the participating youth to be driven by their own self-direction in partnership of the experience community in unison with the development of their peers. Three core themes of the self-government model that served as a framework for its participants' successful integration and involvement were: peer learning, mutual mentoring and a commitment to community building (Moffett, 2021).

Positive Youth Development (PYD) is a relational developmental approach to adolescent needs identification. Historically, adolescent interventions were based on the problematization or deficits in the presumed character of an adolescent. PYD evolved into a systematic evaluative tool and theoretical grounding for how to implement and evaluate participant growth from a

strengths-based model that did not problematize the youth but viewed them as bound with possibility and growth. PYD emphasizes the mutually beneficial relationship between the individual adolescent and their context. The core framework of modern PYD is conveyed by the five C's model of positive characteristics which include, competence, confidence, connection, character and caring/compassion. The PYD model was a response to the deficit-based approach to the pathologizing of youth behavior that was usually solely dealt within a linear reductionistic framework of cure or singular prescribed treatment-based resolve. The PYD model was a paradigm shift and had an intentional focus through the lens of children's mental health from a growth-oriented perspective.

The models of self-government and PYD converge quite naturally, and in a more organized framework than the two models in isolation. Since its inception, the self-government model was functioning from a positive outcomes approach by fostering the outcome of the ideal in PYD, contribution to community. The merger of these two models integrates PYD's measured approaches with means-tested data collection and a framework of evaluation and integrates the core tenets of the self-government model.