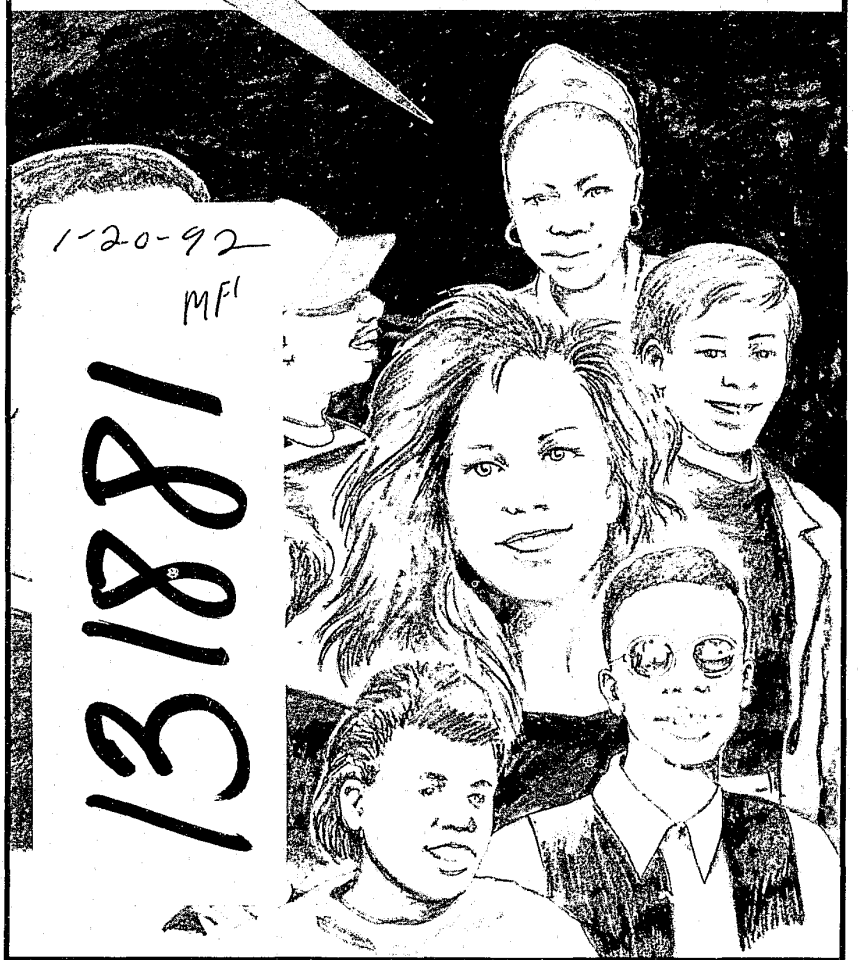
TEEN POWER

Don't Fight Drugs Without It!



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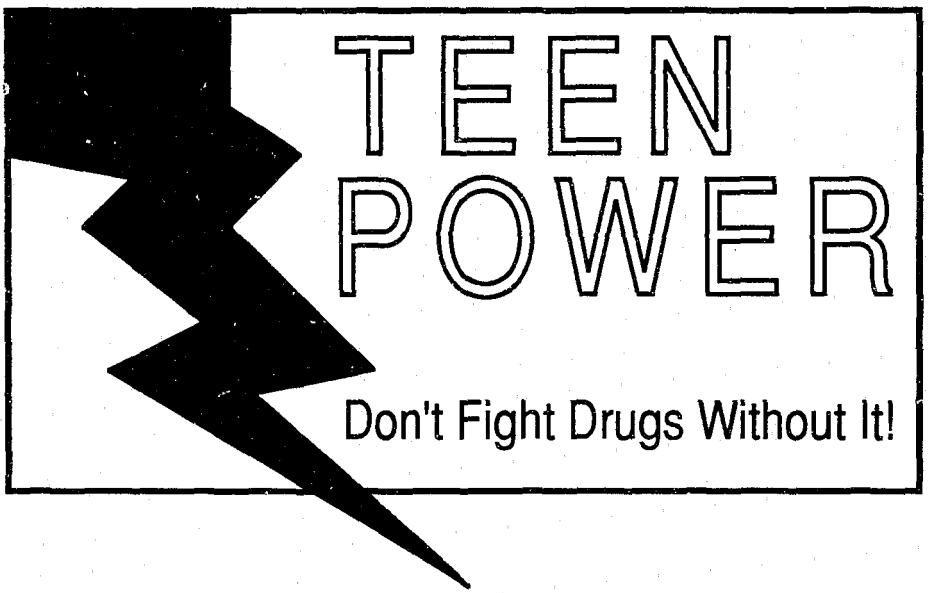

National Crime Prevention Council
Washington, D.C.

The National Crime Prevention Council (NCPC) is a private, nonprofit, tax-exempt organization whose principal mission is to enable people to prevent crime and build safer, more caring communities. NCPC publishes books, brochures, program kits, reproducible materials, posters, and other items; operates demonstration programs especially in community and youth issue areas; provides training on a wide range of topics; offers technical assistance and information and referral services; manages (with The Advertising Council, Inc. and the U.S. Department of Justice) the McGruff public education campaign; and coordinates the activities of the Crime Prevention Coalition, 133 national, federal, and state organizations and agencies active in preventing crime.

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Teen Power: Don't Fight Drugs Without It!

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Foreword

Young people have the most to lose from crime and drug abuse. They are disproportionately victims of crime; they are disproportionately subject to the many consequences of drug abuse. And just as important, it is our youth who will have to live with the future—riddled with crime and drugs or not.

As we seek to strengthen families, we must realize that teens are the next generation of parents. Young people who feel connected to the community, who have rejected substance abuse, and who have a sense of their own competence enhance the likelihood that the families they eventually form will be healthy and functional. *Teen Power* can lead to positive family power.

Teen Power offers exciting ideas about what young people are able to do about the drug problem. It focuses on prevention and on bringing youth fully into positive and responsible roles in program design and operations. It is a means to both address the scourge which threatens our future and encourage action by those who stand most to gain.

This book shows teens forging vital partnerships with schools, law enforcement, community agencies and others to help stop drug abuse and build better communities. It shows that *all* types of teens can participate in a rich variety of ways—as mediators, peer counselors, video-makers, tutors, and more. The goal is, simply, to help build drug-free communities in which people can thrive.

Best of all, *Teen Power* shows each of us how we can generate our own teen power for drug abuse prevention. The war on drugs will be won one school and one neighborhood at a time. Teen power can help each school and neighborhood. The enthusiasm and energy of youth can infuse our efforts with hope.

Our communities must recognize that their future—their survival as parts of functioning, free societies—rests in large measure on their ability to harness the energy of teens, and that *every teen* has something to give.

Gerald (Jerry) P. Regier
Acting Director
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Acknowledgements

This book is truly the product of many people. Underlying the concept of engaging young people as community resources is extensive conceptual work by Jack Calhoun, Terry Modglin, and Jean O'Neil of NCPC. Expertise in drug prevention was ably provided by John Rosiak of NCPC. Catherine Miekle and Kathie Schindler wrote early drafts of text and profiles, respectively. Doris Watkins and Tonya Smith developed the intital resource listing; Wendy Gray updated that list. Sarah Hay, consultant to NCPC, performed the difficult task of weaving all this work into
a highly functional manuscript. Jean O'Neil edited that manuscript. The delightful cartoons are the inspired work of Marty Pociask of NCPC. The photos are the work of Allie Bird of NCPC, working with youth actively engaged in a variety of drug abuse prevention and community building activities through Youth Force of the Citizens' Committee for New York City; Alianza Dominicana, Inc.; Banana Kelly Community Improvement Association; and Forest Hills Community House—all in New York City.

Our federal project officer, Ronald J. Trethric, Director of Community Crime Prevention Programs in the Bureau of Justice Assistance, U.S. Department of Justice, is due a major thank-you for his patience and his support of this concept.

Commenters on early drafts, whom we thank for constructive and insightful guidance and ideas, included Jennifer Taylor, Ruth Marshall, and Susan Palmer of the National Clearinghouse on Alcohol and Drug Information, and David Pines of The Circle, Inc.

But the reader's major thanks should go to the thousands of youth and adults who are working in partnership in all kinds of of communities and circumstances to eliminate drug abuse and the pain, waste, and crime it brings.

Contents

INTRODUCTION: This Book Can Help You Start a Teen Drug Prevention Program

Your community's problems with the use of drugs can be effectively addressed only with a full dose of the most effective antidote: teen power. This book will tell you about teen successes in drug prevention—how and where it is happening, and how you can make it happen, too.

Young people can be, must be—and in many places are—partners in community drug prevention efforts. They are designing and running projects that change attitudes about the use of alcohol and other drugs. They are educating their friends about the nature of drugs, the effects of drug use, and the damage drugs do to communities. Teens are cleaning up neighborhoods and lending helping hands to people who need assistance. They are changing the meaning of being "cool" to being alcohol- and drug-free.

This partnership benefits young people as well as the community. For many years, it has been obvious to experts in youth development that adolescents striving for maturity need to develop solid foundations in four areas: competence, usefulness to others, sense of belonging, and sense of power. In today's anonymous communities, where few neighbors are really close to each other, some of these needs can be overlooked by the very adults who should be role models. Young people need to feel good about giving to their community and to their school. They need to invest themselves emotionally in their neighbors' well-being, serving the needs of those around them.

Communities need to claim their young residents as responsible, contributing, involved citizens for a number of reasons. A young person who does not feel valued is ripe for problems with alcohol and other drugs. A youth who doesn't see himself as a needed member of the community easily becomes an adult with the same view. A kid who is really a vested part of the community is ready to solve the community's alcohol and drug problems.

Teenagers are not only a desirable part of the drug abuse solution, they are an indispensible part. They are rightfully becoming drug prevention movers and shakers in our schools and neighborhoods. And they are getting results.

In New York, teens responded to a drug-related suicide by creating a hotline, and they forged a community coalition to reclaim parks for music and concerts, displacing the drug activity that had taken over. In Massachusetts, teens organized a council that conducts conferences addressing issues and concerns that are then taken to their Senators and Representatives. In Fort Wayne, Indiana, students in the fifth through eighth grades wrote, acted in, filmed, and produced a 30- second commercial and a 30-minute video to teach their friends about the dangers of drug use.

Why aren't more communities reaping the rewards of teen power? In the Minnesota Youth Poll (1983), teenagers said they felt that adults have a negative opinion of them. Two-thirds of all respondents said that they believed teens are negatively perceived by police, senior citizens, teachers, and parents. Nearly half reported that adults see teens as troublemakers, druggies, delinquents, thieves, losers, and vandals. Other polls have yielded similar descriptions of how adults appear to view teens, including "brats, pests, stupid, irresponsible, rude, selfish, uncaring, loud, and obnoxious..."

In order for teens to become responsible, caring, community- building adults, they need positive opportunities to develop and test their talents. A teenager needs to experiment with adult roles—and needs to be allowed to make mistakes. Adults seem to have little patience with teenagers who want to try adult tasks on for size. From youths' perspective, it is as though adults have forgotten what it's like to be a kid.

Young people grow and prosper when they invest themselves in and share responsibility for the quality of life in their communities. They have enormous potential both collectively and individually. Along with mood swings and erratic attention spans, adolescents are also imbued with high energy, an elastic capacity for caring and concern, and an energetic sense of idealism. These attributes add up to power for positive action. The National Crime Prevention Council's highly successful Youth as Resources program in three Indiana cities affirmed young people's ability to benefit the community as they benefit from community service.

What happens when teens use their power for their communities? They learn grown-up skills, competence, and self-confidence. Their time is spent building, teaching, interacting, and organizing. And their communities become better and safer places to live.

The Empowering and Supportive Role of Adults

Although teenagers are *necessary*, they are not *sufficient* when it comes to community drug prevention efforts.

Drug prevention is a complex task. It involves a change of attitudes—a change of social norms—to counteract the insidious culture of drug dealers, drug couriers and runners, violence, and crime. Sometimes, the "do-drugs" message is subtle, creeping in through television shows, music videos, movies, and other indirect sources. At other times, the message is overt—a teen is told he will be rejected by the group unless he is doing dope. This can be scary—even dangerous— for anyone. Dealing with this range of messages and all the other factors involved in drug prevention is far from simple.

We can't win the drug war without battalions of young people. But they need generals who can serve as supporters, mentors, empowerers, and rewarders.

Adults serve many roles for adolescents. On one level, they sign contracts, rent meeting space, and provide transportation and management advice. But more importantly, they serve as strong shoulders, shining examples, navigators, and cheering squads.

An important adult responsibility is to know when to "let go of the bicycle." At some point, teen organizations can roll along mostly under their own power, without the high-profile support of adults. This is not to suggest that adults withdraw completely, but that they should let teens assume the ultimate responsibility of—and rewards for—their own actions.

All teenagers should have the opportunity to forge strong bonds with adults—parents, teachers, business executives, school administrators, community professionals—to achieve a successful balance of guidance and self-responsibility that will ensure a winning partnership.

Why Should Teens Be Involved?

In the United States today, young people are the age group most likely to be victimized by crime, most likely to commit a crime, most likely to be arrested, and (for non-juveniles) most likely to be imprisoned for committing a crime. According to figures from the Bureau of Justice Statistics, 75% of all robberies and half of all felony assaults committed by young people now involve drug users. Accidents, especially in cars, are the primary cause of death among young American youth. More specifically, the leading killer of teens is drunk driving.

Making the picture even worse, young people are less likely to report crimes than adults.

Reports from major urban hospitals show treatment of large numbers of youth with alcohol and other drug-related medical emergencies. Medical examiners' reports document a strong correlation between drug use and suicide.

Teens have perhaps the greatest personal investment in ridding their community of the scourge of drugs. It hurts their friends, their families, and their futures.

How This Book Helps

By presenting practical how-to information and by highlighting existing teen programs, this book will help young people, with the support of adults, mobilize to help their communities reduce problems caused by the use of alcohol and other drugs. You will also learn how adults can help by letting teens be responsible for "making it happen."

Section 1 will set the stage with some alarming facts about the use of alcohol and other drugs, the connection between drug use and the commission of some types of crime, and what the problems caused by drug use are costing society. We will review some of the risk factors that can lead to drug use, as well as the effects of various drugs on individuals.

Section 2 highlights the good news: Many kids are successfully preventing drug use in their communities! There is a strong movement among teenagers and adults to change attitudes and norms—what's OK—in their communities. The problems of drug abuse can be prevented, and you can contribute to success in your community.

Section 3 tells you how. We offer practical guides and tips for starting a drug prevention project: who should be included, how to plan and accomplish your goals, how to keep your program running smoothly, how to figure out what you may need to do better, and how to celebrate success. This section concludes with ideas for programs that work and tips to improve success.

In **Section 4**, profiles of actual teen-led drug prevention projects around the country demonstrate the range of possibilities—efforts that can be made in your community. The Resources in **Section 5** explain where to get additional information.

What Do We Mean—Your *Community*?

Before we proceed, there is an important word which must be clearly defined, because this word probably appears on

every page. The word is **community**. We define it as the area where people and systems operate. It can mean the geographical boundary that separates one municipal entity from another, such as the suburb of West Northwich which is a separate community from East Southwich. But a community can also mean a school district, a single school campus, a school classroom, or even a school-sponsored club. It can mean an

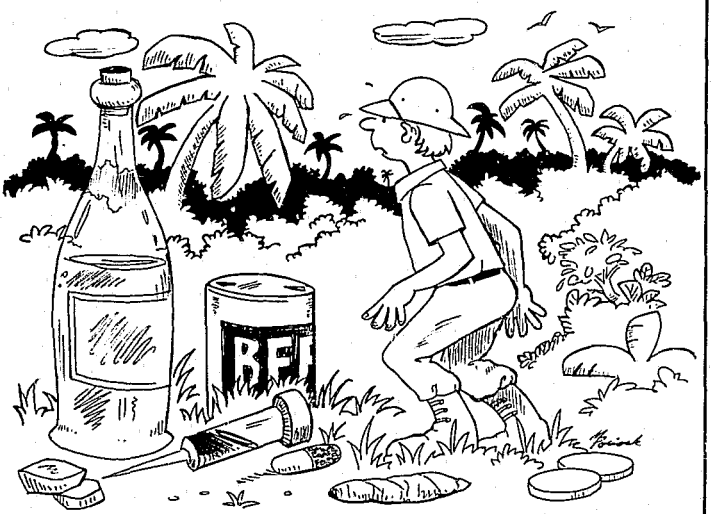
apartment complex, a school, a neighborhood, a congregation, or a work site. It can be two square blocks or a family unit. It is a place where people function with some commonality—they work there, they learn and play there, they live there, or they worship there. The Commission on the Future of Community Colleges described it well: a community is not only a region to be served but also a climate to be created.

As you begin to design your drug prevention project, you will define "community" for yourself in Section 3. This definition will be your operating parameter as you determine what your community needs to do to fight drugs and who should do the fighting.

Should *You* Be Reading This Book?

If you work with teens, care about teens, or are a teen, this book can help you bring teen power in your community into the fight against drug abuse. Teens do not exist in a vacuum. They are surrounded by, rely on, and interact with parents, teachers, youth club sponsors, law enforcement officers, religious leaders, senior citizens, social workers, youth workers, business executives, civic leaders, and other community members. This book is important for anyone with teen connections.

It's a Jungle Out There!



Looking For Inspiration? See What These Teens Have Done

Teens in New York City's Youth Force have helped several neighborhoods "Take Back the Park" from drug dealers and users by providing recreational activities that draw children, teens, and adults to enjoy public spaces.

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In Chicago, Hispanic girls are graduating from high school and entering colleges, technical training, and careers at a higher rate. Their success is due to the Youth Service Project Corporation's new program named ELLA—Enrichment for Latinos Leading to Advancement. Through this program, Hispanic high school girls receive individual counseling from Hispanic women who have succeeded in business and other careers, attend career- goal seminars, and establish school-based Investment Clubs. Some ELLA graduates have received college scholarships.

* * * * *

Teenagers in the New York City neighborhood of Knox-Gates have found an alternative to hanging out on street corners: a safe basement. Donated by the building's landlord, the basement is now the meeting place for teenage members of the Committee Organized with Visions of Excellence (COVE). With the direction of an adult who serves as advisor to the Committee, COVE kids are washing cars and holding bake sales to raise funds for their activities: "dry" discos (no illegal substances), ice- and roller-skating, bowling, ball games, and movies. COVE members also offer services such as educational events, job referrals, peer counseling, and peer tutoring to other kids in the area.

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Youth Perspective, a quarterly student-run newspaper, is providing Washington, DC, with its first bilingual (English and Spanish) youth perspective, via editorials, articles, interviews, and photographs submitted by any of the 3,000 young people

who volunteer to produce the paper. Local media professionals have helped with seminars on writing, interviewing, and photography. Four thousand copies of the paper are distributed through neighborhood stores, local social agencies, and junior and senior high schools.

* * * * *

The Safety Kids program in Jefferson City, MO, attracts hundreds of young people to audition for two 29-member casts that make half-hour drug prevention presentations to approximately 25 elementary schools each spring. Safety Kids cast members rehearse each Saturday for two months prior to the shows.

When Drugs Are the Problem, Proceed with Caution

The positive message of this book—that teens **can** and **are** reducing problems with alcohol and other drugs in their communities—must be accompanied by a serious word of caution. Drug activity is dangerous and frightening. A person who has taken drugs or who has had too much to drink might behave violently and threateningly. The main focus of this book is helping young people learn how to prevent substance use problems in their communities. But you— whether a youth or an adult—may encounter a situation where it is too late for prevention. If this is the case, it is important to remember several things:

- If you see a stranger on the street using drugs, report him or her to the police. Do not try to intervene personally.
- If you see a friend using drugs, report this to someone you trust to help, such as a parent, a school teacher or counselor, a minister, or an adult with a medical background. You can talk with the friend about drug use, but professional treatment for the problem is important.
- If you know of drug activity in your neighborhood school or community, find out if there is an anonymous reporting system. An anonymous tip will alert the proper authorities to the problem without endangering the safety of the caller. If there isn't an anonymous tip program, you might start one.
- Another way to report drug activity is through anonymous hotlines, where you can give information but not your name. Hotline numbers are often advertized on bulletin boards or in ads on buses.
- Some schools have tip boxes where students can leave information about drug use. Establishing a tip box in your school is a good way to begin a drug prevention program.

Use good judgment when faced with problems of active substance use or sales. Think about how you can report a drug problem without subjecting yourself to retaliation. It's important to report, but it's equally important to report safely.

SECTION 1. FACTS TO HELP YOU FOCUS

This section gives you three kinds of facts—prevalence of drug use, effects of drug use, and causes of drug use. These facts will prove useful as you start to look at drug abuse prevention needs in your own community.

The federal government and private organizations have conducted annual surveys to determine the extent and nature of drug use and to document changes from year to year. The surveys published toward the end of the 1980s reveal two situations, one that is cause for hope and one that is cause for great alarm. On the average, most types of drug use are declining in the United States. Although there is cause for optimism, the number of drug users—particularly young people— is still too high.

Student and Household Use

The 1989 National Institute on Drug Abuse Survey of High School Seniors indicates that the use of alcohol, cigarettes, and other drugs among students still in school has maintained a steady decline for 10 years.

- 19.7% used some illicit drug the month before the survey, one half the number of student drug users recorded in 1979.
- 16.7% reported marijuana use, down from 40% in 1979.
- 2.8% reported cocaine use, down from nearly 6% in 1979.
- 1.4% reported using crack in the past month, but 3.1% reported use during the past year. Figures for crack use are not available from 1979.
- 60% reported drinking alcohol in the month prior to the survey; 33% reported "binge" drinking—five or more drinks in a row during the previous two weeks. In 1979, as many as 72% reported regular alcohol consumption
- 18.9% reported smoking cigarettes daily. This figure is down from just over 34% in 1979.

It is important to understand, however, that this survey does not include the teenagers who have dropped out of school—estimated to be one out of four in this age group. This group is particularly vulnerable to problems associated with the use of alcohol and other drugs.

Cocaine use, particularly use of crack cocaine, still plagues many areas of this country. The National Household Survey published in 1989 by the U.S. Department of Health and Human Services revealed that more than eight million Americans used cocaine in 1988, including nearly 600,000 between the ages of 12 and 17. Nearly three million Americans used cocaine in the month preceding the survey; 225,000 of them were between the ages of 12 and 17. A survey conducted by PRIDE (Parents Resource Institute for Drug Education, Inc.) yielded even higher estimates: 338,000 students in grades 6-12 using cocaine at least once a month.

Although cocaine and particularly crack use represent the most serious and difficult short-term challenge, keep in mind that the *type* of substance is not the issue—it is the act of using that is the key point. Individual drugs fade in and out of popularity. It is the use itself that must be addressed and prevented.

Opinion polls show that drug abuse is a major national concern, and teens share that concern. Selling marijuana to a teen is a more serious crime than a robbery where no one is injured, according to most of the teens attending the 1989 National Youth Crime Prevention Conference. The majority of teens in an independent nationwide survey said that drug use is the biggest problem facing young people—bigger than poverty, homelessness, the economy, and the budget deficit.

Alcohol: A Gateway to the Use of Other Drugs

Data from the 1987 National Survey on Drugs and Drinking revealed that 26% of fourth graders, 33% of fifth graders, and 46% of sixth graders believed that their friends had tried beer, wine and wine coolers, or liquor. "Feeling older" and "fitting in" were the primary reasons cited for drinking alcohol.

Alcohol is the most widely abused drug by people of all ages. Because its use is so much an accepted part of social activity and because attention is often focused on the "new" drugs (such as cocaine, amphetamines, crack), alcohol abuse sometimes gets lost in the shuffle

Beer manufacturers, for example, spend nearly $1.25 billion annually to advertise their products. A number of manufacturers have included messages to urge adults to be responsible in their consumption of alcohol, and have urged

that adults refrain from driving if they have been drinking. But the basic advertising message remains: Drinking alcohol is part of belonging to a "fun" social group of attractive, happy, prosperous people. Though these ads may be aimed at adults, the average teenager can see approximately 1,000 ads for alcoholic beverages each year. It is hard to avoid getting the message that drinking is a "cool" or "grown-up" activity.

The ads don't show the down side. Alcohol is the major cause of fatal and nonfatal teenage traffic crashes. Alcohol use by juveniles has been identified by experts as a consistent predictor of later, more serious involvement with harmful substances. Drinking can lead to health problems such as liver disease. In fact, the rapid ingestion of large volumes of alcohol —such as in chug-a-lug contests—can be highly toxic and, in some cases, fatal.

In 1986, the National Institute on Alcohol Abuse and Alcoholism estimated that 4.6 million teenagers had serious problems arising from their drinking. That's 4.6 million teenagers with

- impaired reasoning and thinking ability;
- impaired memory, judgment, and power of discrimination;
- increased likelihood of dropping out of school;
- increased probability of risk-taking or destructive behavior;
- increased likelihood of suicide attempts; and
- increased likelihood of early sexual involvement.

That is also 4.6 million teenagers who are breaking the law. Drinking alcohol is illegal in all 50 states and the District of Columbia for people under 21 years of age.

Teenage Drug Use and Crime

In a Florida study, youths who tested positive for marijuana had a significantly higher number of referrals to juvenile court for non-drug felony offenses than youths who tested negative. In New York, research found that for those youths who entered the juvenile justice system, heavy marijuana use appeared to be an important predictor of high risk for future delinquency.

The Federally sponsored National Youth Survey conducted in 1983 revealed that marijuana-using youth had overall crime rates three times higher than non-users; amphetamine and barbiturate users committed crimes at a higher rate than marijuana users; and cocaine users committed crimes at nearly three times the rate of pill users. One-third of teenage callers to a national cocaine hotline in 1989 reported that they sold drugs. Two out of three said they stole from family, friends, or employers to buy drugs.

How Drug Use Affects the Health of Your Friends

There are few—if any—residents of this country who do not know that smoking increases the risk for lung cancer and other respiratory problems; that drinking alcohol increases the risk

of disease to the liver and can produce "fetal alcohol syndrome" in newborns; and that frequent use of marijuana can result in "burn-out" and damage the central nervous system. But there are other alarming health problems caused by the use of alcohol and other drugs, as described in the 1989 President's *National Drug Control Strategy:*

> The threat drugs pose to American public health has never been greater. Intravenous drug use is now the single

largest source of new HIV/AIDS virus infections, and perhaps half of all AIDS deaths are drug-related. The number of drug-related emergency hospital admissions increased by 121 percent between 1985 and 1988. As many as 200,000 babies are born each year to mothers who use drugs. Many of these infants suffer low birth weight, severe and often permanent mental and physical dysfunction or impairment, or signs of actual drug dependence. Many other such babies—born many weeks or months premature—do not survive past infancy.

Public health is not measured strictly in physical terms. The use of alcohol and other drugs causes serious emotional and mental health problems, such as anxiety, stress, inability to cope, or paranoia. Users can experience reduction of memory, reasoning, and other cognitive abilities.

Costs of Drug Use to Society: Immeasurable

In 1983, the use of alcohol and other drugs cost society at least $177 billion, according to government estimates. These costs include law enforcement, prevention, treatment, social welfare, reduced productivity, transportation accidents, and lost time from work. Everyone pays these bills in the form of higher prices, higher taxes, and higher insurance premiums.

Since 1983, treatment costs have multiplied; medical costs have swollen in part because of the alarming number of addicted babies and in part because of the teens and adults who need hospitalization to treat drug-related problems; social services are supporting growing numbers of dysfunctional families; businesses spend millions on security and on employee health- related problems; and the criminal justice system is burdened— and in some cases paralyzed—by a logjam of drug-related cases.

The costs of drug use to individuals is staggering. The problems associated with the use of alcohol and other drugs range from a teenager's lack of motivation—leading to poor learning—to the destruction of property and lives. Young people are the saddest victims of drug use—they have more to lose. The waste of their potential is difficult to quantify; the loss is nearly impossible to recover.

Communities and neighborhoods that are victims of drug activity are isolated, fearful, and collapsing. The bonds between neighbors break because people are afraid to meet together in the park or gather on their front steps on summer evenings. Drug use saps the very strength and spirit of communities.

Drug use causes lasting harm to our economy as well. Use in 1990 will have severe negative effects on the workforce of the year 2000 and beyond. According to government estimates, the workforce is shrinking and the jobs of the future will require higher skill levels than those of today. If society fails to address and solve problems such as drug use and crime, the generation that leads us into the next century will choose its doctors, lawyers, technicians, bus drivers, pilots, police officers, teachers, heavy equipment operators, and statesmen from a pool of citizens who have been compromised by the physical and emotional damage caused by abuse of alcohol and other drugs.

Risk Factors for Drug Use

A number of studies on the nature and causes of drug use among young people have identified these as among the factors that increase the likelihood of substance use:

- Adults in the home who use substances: A family history of substance use may indicate a genetic predisposition. It has been shown that a child born to alcoholic parents but raised by non-alcoholic foster parents has a greater chance of alcoholism and other drug use than someone without such biological links. Adult use also tends to create an environment tolerant of substance use.
- A family history of criminality or anti-social behavior.
- A family environment lacking consistent direction or discipline.
- Friends or siblings who smoke, drink, or use other drugs.
- Absence of strong anti-drug role models.
- Poverty.
- A feeling of being at odds with or alienated from family, school, church, synagogue, or other community institutions.
- Poor academic performance, boredom, or a lack of connection to school.
- Early anti-social behavior.
- Early initial use of illicit substances. The earlier the age of first use, the greater the chance of progression to heavier use.

The existence of any of these risk factors does not guarantee that someone will turn to drugs. There are many examples of "resilient" kids who beat the odds. However, as the number of risk factors increases, so does the probability of substance use.

Drug Users Tell Why They Use

Interviews with current and former drug users reveal a wide range of reasons why they became involved with alcohol and other drugs.

Drug use can begin because of curiosity: what exactly does it feel like to be "high"? Some kids begin because of pressure to fit in with a certain social group; others say they use drugs to have fun or to feel grown up. Some teens claim that they started on drugs to help them release tension or cope with negative aspects of their lives. Others say they took up drugs just because they were available—from friends, from older siblings, or even from a parent. Some teens report they started to use drugs because of tolerant attitudes at home toward alcohol and other drugs.

As the pattern progresses, repeated drug use is usually not driven by a desire to get "high" but rather by a need to get rid of pain. The immediate euphoric effects of certain drugs, such as cocaine, quickly give way to painful "lows." The user's central nervous system develops an urgent need—a craving— for the substance. When the drug isn't present, the user's central nervous system sends a strong—and sometimes relentlessly painful—message that it needs the drug. The user swallows, smokes, sniffs, or injects to respond to the craving and to return to painlessness. As the numbing effects of the new dose wears off, the cycle begins again. The user is addicted.

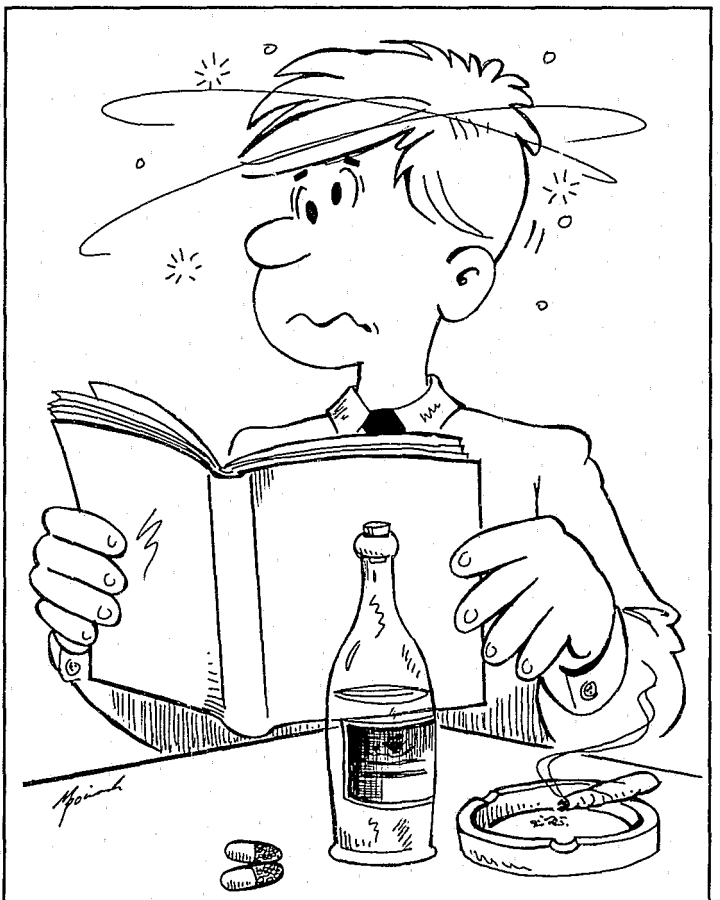
Many adults and young people underestimate the powerful chemical properties of drugs. Each feels he or she will be the exception—in charge of drug use and avoiding addiction. These people are often just fooling themselves. It is hard to predict how a specific drug will affect a specific individual at any one moment, but given time, the drugs always take charge.

Learning and Drug Use Don't Mix

Even though studies such as the National Survey of High School Seniors show that young people usually do not use alcohol or other drugs while at school, any drug use has a significant impact on learning and the factors that make learning possible— memory, ability to trust the senses for accurate information, motivation, ability to concentrate and practice, and sense of reward. Students with alcohol or other drugs in their systems are less able to concentrate on or complete specific tasks. Motivations are dampened, and there is little time or inclination to practice.

Drug use can unquestionably cause a decline in academic performance. According to one report (*Schools Without Drugs,*

U.S. Department of Education), students using marijuana were twice as likely to average Ds and Fs as other students. Students using drugs are often apathetic, disruptive, and disrespectful. The decline in grades and the difficult behavior often reverse when drug use is stopped.



Learning And Drugs Don't Mix

High school seniors who are regular drug users are more than three times as likely as their non-drug using counterparts to skip school. Research in Philadelphia showed that high school dropouts were almost twice as likely as high school graduates to be frequent drug users. Young people who use alcohol or other drugs are also three times more likely to vandalize school property and more than twice as likely to get in fights than non-users.

Social and Psychological Signs That May Mean Drug Use

Most of us are not trained to diagnose clinical psychological situations and problems, but there are certain behaviors that, if severe and persistent, should arouse concern:

- withdrawal from previous interests, friends, and hobbies;
- decline in academic performance;
- reluctance to talk about new friends who may avoid meeting parents;
- secretive phone conversations;
- lack of interest in appearance;
- periods of unexplained absence from home, school, or other places;
- increasing periods of erratic behavior, moodiness, inappropriate sensitivity, irritability, depression, or hostility;
- reduced energy, self-esteem, and enthusiasm;
- reduced interaction with family members;
- defensive reactions to questions about substance use;
- possession of large amounts of "unexplainable" money or material goods;
- frequent incidents of dishonesty; or
- suspected involvement in the disappearance of money or other items of value from friends, home, or school.

A word of caution: Adolescence is a time of change. Some of the negative psychological signs indicating use of alcohol or other drugs can also be normal signs of growing up, but they should be fully explored. It is also important to remember this: when talking to a teenager about drugs, be clear that the *use* is bad, not the teenager.

Physical Signs That May Mean Drug Abuse

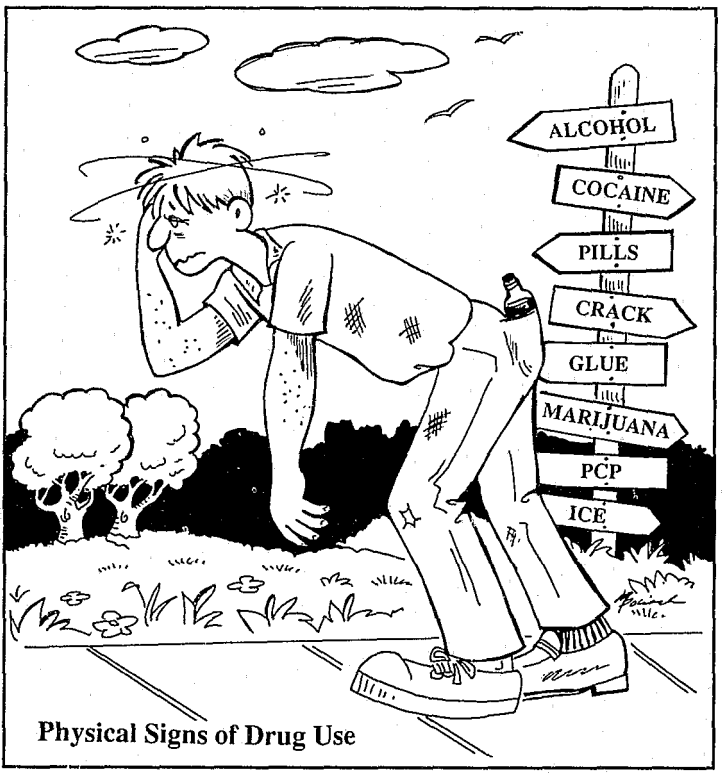
Alcohol and other drugs can generate a wide variety of physical red flags that indicate that their presence. The nature and the intensity of these warning signs are influenced by several factors:

- the type of drug or drugs taken;
- the quantity taken;
- the user's prior drug-taking history;
- how the drug was taken—by mouth, inhaled, or injected; and
- the user's physical state—age, weight, health, and nutrition.

Immediate results of drug use can include nausea, decreased control of motor capabilities, decreased ability to judge time

and distance, distorted perceptions, aggression and violence, dramatic mood swings, and loss of consciousness. Possible physical symptoms of use include:

- poor coordination, including stumbling and falling;
- slurred speech or incoherent muttering;
- inappropriate laughter, anger, or belligerence;
- extreme agitation or nervous jitters;



Physical Signs of Drug Use

- inability to follow a conversation or to concentrate;
- listlessness or falling asleep at inappropriate times;
- frequent coughing or wheezing;
- bloodshot eyes, droopy eyelids, imprecise eye movement, or dilated pupils;
- sudden and excessive craving for sweets or unexplained loss of appetite or weight; and
- lapses in memory with no recollection of recent events or conversations.

Another word of caution: These signs can also indicate serious health problems not related to the use of alcohol or other drugs. When talking to a young person about his or her

possible use of alcohol or other drugs, express concern over the symptoms: "I'm worried about the decline in your grades, problems with your friends, the way you feel."

Other Clues That Point to Drug Use

Although physical tests of blood, urine, and hair are more conclusive methods of proving alcohol and other drug use, there are a number of tell-tale signs which should elicit concern from peers, parents, teachers, and others who may be able to intervene with help:

- possession of drug paraphernalia, such as rolling papers, pipes, bongs, butane torches, bottles of decongestants, needles, "stash" cans to hide evidence, cookers, electronic pagers, scales;
- secretive and extensive use of "cover-ups" to disguise lingering traces of drug use—incense, room deodorizers, eyedrops, mouthwash, and breath cleansers;
- suspicious substances in clothing or in lockers, closets or desks; unfamiliar plants, dried leaves, or other plant-like materials; cigarette-like butts (called roaches); unidentified seeds or powders; unmarked liquids, pills, or capsules;
- specific alcohol or marijuana odors on the person's breath, on clothes, or in areas where he or she spends time (such as room, car, or office); and
- "track marks" on the person's arm, suggesting use of a hypodermic needle.

Signs That Your Community May Have a Problem with Alcohol and Other Drugs

- Parks littered with broken bottles and trash—and no children.
- Vacant, boarded-up buildings—with cars parked out front.
- Abandoned cars on the street.
- Neighbors who are afraid of being harmed.
- Heavy traffic—cars that drive through, stop briefly, or return frequently, even though the drivers don't live in the area.
- Broken street lights.
- Vandalism and graffiti.
- Unchaperoned teenage gatherings.
- Increased thefts in the neighborhood and at school.
- Kids just hanging out with nothing to do.

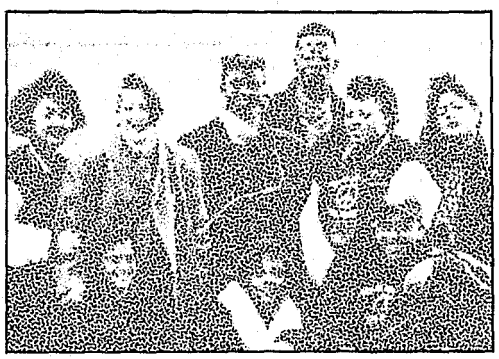
Drugs of Abuse: An Overview

The following tables identify characteristics, methods of use, and possible effects of drugs most commonly abused. The street names of these drugs may vary by region and with time.

Drug	Drug Group	Street Names	Appearance	
Alcohol	Depressants	Booze, liquor,beer, wine, product brand names	Liquid	Bottles and cans
Tobacco	Stimulants	Cigarette, chew, snuff	Dried leaf, varying texture and color	Commercial packaging
Marijuana	Cannabis	Pot, grass, weed, reefer, ganja, Acapulco Gold, joints, smoke,	Tobacco-like, dried flowers and leaves on stems, often with seeds	Plastic bags, foil, hand-rolled cigarettes
Hashish	Cannabis	Hash or hash oil	Gold, brown, or black gummy substance compressed into cakes	Small chunks or balls wrapped in foil. Oil sold in small vials
Cocaine	Stimulants	Coke, blow, white, snow, snort, flake, nose candy, cane	White crystal-like powder or powder chunks	Small foil or paper packets, small clear vials
Crack Cocaine	Stimulants	Crack, rock, hubba	White to tan pellets or chunks	Small clay vials, clear plastic or glass vials
Amphetamines	Stimulants	Speed, uppers, pep pills, dexedrine, black beauties, footballs, dexies	Pills, capsules, tablets, or white powder	Pill bottles, plastic bags, or paper packets
Methamphetamines	Stimulants	Crystal, crystalmeth, speed, methadrine, crank, meth	White to tan powder, capsules	Small foil or paper packets, plastic bags
Barbituates	Depressants	Downers, barbs, red devils, blue devils, yellows	Capsules or pills, may be red, blue, yellow or white	Pill bottles, plastic bags, prescription bottles
Heroin	Opiates	Smack, mud, tar, brown, China white, black tar, Mexican brown	White to brown powder, or black tar-like substance	Small foil or paper packerts, toy balloons, cellophane wrappers
LSD	Hallucinogens	Acid, LSD, microdot, white lightning, blotter acid	Clear liquid, colored pills, or white powder, soaked into paper	Blotter paper squares, gelatin squares, pills in plastic bags, vials, small paper squares
PCP	Hallucinogens	Angel dust, supergrass, KJ, rocket fuel, embalming fluid, killerweed, sherms, crystal	Clear liquid, white to brown powder, or a gummy mass	Tablets and capsules or clear liquid applied to marijuana or cigarettes
Inhalants	Inhalants	Laughing gas, bullet, poppers, snappers, rush, bolt, locker room	Any substance that emits vapors	Spray cans, glue containers, other household products

From *Drugs and Youth: An Information Guide for Parents and Educators*, California Attorney General's Office

Method of Use	Paraphernalia	Possible Effects
Swallowed	Empty bottles, containers, fake IDs	Euphoria, mood swings (may be relaxed or aggressive alternately), impaired judgment, loss of coordination, blurred vision, altered perception, staggered walk. Increased doses may cause dizziness, nausea, and vomiting.
Smoked, chewed, inhaled	Matches, lighters	Euphoria, lightheadedness, diminished sense of smell/taste, heart disease, cancer.
Smoked in hand-rolled cigarettes or in pipes, or eaten in baked foods	Cigarette papers, roach clips, odd shaped pipes	Low doses may induce restlessness, sense of well-being, and euphoria. Physical signs include red eyes, dry mouth, increased appetite. Higher doses may cause dream-like state, acute sensations (e.g. of smell and sight), and paranoia.
Smoked, eaten, or added to cigarettes	Small odd shaped pipes	Same as for marijuana; however, higher doses can result in hallucinations, anxiety, and paranoia.
Inhaled through the nose, injected through the veins or smoked	Straws, razor blades, rolled dollar bills, mirrors, glass pipes, needle & syringe, spoons, belts	Euphoria, increased alertness feelings of confidence and well-being. Can cause dilated pupils, runny nose, and elevated heart rate respiration, and body temperature. Overdose can cause extreme agitation, respiratory failure or death.
Smoked in small pipes	Pipes made from glass jars, cardboard cyliners, or glass base pipes	Euphoria, high energy, insomnia, appetite loss, dilated pupils, and elevated heart rate, respiration, and body temperature. Prolonged use may result in irritability, depression, paranoia, convulsions, or death.
Taken orally in pill form, inhaled through the nose, or injected	Hypodermic needles, spoons, belts or tubes to tie off veins; straws and razor blades	Increased alertness, euphoria, appetite loss, increased heart rate, and dilated pupils. Prolonged use may cause blurred vision, dizziness, coordination loss, collapse. Overdose can result in high blood pressure, fever, stroke, or heart failure.
Injected, taken orally in pill form, or inhaled through the nose	Hypodermic needles, spoons, belts or tubes to tie off veins; straws and razor blades	Same as for amphetatmines.
Taken orally	Pill bottles	Drunken behavior, slurred speech, and disorientation. Overdose can cause dilated pupils, shallow respiration, clammy skin, weak and rapid pulse, coma or death.
Injected into the veins, inhaled through the nose, or smoked	Hypodermic needles, spoons, belts and cotton balls	Euphoria, drowsiness, constricted pupils, nausea, and possible vomiting. Overdose can result in slow and shallow breathing, clammy skin, convulsions, coma, death.
Taken orally or licked off paper	Small vials	Hallucinations, distorted sense of sight, taste, and smell. Dilated pupils, high blood pressure, and fever. "Bad trips" can result in confusion, panic, paranoia, anxiety, loss of control, and psychosis.
Taken orally or smoked	Dark cigarettes	Similar to LSD, only with rapid and involuntary eye movement and an exaggerated walk. User may experience extraordinary strength, a sense of invulnerability, and image distortion.
Inhaled through the nose	Any product that emits a toxic odor or fumes, cloth rag or plastic bag	Hallucinations, decreased body temperature, lower blood pressure, confusion, psychosis, nausea, sneezing, nosebleeds, fatigue, loss or coordination.



SECTION 2. GOOD NEWS: MANY KIDS *PREVENT* DRUGS

The majority of teenagers do *not* use nicotine, marijuana, cocaine, crack, or other harmful substances. Although the consumption of alcohol is still unfortunately considered acceptable by more than half of all teenagers, statistics show that drinking is slightly less commonplace among teens in the early 1990s than it was in the 1980s.

Many teens are filling their time not with chug-a-lug contests but with constructive activities and interests, a number of which are helping to strengthen the communities they live in. This youthful force for community service is part of a partnership with adults that is finding solutions for some community problems and preventing other problems from taking hold. Communities are benefitting from the talents, ideas, and energy of teens.

Teenagers Working to Change Their Communities

"What do I get out of it? I feel satisfied," says one California teenage volunteer.

"After working with children in a battered women's shelter, I now know that I will go into medicine," explains a teen volunteer in Evansville, Indiana.

"[Our] project could not only change how society views us, but how we view ourselves. We're told we can't do anything, [but] this [project] really builds our self-confidence...," says another Evansville teen.

"This is the first time in my life I have ever been thanked," said a teen on probation in Indianapolis, Indiana.

"Helping someone in need made me feel worthwhile," says a New York hotline student volunteer.

"I learned how to cooperate with difficult people," says an Indianapolis youth service participant.

These teenagers are talking about doing things that make their communities better and safer.

In the Youth as Resources program sponsored by the National Crime Prevention Council and funded by the Lilly Endowment, more than 1,500 teens completed more than 150 projects that improved their schools and communities. Teen mothers put on plays for elementary school students about the problems of teen parenting. Groups of teens cleaned up entire neighborhoods. Teens built houses for the elderly and playgrounds for day care centers. They helped inner city youngsters prepare for camp and taught younger students drug prevention skills. Each of these helped the community solve problems that can contribute to alcohol and other drug use.

Young people are proving that they can help find solutions for a full range of difficult issues confronting society—including illiteracy, homelessless, teen pregnancy, and drug use. These young people are rightfully claiming their communities—and developing the feeling that they are competent and useful, that they belong and have power. In return, they are being claimed by their communities.

Municipal or private agencies that serve the needs of youth can now change their focus from seeing young people as clients in need of "fixing" to community members who can work in partnership as "fixers."

Both the community and the teenagers benefit from youth involvement. The community benefits from such results as cleaner parks, companionship for the elderly, and youth anti-drug activities. Young people develop and strengthen their sense of self-esteem and self-worth and gain a more positive perception of their roles in the community, an increased sense of their own abilities, and a growing sense of confidence as leaders.

Communities and teens are discovering that planning and implementing drug prevention projects are effective training grounds for

- strengthening teens' feeling of worth and competence, which in turn builds self-esteem;
- broadening the base of cultural experience;
- developing leadership abilities;
- learning by doing;
- developing problem-solving skills; and
- working cooperatively with others.

Successes in preventing problems associated with alcohol and other drugs increases a teenager's level of competence. He learns skills that will help him develop into a mature, contributing member of society. Many kids have "beaten the

odds" of growing up in tough areas by becoming involved in a project that has given them tools for such self-improvement. While learning to help others, they are learning to help themselves.

Youth service "builds confidence and provides experience that will last a lifetime," says Todd Clark, education director of the Constitutional Rights Foundation that sponsors Youth Community Service in Los Angeles.

In Search Of . . . A Teen-Adult Partnership

Teen-adult partnerships have cleaned drugs out of schools, made drug dealers uncomfortable and unwelcome in their neighborhoods, and pulled together segments of the community in a shared anti-drug campaign.

The teen-adult partnership is successful for several reasons. Young people are

- taking on responsible roles in community programs,
- learning by experience how to make good decisions,
- developing personal accountability, and
- exploring and understanding the responsibilities of adult roles.

Adults are

- supporting young people as they develop social competence and opportunities to help others,
- serving as role models and mentors, and
- acknowledging the necessity and importance of teenage involvement in drug prevention efforts.

"We [all] have a stake in young people believing they have power to change the world and being motivated to do so out of love and concern for others," observe Dan Conrad and Diane Hedin in *Youth Service: A Guidebook for Developing and Operating Effective Programs.* "We have a stake in their developing and testing their skills for effective citizen participation and having the chance to act on their humanitarian ideals."

Adults show their confidence in young people by performing as the back-up team while letting their younger partners call the signals. Successful teen-adult partnerships have allowed the teens to take on responsibilities with the adults providing guidance and support.

Training for Life Skills

"Before I got trained as a student mediator, I hardly ever stopped to think about what was right and what was

wrong. I mean, I did a lot of things without thinking. This project has really taught me how to make better choices by thinking things through." —Tanya W., age 15.

Life skills—decision-making, critical thinking effective communication, and similar abilities—are like muscles: they must be used and strengthened if they are to work effectively. They can develop through training; regular practice keeps them in shape. Responsible involvement in drug prevention projects is a training ground for the development of a young person's ability to solve problems, think and evaluate critically, make decisions, and communicate effectively with others. Drug prevention and other community-building projects give young people the opportunity to learn and practice the life skills that help them develop into healthy, responsible adults.

The Value of Self-Esteem: A Modern Fable

According to legend, Coach Les Poyntes never had a winning season, but he and his players knew why. When asked why they lost every game, their answer was clear, simple, and sad: "We're not any good."

They didn't feel like winners.

In every city and town in this country, there are people who don't feel like winners. They feel that they are not any good. In many cases, the feeling becomes a self-fulfilling prophesy. A teenager who doesn't feel like a winner will have difficulty being a winner. Such is the tremendous power of self-esteem, a power that can be positive as well as negative.

The word "esteem" means "to appreciate the value of." Everyone needs appreciation, but the need is particularly strong for adolescents who are trying to figure out who they are and where they are going.

For teenagers, appreciation of self can come from academic success and from positive school experiences, from success in sports (not on Coach Poyntes' team), from having good friends, from a supportive community, from a caring family.

These esteem-builders, however, are not always available to all teens. Unfortunately, there are yearly increases in the number of dysfunctional families, school drop-outs, vandalized playgrounds and parks, and teens left to fend for themselves.

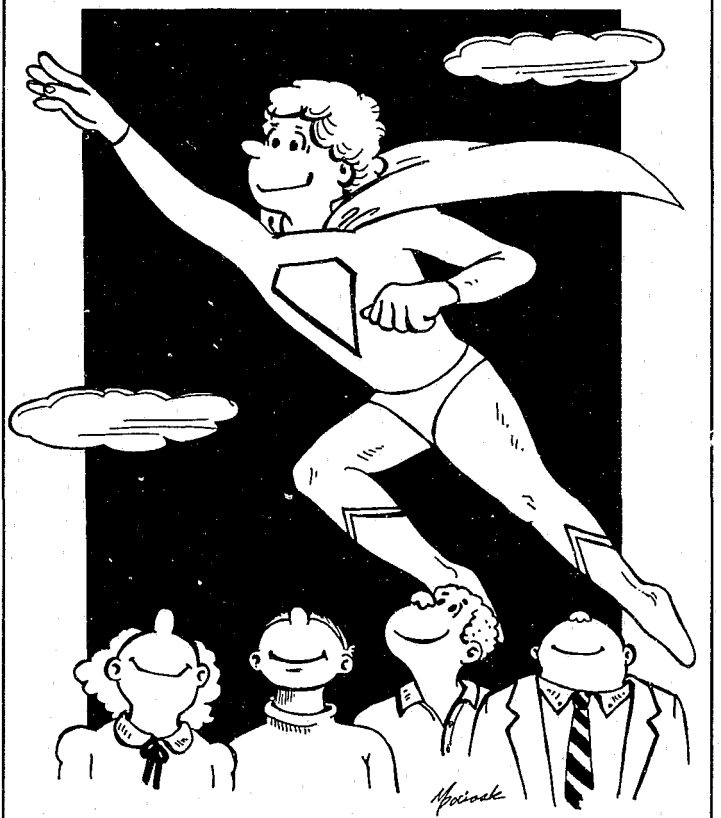
But this story doesn't end on that despairing note. *Any* caring adult can boost the self-esteem of any young person.

Self-esteem—self-appreciation—begins with one successful accomplishment. This success can be a small one, such as putting up a poster for a school drug awareness fair or handing out prevention fliers in an apartment building. Self-esteem can

come from a feeling of competence caused by helping to fix a neighbor's screen door.

The critical step is for a caring adult to become involved—by asking a teenager to help. Then, when the job is finished, the thanks should go where it is due—to the teenage volunteer. It can be as simple as that!

The Importance of Self-Esteem



From this small beginning, a young person can expand his self-esteem and his competence, build on each success, and develop stronger self-appreciation. Teens who believe in themselves don't sabotage themselves with drugs.

It Doesn't Have To Be A Major Effort

Most of the activities profiled in this book are programs — ongoing efforts that have built in an ability to sustain themselves. But projects—smaller scale or one-time efforts — can offer excellent avenues for young people to make useful contributions to drug abuse prevention in their communities.

A project offers certain advantages:

- self-limits commitment by both youth and adults;
- sharply focuses energy and resources;
- can be incorporated more easly in ongoing youth group or classroom program;
- requires less financial support than a similar ongoing program.

Projects do have some drawbacks when compared with programs:

- less likelihood of significant impact;
- fewer opportunities for teens to take on responsible management roles;
- less sense of commitment by some teens and adults.

If your situation lends itself to the benefits of projects, there are plenty of opportunities for useful and creative endeavors. Several efforts at the national level have sought to highlight for local communities how good an investment teen-led drug prevention projects are.

Teens, Crime, and the Community is a curriculum that teaches crime and drug prevention chiefly to 8th and 9th graders. The curriculum was initially developed with funds from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs (U.S. Department of Justice) by National Crime Prevention Council (NCPC) and National Institute for Citizen Education in the Law (NICEL). It consists of both education and action—education about crime, its effects on teens and on the community, and ways to prevent it; action by the students to prevent crime in a local setting. Around the country, a number of teens using this curriculum have chosen such drug prevention projects as:

- having two-member teams visit elementary school classes to present drug prevention information;
- producing anti-drunk driving video public service announcements aired locally on both cable and broadcast T.V.; and
- forming a team of five students who tutored and mentored 15 of the most troubled 5th graders at a nearby elementary school for a semester.

Teen as Resources Against Drugs (TARAD), an NCPC demonstration program funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, challenged young people to develop and carry out drug abuse prevention efforts through financial awards from a local board that included youth, law enforcement, drug prevention, and community leaders. Some of the successful teen projects under TARAD:

- partnering with police and nearby businesses to clean up and fix up a local park;
- setting up a drug prevention and recreation program for younger school children on two days when schools were closed for teacher trainings;
- creating and performing anti-drug plays and skits for younger people.

A third program, Students Mobilized Against Drugs (SMAD), provides leadership training and drug prevention skills for youth in 20 District of Columbia elementary and junior high schools. SMAD, also funded by the federal Office of Juvenile Justice and Delinquency Prevention, is operated by NCPC with NICEL and the D.C. schools. SMAD encourages students to create school and community drug prevention projects, which have included:

- a neighborhood anti-drug march by the entire student body of an elementary school;
- student-led school-wide drug prevention education assemblies;
- a school clean-up campaign to restore pride and school spirit.

Policymakers Take a Hint From the Kids

The idea of community service is not new. Citizens have responded to calls for volunteers in times of national stress, such as wars, economic depressions, and natural disasters. Although the need for volunteers exists in every community, one segment of the population has been largely ignored until recently: the nation's youth.

Recent federal legislative initiatives reflects the strong grassroots movement toward youth service. Nearly 20 youth service bills were introduced in the 101st Congress, and states across the country were considering bills that would assist and support youth service programs. In 1990, key Congressional Committees held hearings on youth service legislation, and Congress enacted the National Youth Service Act that fall. As this book goes to press, the legislation is about to be implemented.

In the Executive Branch, President George Bush established the White House Office of National Service to offer direction for young people and adults who seek to serve their communities. The Points of Light Foundation, established as a nonprofit concern to encourage volunteer service, is creating special programs to encourage and provide opportunities for young people to serve.

Many of the nation's governors, mayors, and school officials have taken a deep interest in the potential of youth service to build stronger, better communities both now and for the future.

Something of Value

Youth Service America, a national organization that promotes and develops youth service programs, estimates that the annual monetary value of high school students' 17 million hours of unpaid service is approximately $60 million.

The ultimate goal of youth service, says John A. Calhoun, executive director of the National Crime Prevention Council, is "to change the way in which our country regards and uses the skills of its youth, so that young people are not viewed primarily as service objects but as service actors with significant roles to play."

"The youth population has been misnamed the self-centered generation," states pollster George Gallup. "There's a strong desire to serve others."

SECTION 3. BLUEPRINT FOR A DRUG PREVENTION PROJECT

Now that you have some key facts about drugs and drug prevention and some exciting ideas about how young people have taken up the challenge of getting drugs out of their schools and communities, it's time to start your own program. The first step is to be clear about the community in which you want to work.

Describing Your Community

You are ready to define the boundaries of your community, decide who will be a part of your drug prevention effort, and begin to plan your project.

Your community boundaries: for example, school (building and playground?), the neighborhood (everyone who lives here? people who work here?), special group of people (teenagers? disabled students? a history or drama class?). Here is a hint: define your community in terms of an arena in which you can make an impact.

My community boundaries are _____

_____

Your community population: for example, students, teachers, administrators, business owners, specific ethnic groups, residents of a housing complex, children, people with hearing disabilities.

My community members are _____

_____

Your community leaders: for example, principal, student council members, athletes, president of the neighborhood association, religious leaders, local editor, PTA president, drug

prevention police officer, city council member, head of local hospital.

My community leaders are _____

_____

Get some concerned friends to help you brainstorm to compose a list of people who should be interested in helping you work with this community. Having support from community leaders can be critical to the success of a project, but many other people are willing to paint, build sets, distribute fliers, make telephone calls, sew costumes, bake cookies, drive vans, baby2sit, and tackle the vast number of other chores that are necessary for a successful effort. Don't overlook any possible helpers. They'll probably be excited to be included in your project.

Getting Started

How should a drug prevention project begin? By defining the community needs; selecting the strategy, objectives and tasks to meet the needs; and identifying the project partners.

Some project organizers have found that it is easier to identify the community's needs first, then recruit volunteer workers. People are more likely to respond to a request to do a specific task, and they can lose interest if there is a long period of inactivity after signing up to help. Others have discovered an eager band of volunteers seeking an outlet for their energy and enthusiasm. That group organizes, then identifies the project that will best serve the needs of their community.

As you start to organize a drug prevention project, you need to know the answers to five important questions:

1. Why do you want to start a drug prevention project?
2. Is the project intended to respond to a specific school or community need? If so, what?
3. Where is the need?
4. What will the project accomplish? How will you recognize and measure success?
5. How much time and effort are you willing to commit to the project?

When you can answer these questions for yourself, you will be able to answer them for others whose help or involvement you would like to solicit. A good way to get answers is to have a brainstorming session with project partners. Look at information about your community that has been compiled by your school, your neighborhood association, or other

organizations such as the PTA or Chamber of Commerce. Ask students, teachers, parents, law enforcement officers, and other key community people for their opinions.

Gathering Information By Surveying

It is time to look again at the definition of your community. Turn back to page 35 and ask yourself what additional information you need to know about the community you have defined. A survey can provide a detailed, current picture of community needs, concerns, problems, and resources. A survey also lets your community know that you are planning a project,

and it may even identify volunteers who want to help.

The best surveys have clear goals and purposes, usually focusing on a single issue or problem or closely related ones. If this is your first survey, start with a simple structure, seeking information that is critical to your project—not simply nice ot have. Make sure that the questionnaire is easy to complete, easy to interpret, and useful. Ask for help from a local college department familiar with survey design or from other adults who have conducted surveys. Frequently someone in local government—perhaps in the planning, public information, or research office —has a background in survey methods and will offer help.

A survey includes several elements:

- The reason behind the survey—its purpose. What do you want to know and why? For example, you may feel you have a serious problem with drug use in a certain block in your neighborhood. The purpose of your survey would be to determine the nature and extent of drug use in that block so that you can design programs that will reduce the activity.
- The target audience—the people who can supply the appropriate information. If your concern is the use of alcohol or other drugs in the high school, a survey of senior citizens would not be helpful.
- A sample—a selected group from among the target audience. This sample may be a classroom in a school or a random group of students in the hallways. A sample can reflect with surprising accuracy the opinions and attitudes of a large group.
- A unit of measure, such as individual students or classrooms, individual residents, or a neighborhood block.
- Clear, simple questions. Avoid negatives; avoid words and phrases that direct the listener or that imply a preferred answer. Multiple choice questions are better than open-ended questions. For example, it is better to ask

  "Circle the places where you have seen people use drugs in this neighborhood:
  (1) school (2) street outside your house
  (3) athletic events (4) park
  (5) other (_____)."

  than

  "Where have you seen people using drugs?"

Try out your questionnaire on a small group from the target audience to make sure that the questions are understood as you meant them to be and that the answers give you

information that you can use. Be sure that your questionnaire solicits key identifiers, such as grade, gender, or age, that help you notice differences in responses among important subgroups.

Surveys can be conducted by several methods: mail, personal interviews, or telephone interviews. Be sure to train the personal or telephone interviewer to ask only the written questions from the survey sheet and to avoid comments that might influence a respondent's answer.

When tallying (or counting) the results of the survey, it is useful to keep track of results from different groups (for example, students and teachers) so that you can see differences of opinion. Tally the numbers who did not answer a question as well as those who gave various answers, so that your calculations will reflect total outcomes—"no answer" as well as all the answers.

The final step in any survey is to analyze the results. Negative as well as positive results can be important. Indecision—or evenly divided responses—are key clues to community attitudes and concerns.

Survey results can be useful tools to get others interested in your project. For example, a survey that shows that drinking at sports events is a primary concern in your school might be the catalyst to create a school-based self-help group for teenagers with drinking problems, a drug-free athletes' association, or a student group focusing on prevention of drunk driving.

Working Smarter, Not Harder

The key to successful organizing is to spend time at the beginning of the project to determine what your group will do and when.

One way to simplify planning is for the participants to agree on a list of the activities to be done, who will be responsible for getting each done, and when each needs to be completed.

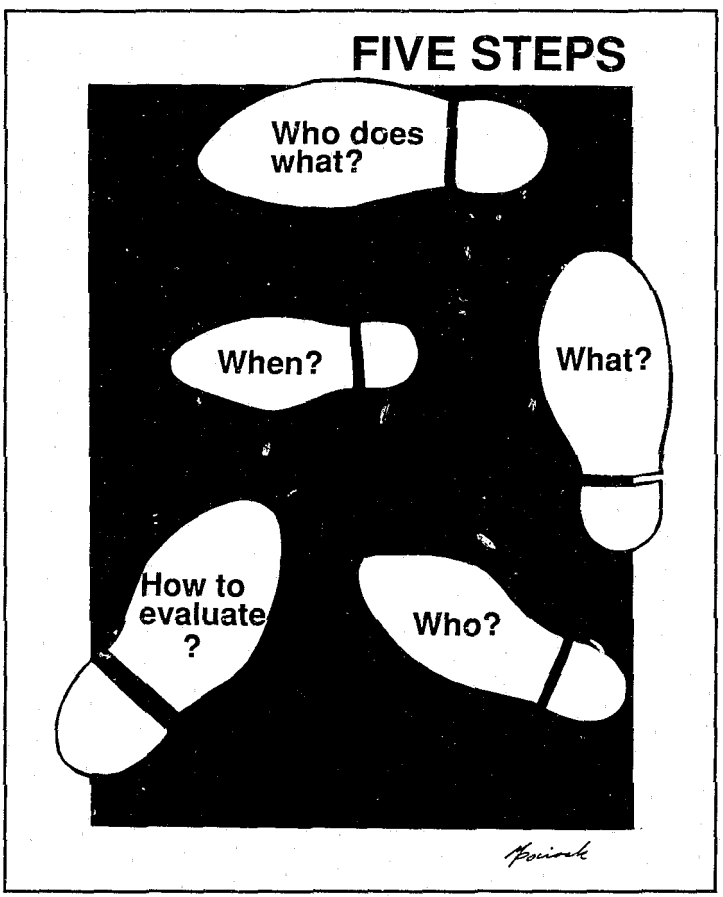
Whenever you can, match the needed activities with participants who find them interesting. Be sure that at least some activities can be done quickly and easily. Others may require more in-depth commitment.

Try to engage all the participants in discussions about the project, diplomatically diverting the conversation from someone who speaks freely and at length to someone who is less vocal about sharing thoughts.

Setting Goals and Objectives

The following five planning steps aren't part of a secret formula unique to drug prevention. They are general tools for planning, tools that will help you develop your project more efficiently and successfully.

1. WHO: Identify the project participants and the group or individuals that the project will help. [The ninth grade health



class will teach drug prevention to the fifth grade.] Make sure all the participants are part of the planning process.
2. WHAT: Identify realistic goals for the project and define objectives to meet those goals. The goal is the purpose of the project [to convince third graders that drugs can make them sick]. The objectives are statements of things that lead you to achieve the goal. [We will teach by presenting puppet shows and discussions to all seven third grade classes].

3. WHO DOES WHAT: Establish priorities; assign specific jobs to specific project participants. [Larry and Yvonne will make the puppets; Tony will work on the props and stage sets; Mr. Williams will contact the third grade teachers to arrange for us to come to their classrooms. Mrs. Bluebaugh and Sarah will contact the drug prevention coordinator for advice.]
4. WHEN: First determine the target date(s) for the goal project activity. [Teach in classrooms the weeks of April 24 and May 1.] Then set the target dates by which certain jobs or activities need to be completed so other activities can begin. [We'll have all the puppets finished by next Friday so we can rehearse over the weekend.] A schedule helps keep the project on track and also helps in planning similar projects in the future.
5. HOW TO EVALUATE: Measure the success of your project by determining if the activities led to the successful attainment of your goal by your target date. [Did the performances take place as scheduled? Did the third graders pay attention? Did they enjoy the show? Did their comments and questions make it clear that they believe drugs can make them sick? Do they have some ideas of how to refuse drugs?]

Program Tips: Guidelines for Success

Successful drug prevention partnerships have found that the drug prevention message can be shared through a wide range of strategies, including these education-based components:

- Developing problem-solving and decision-making skills;
- Developing cognitive (knowledge-based) skills for resisting pro-drug messages;
- Increasing self-awareness and self-esteem;
- Learning to deal with anxiety and stress in ways that are productive and that do not involve using alcohol or other drugs;
- Enhancing social skills, such as the ability to initiate conversations;
- Developing assertiveness skills, such as the ability to express displeasure or anger appropriately and to communicate needs; and
- Learning the relationships between smoking, the use of alcohol and other drugs, and health problems.

Additionally, drug prevention programs tend to be successful if they are

- broad in scope—addressing all young people in a group and all behaviors that are dangerous to health;

- comprehensive—using a variety of strategies to meet needs of a variety of people and situations;
- intensive and long-term—beginning early and continuing throughout a person's life; and
- collaborative—involving youth as active partners.

A Starter List of Ideas

Teenagers have planned and implemented a wide variety of projects that have made their communities safer and healthier by reducing the use of alcohol and other drugs. Some of their ideas are listed here.

- Teach peers and younger people about drug prevention through discussions, games, classroom sessions and other devices.
- Design and present skits, raps, puppet shows, or other performances dramatizing the dangers and effects of alcohol and other drugs.
- Mentor a younger person. Establish a close relationship with someone who needs a supportive friend and a positive role model. Share your ideas for healthy living and having fun with your new young friend.
- Set up a forum or discussion group. You can invite teens to share problems and solutions, using a trained teen leader to facilitate the dicussion. Or you can invite teens and their parents to explore the positive and negative aspects of family relationships.
- Ask local media experts to help you plan and produce anti-drug commercials and public service videos demonstrating positive peer pressure against drugs.
- Help others through peer counseling services, including informal group sessions, one-on-one appointments, or hot lines that can address personal problems, substance use, and many other issues. Counseling requires special skills, so ask school counselors and professionals from local counseling services to help coordinate a training program.
- Operate a call-in "warm line" service to help young students, especially those at home alone after school. Warm lines provide friendship, safety advice, and reassurance. School counselors, staff at local mental health associations, and other professionals can provide training to help warm-liners learn how to respond to calls that raise serious problems or concerns.
- Organize drug-free events for teenagers to celebrate seasons, holidays, and school happenings such as student concerts or graduation parties.

- Coordinate a drug awareness and prevention display for malls, schools, hospitals, businesses, and community centers.
- With permission from the owners or from municipal agencies, clean up trash-ridden, run-down, or overgrown community areas—public areas or private property. Work with others to wipe out or paint over grafitti; fix up the yards of those unable to do the work. A proud and caring community is less vulnerable to drug activity.

Charting Changes and Selling Your Program

Any business manager—or drug prevention project leader—knows the value of evaluation. Without knowing how well you've done something, you will never know if you should—or shouldn't —keep on doing it. Many adults have experience with conducting evaluations at their schools or offices. Ask for suggestions as you design your project's evaluation.

These are two types of evaluation: (1) measures of activities generated by the project—the processes that took place—and (2) measures of the project's results. If your goal is to prevent drug use in your neighborhood, positive results would include drug use reduction measured by the change between "what was" and "what is" before and after your project. Process measures (what took place) for such a project might include numbers of people attending community anti-drug meetings, numbers of educational pamphlets made available, kinds of drug use problems discussed with various groups.

Evaluation during your project can help you maintain focus and direction by pointing out where your actions may be getting off the track suggested by your plan. This information will guide you as you make improvements in planning for next week, or next month, or next year.

For example, if you want to know whether you should have another "Stamp Out Drugs" Dance during graduation week, you can evaluate last year's dance in terms of the the input (the resources you used), the output (the things that happened), and the outcome. You could then ask yourselves what has changed that might make this year's results different, or what improvements you can make to have an even better event this time.

The desired outcome [goal] of the "Stamp Out Drugs" Dance is to reduce the incidence of drinking alcohol and using other drugs during the festivities of graduation week. What did it take to organize the dance project? Fliers for publicity, printing and selling tickets, finding and hiring the band, providing

refreshments, making decorations, rent for the dance hall, the hours spent by the volunteers (students, faculty, and parents), and more.

The outputs include the total effort of hanging the decorations, publicizing the dance, setting up and cleaning up, and actually holding the dance. Was there a dance? Was it drug- and alcohol-free? How many people attended? Did they enjoy themselves?

Measure the outcome: Were there any reported incidents of drinking or drugging at the dance? Did use of alcohol and other drugs decline? Did students appreciate the opportunity for drug-free fun? Do they want to do it again next year?

An evaluation will answer four practical questions:

1. Should we continue this program as it is?
2. Should we expand?
3. Should we make changes?
4. Should we do something completely different next time?

Unavoidably, evaluations mean numbers—quantitative measures of success. Your evaluation could tell you that one-third of the tenth graders used to hang out and drink on Saturday nights before you had your "Stamp Out Drugs" Dance, and now a [smaller][greater] proportion do that. Recruit those math and computer geniuses to help you make the best use of all your excellent information!

There is another use for a project evaluation—getting additional support or funding. An evaluation report that you can give to local businesses and other potential funders shows that you can secure results, that you are purposeful, that you seek to improve your work, and that you produce benefits of interest to the readers. Show business owners, for instance, that you were successful in attracting kids who would otherwise hang out in front of their stores. Then ask if they might agree to help with the next dance. They could supply the refreshments, or money for the band, or decorations.

Your Partners Have Done a Good Job—Let Them Know It

Don't forget the power of celebration and thank-yous! If you and your group have done a good job, you should be proud of it and you deserve to enjoy your success. Recognition and celebration can come in a variety of forms.

In Plainview, New York, the school district printed a newsletter praising student efforts to keep their community safe. In Fond du Lac, Wisconsin, young workers were treated to

pizza. In Tampa, Florida, kids enjoyed a day at an amusement park for their contributions to their community. In Fort Wayne, Indiana, the local media featured the activities of teen anti-drug programs in newspaper articles and on television shows.

Rewards come in all shapes and sizes: a letter of congratulations from the PTA; donuts from the corner bakery; a public "thank you" from the mayor; or special jackets, shirts, hats, or banners. Whatever the reward, it makes a teen—or an adult—feel good about his or her contribution, and it encourages others to join in the effort.

A business that has contributed paper, office space, or a service to an anti-drug event will appreciate your thanks. Present a certificate or plaque acknowledging the contribution. Be sure to invite the press to cover the awards ceremony.

Special ideas for volunteer recognition and rewards can include throwing a pizza party; awarding a Volunteer of the Month button; featuring the volunteer's picture on the bulletin board at school; presenting a special gift to a faculty sponsor at an assembly; delivering helium balloons to a neighborhood leader; or presenting a citation for extraordinary achievement to the best helper of the week. Use your imagination. The object is to make your volunteers feel appreciated.

Final Tips for Program Planning

A survey of youth community service programs around the nation uncovered these helpful planning tips.

- Start your student and adult recruitment early in the school year before schedules are crowded. Consider starting the semester before!
- Some teens may have momentary spurts of interest and others may demonstrate long-term commitment. Include both, but match the youth with the task.
- Offer a broad range of activities and roles to meet the broad range of youth (and adult) interests.
- Invite important local people, such as the mayor or city council chair, a drug prevention officer, a public health expert, or a school official to speak at meetings.
- Encourage school-wide adoption of a project. If it becomes a theme of the school, there will be more involvement and enthusiasm.
- Keep good records of time spent and activities accomplished. This is helpful in program evaluation and valuable for volunteers' job and college applications.
- If you are conducting a school-based project, gain support from faculty and administrators. Give them a chance to comment and to be part of the process.
- Keep meetings short, productive, and to the point. People are busy.
- Try to engage all five of your audience's senses in any presentations; a dozen charts or a long lecture can be snooze-making.
- Find different settings for meetings, such as the cafeteria after school or in the park you want to clean up. Remember to serve refreshments!

Tips for Teen Leaders

If you're interested in communicating or leading more effectively, these tips may come in handy.

- Respect the people you work with. Showing respect for others goes a long way in developing strong working bonds. Treat others as you would want to be treated.
- Be reliable. A reputation for reliability will stand you in good stead with teenagers and adults alike.
- Communicate clearly. If something concerns you, share it with others.
- Be open and listen receptively. Consider the ideas of others and weigh them along with your own ideas.

Advice for Adults

In a poll of young people attending the 1989 National Youth Crime Prevention Conference, teens said they felt adults see them as irresponsible, incapable of making important decisions, bad, stupid, and delinquent. By contrast, these teens saw themselves as builders of the future, fun to be with, energetic, eager, and able to make a difference.

Do the teenagers around you really know how you feel about them? Look closely at your own experiences working with young people. Perhaps your partnership could be improved by the following suggestions:

- Be patient. Learning takes time. Occasionally, a young person's ideas and suggestions will appear to be unworkable from an adult's experienced perspective, but it is better for the youth and for the program to let the young people work most ideas through to conclusion.
- Talk with, not down to. This is the most often and most emphatically-cited piece of advice that young people offer. Please don't patronize.
- Be yourself; don't be someone you are not. It is false to try to be a "with it" adult by adopting teen culture. It doesn't work, and it can be counterproductive.
- Allow for error; don't demand perfection. Surely you remember from your own experience that learning involves mistakes and missteps. Encourage teens to try again if they fail the first time.

ASK THE EXPERTS: Questions and Answers About Developing and Sustaining a Drug Prevention Effort

Q: What does a drug prevention effort involve?

A: A drug prevention program is any community-building effort that directly or indirectly helps to reduce drug use. For example, a teen group to combat drunk driving and a student committee organizing Project Graduation (alcohol- and other drug-free prom and graduation activities) are two activities that discourage drinking and driving. Other activities, such as tutoring, peer programs, School Watch, or assisting the elderly, may indirectly or directly help to reduce drug use by engaging people—especially teenagers—in activities that improve life for individuals as part of the community. Participants in these activities learn skills and gain self-esteem. They often work side-by-side with adult leaders, and they become role models for others. These activities may not have drug prevention as the major goal, but they contribute to stronger community bonds which, in turn, create an environment inhospitable to drug activity.

Q: How can I recruit young people?

A: Teens are attracted to exciting and interesting activities, and they like to be part of a comfortable group. Go to a teen club meeting, a soccer team gathering, an after-school activities center, a church group, a school cafeteria, or wherever kids hang out. Ask them what problems they are worried about and ask them to help. Talk to leaders in school, such as student council members, class officers, service club members, or star athletes.

Most people are willing to do something if they are asked personally. Let them know that their involvement will increase their skills and give them new opportunities to meet interesting and important people in the neighborhood, school, apartment building, or community. Let them know that they'll work hard, have fun, and be appreciated. And ask people already volunteering to invite their friends to join.

Put the word out that you are looking for volunteers for special activities. Ask if you can put a poster in the public library. Publicize your activities through posters, in newspapers, on radio and television, and in leaflets and flyers. Don't forget to give credit and praise to the volunteers already working with you.

Q: How can I recruit adults?

A: Recruit adults in much the same way that you recruit teens. Appeal to their interests. Know precisely what you want, and be ready to explain why your goals are important. There are many adults with knowledge, skills, and resources who are

willing to help if they are just asked. And don't forget to recruit at the senior citizens' center in your community.

Q: Where and how can I get resources?

A: Talk with officials from the schools, business community, or neighborhood organizations that your project will benefit.

Schools can sometimes provide low-cost or no-cost services such as duplicating or mimeographing and can serve as a distribution center for pamphlets or fliers. A neighborhood group might be able to provide monetary help and manpower. Businesses frequently put aside corporate funds to sponsor community improvement projects. In return, they receive publicity and credit for being associated with a visible, positive effort.

Have a special event to raise funds or goods—car wash, talent show, or walk-a-thon, for instance. Ask local media for help in publicizing your activities.

If resources are initially slow in coming in, don't let the lack of funds be an obstacle to your project. In many cases, projects require little money. What you will need most is manpower and commitment.

Q: What advice can you give me about transportation?

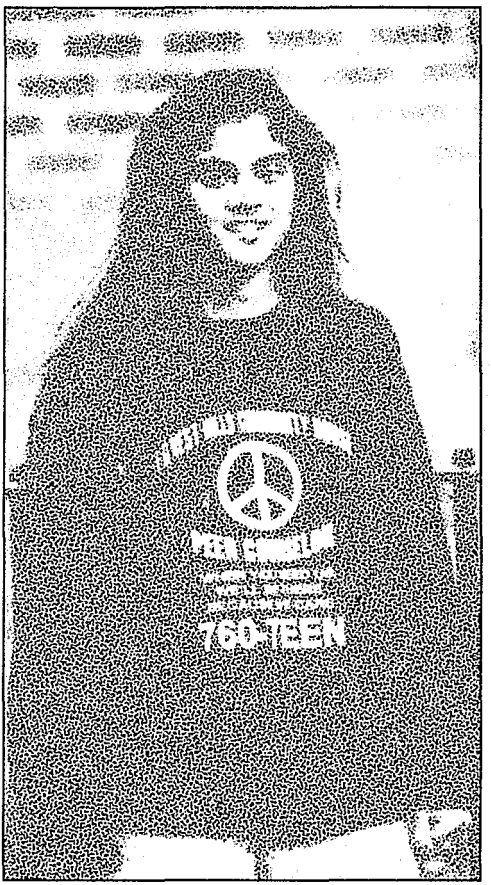
A: Your transportation concerns will depend on project sites, timing, and the ages of the participants. Before you commit to a project, be sure that there is an ironclad way for your volunteers to get there and back. Inquire about public transportation schedules as well as routes. You may need only to check on a late bus for after-school transportation, but it is important to be sure in advance. Non-drivers may need to be paired with drivers, or someone with a van or station wagon might volunteer to pick up and take home the participants. High school students can often drive themselves. Parents can be recruited to be project drivers. Sometimes school vehicles can be used, if project leaders ask the proper school authorities. A fund for transportation costs can be established so that no participant is left out.

Q: If anything goes wrong, can the adult be held liable or financially responsible?

A: This very important question does not have a simple answer. People acting in good faith and taking reasonable precautions have generally not encountered liability issues. Many groups and institutions have broad policies that insure all related activities. But escalating insurance premiums and lawsuits have plagued some types of volunteer groups. A patchwork of laws offers some protection, but these laws vary considerably among states, so it is imperative that you check carefully the situation in your own state. You could probably start with the State Attorney General's Office or with a major community volunteer group like United Way.

Many volunteer organizations have devised risk management and training programs to protect themselves. Some groups have created risk pools, while others have taken their chances without protection.

Federal legislation has been proposed to provide incentives for states to pass volunteer protection laws that include greater flexibility to define under what circumstances a volunteer is protected from certain lawsuits. Though passage of this legislation wouldn't guarantee full protection from volunteer liability, having uniform, comprehensive state laws could help define liability exposure and stabilize long-term insurance costs for volunteer groups.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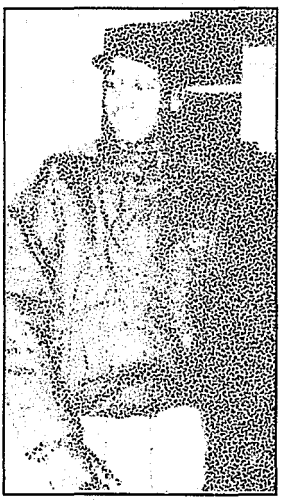

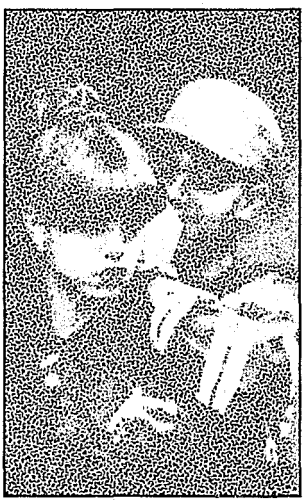

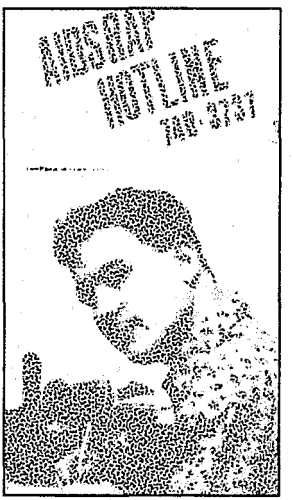
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SECTION 4: PROGRAM PROFILES

All-Star Teams

In response to a large number of alcohol-related highway fatalities, the Jefferson County Police Department in Colorado began a program that combined schools and the police department in a team effort to address the issues of drinking and driving and other drug use within the schools. Each participating high school has a team of 15 high school students, one faculty member, one administrator, and two police officers. The teens are recruited by their friends and are informed of scheduled meetings through school announcements. The All-Star teams meet regularly during the school year to plan activities that publicize their anti-drug message. The specific medium and message can vary from team to team.

The All-Star teams have two target audiences: high school peers and elementary school students. They plan events for their peers, such as an alcohol-free After-Prom Party, that emphasize a drug-free lifestyle. The teens and police officers also go to elementary and junior high schools to perform skits and assist in role-playing activities that show younger students how to react in situations where they are offered alcohol and other drugs. The presentations are largely planned and performed by the teens; the officers answer some of the more complex questions and make sure the program stays on track. Other adult team members provide supervision and ensure that everyone is working toward a common goal.

John Hunt, a police officer who participated on a team for five years, enjoyed his experience because the All-Star approach cast the police in a "good guy" role. Hunt feels that too often the only contact between high school students and police officers is when the kids are in trouble. Hunt views the team approach as a great opportunity to change misperceptions and to build good, healthy relationships between police and students. The same relationship-building

opportunity exists for the students and the school administrators. All-Star fosters a sense of teamwork, mutual respect, and fun.

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America's PRIDE

America's PRIDE strives to teach teenagers the dangers of drug abuse and the joys of drug-free living, and to provide them with leadership skills to enable them to pass along their knowledge to their peers and to their communities.

America's PRIDE members use musical theater to convey their drug-free message. Their performances include songs, dance routines, and rap numbers that teach a no-use message. In most teams, the teenagers are in charge. They schedule performances, arrange transportation, design logos, choreograph new dance numbers, and run rehearsals. The teams have been asked to perform at community centers, schools, police department functions, and other events.

Teams are trained by more experienced teams. There are currently 160 American's PRIDE teams across the country with over 10,000 kids actively participating. The national PRIDE headquarters are located in Atlanta, GA, the site of most of the training workshops that initiate new teams into the PRIDE network. Topics covered at training workshops include leadership skills, communication, self-esteem, and drug-specific information. Team members also learn songs, dances, raps, and skits during the one- or two-day training. They perform for the parents of the participants at the close of the training program. A trained team becomes a member of the PRIDE network and receives a quarterly newsletter, information about the annual conference, and fundraising tips.

While most of the teams are presently school-based, it is possible to organize a PRIDE team through a community group. There must be a sincere commitment, because the teams often give two or three performances a month and require considerable time to rehearse and to create new routines.

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Compadrazgo: The Intergenerational Alcoholism Prevention Project

Compadrazgo is an Hispanic term describing the bond between a godparent and a baptised child and his or her family. Because the term signifies reponsibility toward others, it has been adopted by the National Coalition for Hispanic Health and Human Services Organizations for a theater program that provides primary prevention, intervention, and education programs to Hispanic youth, their parents, and community members.

The theater or "teatro" approach dramatizes drug prevention in a way that is both educational and entertaining. The approach enables the audience to remember a story line or plot and then to educate other family members or friends about the dangers of alcohol and other drug use.

The script has two functions: to convey a prevention message to the audience and to serve as a learning tool for the participants. The script is sent to Hispanic communities with high incidence of drug and alcohol use. Adult and teen teatros at each site revise the script to reflect the personal experiences, concerns, and vocabulary of local teenagers. Teens perform the play and then discuss the issues with the audience.

Six community-based Compadrazgo organizations in Arizona, Connecticut, New Jersey, Texas, Utah, and Washington state have developed teen theaters to present the play to schools, community organizations, and parent groups.

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The COVE

What can a group of teenagers gathered in the basement of a building in New York be up to? In the Knox-Gates neighborhood of New York City, over 40 teens who are members of the Committee Organized with Visions of Excellence (COVE) use a basement donated by the building's landlord as a meeting place that serves as a safe zone. In this basement, neighborhood teens can enjoy an organized and safe environment.

The COVE was founded in 1987 to provide young people an alternative to the street corner. One paid adult member serves as an advisor; the activities are created, organized, and initiated by the teen members together with their non-member Teen Leadership Board. Activities include "dry discos," ice skating, roller skating, movies, athletic events, bowling, job referrals, a course on "survival" skills, peer counseling, and tutoring. When they need to raise funds, they hold bake sales or car washes.

To encourage other teens to take drug-free living seriously and to recruit more members, the teens invite non-COVE members to their events. The parties and other activities are announced to the community with fliers and phone calls, frequently drawing over 100 teens from the surrounding area. All COVE events are drug-free, and anyone who violates this rule is taken before the Teen Leadership Board that has the power to suspend members.

The COVE has received over $55,000 from foundations in New York to renovate the COVE's clubhouse, purchase materials and equipment, and pay the salary of one adult supervisor.

Since the COVE began in 1987, the Knox-Gates neighborhood has seen a decline in truancy, drug use, and school drop-outs. Constructive changes have included an increase in teen employment as well as a more positive teen image in the community. The COVE is expanding to include a pre-teen program that will be run with the guidance of four paid teenage COVE members. The program director, David McKenzie, explains that COVE teens are more responsible; they have a more positive image of themselves; and they are more conscious of themselves, their peers, their community, and their future.

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ELLA

Enrichment for Latinos Leading to Advancement (ELLA) takes an indirect but effective approach to reducing high-risk behavior among young Hispanic girls. The program, sponsored by the Illinois Youth Service Project Corporation, targets a minority population that is often overlooked by social service programming—ethnic girls in the 9th through 12th grades.

ELLA members receive counseling from Youth Service Project counselors who work out of the participating schools. These counselors may help the girls deal with daily problems, but their primary task is to assist with academic and career planning.

The second function of ELLA is to facilitate contact between participants and Hispanic women who have successfully created niches for themselves in non-traditional roles in the business world. The women come to school and speak to the members during a free period or a lunch period. They serve as role models for the program participants and encourage the students to pursue a college education or technical training.

The third goal of the program is to establish Investment Clubs at participating schools. Each club is given $200 at the beginning of the year and is charged with the task of increasing that amount. Most of the groups use the starter money to buy supplies or services, create a finished product, and sell it at a profit. ELLA Investment Clubs have produced T-shirts, decorative fans, trimmed straw hats, and school-oriented autograph books and scrapbooks. At the end of the year, the girls treat themselves to something enjoyable with their profits.

ELLA members can be involved in any or all of the program's activities. The meetings, held every two or three weeks, are run by the girls and attended by adult counselors. The counselors also sit in on Investment Club meetings, but act only as advisors. The students arrange speakers, schedule meetings, and plan the annual parents' night. This last activity shows the parents of ELLA members what their daughters are accomplishing and how the parents might become involved.

The ELLA program has successfully provided encouragement to high-risk Hispanic girls—encouragement to stay in school, set high achievement goals, and acquire tools to help realize goals.

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4-H CARES

Adult staff members suspected that young people involved in 4-H were not as knowledgeable as their non-4-H peers about drug use. A 1984 study confirmed this suspicion. In response, the 4-H CARES (Chemical Abuse Resistance Education Series) program was born.

4-H CARES targets children ages 7-9 through a primary and secondary prevention education curriculum that involves older teens as cross-age tutors and role models and includes parents and other adults in an interactive environment. Although the intent was to create a program for 4-H Clubs, 4-H CARES is adaptable to other youth groups as well.

The program consists of 10 one-hour lessons that can be presented monthly, bi-monthly, weekly, or over a weekend. It is important that the lessons be presented in the proper order, since they guide the youth through a process that teaches the concept of self before introducing information about peer pressure and decision-making. The curriculum covers personal uniqueness, communication, values, decision-making, friendship, and peer pressure.

In one activity the youth, teens, and parents split up into groups based on birth order. During guided discussions they explore the advantages and disadvantages of being the first, middle, or last child. This process emphasizes the timelessness of some issues and feelings and helps draw adults and youth together through common experiences.

The involvement of older children as role models and tutors is an important part of the program's philosophy. They serve as small-group discussion leaders, introduce topics for the lesson, raise issues with the younger students after video presentations, and help teach the curriculum.

The extent of teen involvement varies greatly from club to club. And even though teens don't always run the whole program, adult volunteer leaders feel that teen participation is essential.

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Friendly PEERsuasion

Friendly PEERsuasion is a two-part substance abuse prevention education program designed by and implemented through Girls, Inc., formerly the Girls' Club of America. Its purpose is to promote young people's knowledge and understanding of effective and appropriate life-management skills and to give them an understanding of how the use of harmful substances can affect their ability to apply those skills.

In the first part of the program, girls ages 11 to 14 learn why and how to avoid substance use; in the second part, those girls teach what they have learned to girls and boys ages 6 to 10.

The first phase, taught by an adult staff member, is a 14-hour curriculum that includes information on stress management, communication, decision-making and problem-solving, refusal skills, substance awareness, and leadership skills. The girls are also taught how to recognize and resist negative peer and social pressures, as well as how to identify and use available community health resources. The curriculum emphasizes group and individual participation that includes role-playing, lectures with group discussions, and specially designed activities and exercises. In one such activity, the girls place body parts on a cardboard model of a person to show the physical effects of certain drugs. If they are learning about cocaine, for example, they place a runny nose on the model.

In the second phase, these 11-14 year old PEERsuaders prepare and present a similar but shorter curriculum to boys and girls ages 6 to 10, called PEERsuade-Me's. During this phase of the program, the girls are minimally supervised by an adult leader and are responsible for creating and implementing their own lesson plans. This process serves two purposes: it reinforces lessons learned by the older girls, and it provides accurate information to younger kids through an age group they want to emulate.

The Friendly PEERsuasion program is currently funded by the Office for Substance Abuse Prevention, U.S. Department of Health and Human Services. Girls, Inc., plans that the program will eventually be implemented in each of the 240 clubs nationwide.

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HOTLINE Cares

In 1978, a 14-year old East Harlem (NY) boy with a drug problem reached out for help from drug rehabilitation facilities but was denied assistance because of his age. On the following day, he died of a drug overdose.

As a result of that tragedy, 15 teens in the Harlem community set up a program to provide services to teens in need. They

formed HOTLINE Cares, a bilingual (Spanish and English) crisis intervention and counseling program that provides immediate assistance to people of all ages, especially adolescents. Goals of the hotline include the young counselors; HOTLINE seeks to encourage personal development through community involvement, to help young people take control of their lives, and to prevent drug use by providing positive alternatives.

HOTLINE Cares serves its clients both by telephone and through one-on-one counseling sessions. The service also offers information about the link between drug use and AIDS and provides referrals for those who need professional or medical help. The teen volunteers make presentations to schools and other community service groups.

Most of the HOTLINE adult volunteers were the founding teens in 1978, providing a positive example of continuing community involvement. The counseling work is the responsibility of the teens; adults are in charge of program supervision, general administrative duties, and the mandatory volunteer training. In training sessions, teens learn telephone procedures, information-gathering techniques, and appropriate responses to emergency calls. Training is an ongoing process that includes workshops for job skills training.

The volunteers have also made a commitment to be drug-free. If teens violate this commitment, they are referred to a treatment center. Adult violators are removed from the program.

Funding for the project comes from New York City's Department of Youth Services, private foundations, and government grants. The funds cover small salaries, occasional trips (such as camping), administrative costs, posters, and training seminars and workshops.

Rosita Turner, a teenage volunteer, wishes there were more services like HOTLINE Cares. "It makes me feel great to know I'm helping someone get his life together," she explains.

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Kids Talking to Kids

With a grant from the New York State Division of Criminal Justice Services, the Gateway Community Restoration project initiated the Kids Talking to Kids program in 1987. The program subscribes to the theory that young people are the best

teachers of issues that concern young people. Students from junior and senior high school teach fourth through eighth grade students about substance abuse.

The program has two goals. First, elementary school students are introduced to drug use prevention by an older student who serves as a role model. Second, peer leaders gain self-confidence and self-esteem by teaching others and reinforce their personal commitment to remain drug free.

The teenage teachers, under the general supervision of adults, receive 20 to 30 hours of training in drug use prevention, positive peer pressure, pharmacology, communication skills, and self-esteem. Professional counselors conduct part of the training at a community college on two Saturdays. The rest of the training is provided after school. After teens complete the training, they are prepared to teach other kids. There are two teen leaders for each elementary school class.

When the teens meet with the class, the agenda includes discussion about substance use, role-playing, skits, and an occasional puppet show. Although the focus is generally on drug use prevention, leaders often choose themes such as peer pressure or self-esteem. They use handouts that ask the kids to list ways in which they feel they are important or things about themselves that make them proud. Younger students' questions often focus on life in the junior high schools. The peer leaders are generally popular, active students; they serve as positive role models.

Some discussions are held after school, but scheduling can present problems with transportation, parental and school permission, and chaperoning. School administrators have preferred in-class sessions with a teacher present, although in some schools the teacher will leave the room to allow students to talk more freely.

The program's budget covers salaries for the adult trainers, costs associated with transportation, rentals (e.g., meeting rooms), and T-shirts and awards for peer leaders.

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The Leadership Project

The Leadership Project, a program of Project Adventure, Inc. promotes healthy adult-teen partnerships as a vehicle for

preventing adolescent substance abuse. At the heart of this approach is a community's Project Team. Each team has 20 to 30 members—a mix of adolescents, police, teachers, community leaders, and other concerned citizens working together to help their communities address substance use problems in a positive way.

The Project Teams develop, augment or support a variety of community and school activities. These activities and programs are designed to address conditions identified during a needs assessment as contributing to alcohol and other drug use by local teens. They sponsor popular "Dialogue Nights," discussions facilitated by teenagers with adult assistance to help adolescents and adults work through some tough communication problems by talking out the reasons that communication on a particular subject is difficult. An interesting rule for Dialogue Nights is that parents and their children cannot be in the same small group.

The Project Teams also make presentations about teen issues to police departments, civic groups, religious gatherings, and school groups. Usually, two-thirds of the presentation is given by the teens themselves. Parents and educators receive guidance and support from the adult team members during an eight-week program designed to assist them in their roles of developing capable young people. Middle and high school students are assisted by their peers and adults through a variety of programs that range from discussion groups about primary drug prevention to support groups for teens coming out of treatment programs. Teenaged Project Team members assist elementary school teachers in providing alcohol and other drug educaiton and educators are trained to incorporate adventure education into their curricula to enhance cooperation among students. The teams also sponsor an annual "Link Up," a campaign and rally which celebrates all of the community and schools' positive efforts aimed at young people.

In 1990, The Leadership Project was recognized as one of ten Exemplary Prevention Programs by the federal Office for Substance Abuse Prevention, the National Prevention Network, and the National Association of State Alcohol and Drug Abuse Directors. The Leadership Project provides training and consultation services to communities who are interested in initiating or expanding a comprehensive community-wide prevention program.

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Massachusetts Peer Leadership Council

Massachusetts has an active peer leadership network that encourages prevention of alcohol and other drug use. Four thousand young people are currently active; 10,000 teens have been trained as peer leaders since 1984. Local programs are overseen at the regional level, and attendance at the statewide Youth Conference is drawn from the regions.

In 1987, Masssachusetts teens decided they needed a statewide Peer Leadership Council to represent their needs to the state legislature. This 32-member council is composed of four teens from each of eight regions who are elected at the annual Youth Conference and meet monthly. Each Council member is responsible for several schools in his region, meets with members of individual programs, and reports program activities to the Council. Individual prevention program efforts are publicized in bulletins distributed every two months through the network.

Teenagers on the Council do much more than keep track of local and regional peer-run prevention program activities. One of their primary responsibilities is to advocate peer programs in the state. A professional advocate conducts a workshop for the teens to help take the cause of drug prevention to state Representatives and Senators. The Council has organized a day-long Peerfest for peer leaders from across the state that celebrates the accomplishments of peer programs that promote drug-free living. It also offers peer leaders a forum to air suggestions and plans.

Assuming responsibility for organizing conferences for peer leaders from all over the state involves substantial energy, the ability to prioritize, and considerable patience. Council members make all of the arrangements themselves: they line up speakers, workshop presenters, transportation, and accommodations.

The Council has written a manual outlining how to start a peer leadership program. Copies are available from the Governor's Alliance Against Drugs.

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Natural Helpers Program

Since 1983, the Natural Helpers Program has been selecting and training high school students who have demonstrated leadership in Hampton City, VA, to positively influence their classmates and younger children in the city. Natural Helpers receive at least 36 hours of training in leadership, communication, and interpersonal skills.

The Natural Helpers Program is composed of four sub-programs. The New Student System is a buddy system program for transfer students in the school. New students are usually anxious to be accepted by other students, and the Natural Helpers act as drug-free role models, showing the new students around to help them adjust to their new environment. In the Peer Partner Program, Natural Helpers are paired with high-risk ninth graders who have problems adjusting to high school.

The Elementary Project selects Natural Helpers who have received additional training to help elementary school students prepare for middle school. The Helpers, who are responsible for designing their own programs, use skits, group discussions, and role-playing to teach younger kids to resist peer pressure and make healthy decisions.

In the fourth sub-program, Adopt-A-Class, the Natural Helpers visit classes of students with learning disabilities to boost the students' self-esteem and improve their coping skills.

Natural Helpers have also been involved in crisis situations in schools. For example, when a high school student died in an automobile accident, Natural Helpers were called in to provide emotional support.

Natural Helpers have appeared on television and radio talk shows, served on panels, participated in media campaigns, given presentations to the public, performed in a March Against Drugs, and assisted in the Mayor's Drug Day.

The Natural Helpers Program is funded as a prevention activity of Alternatives, Inc., and by the City of Hampton. Funds cover expenses for half of the coordinator's salary and for printed materials.

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Operation Snowball

A Snowball is a weekend event that is organized with an equal partnership of teens and adults. The goal is to provide teenagers and adults with drug prevention information in an environment where they can get to know themselves and each other.

Operation Snowball has lived up to its name. Since 1979, it has snowballed into more than 90 chapters throughout Illinois and other midwestern states. It is an outgrowth of the Illinois Teen Institute's (ITI) week-long summer program on substance use. A few teenagers returning from an ITI summer session decided that the week's program should be incorporated into a weekend in their community and thus be available more frequently to more kids. These teens garnered support and commitment from adults in the community and began the first Snowball chapter.

Three factors make Snowball successful. First is the teen-adult partnership. People involved in Snowball know that for their efforts to be successful, they must be able to rely on each other. All participants must abide by the same rules during the weekend. In addition to a restriction against alcohol and illegal drugs, all prescription drugs must be turned over to the nurse who will dispense them as needed. Car keys are turned in; everyone is committed for the duration.

The second important factor is the ability of teens to positively influence their peers. The teen staff members play important roles in all aspects of the weekend, including running the small group sessions held after every presentation.

The small group approach is the third success factor. Generally, the small groups are facilitated by one teen staff member and one adult staff member. Presentations include drug use prevention, self-esteem, spirituality, and communication. After each presentation, the participants meet in small groups chosen for maximum diversity. The same people meet in each small group for the duration of the Snowball. In the words of one trainer, participants get "to take off their masks and really get to know each other."

Snowball chapters must provide at least two activities a year. Miniworkshops are held on a variety of topics. Snow Events are planned for younger children; Snowflakes are for junior high school students; Snowflurries involve fifth and sixth graders; Snowcaps are sessions for advanced teen leaders; and Snowmakers are for adult leaders.

The Illinois Alcoholism and Drug Dependence Association helps to provide training for new chapters and keeps in touch with established chapters through its newsletter. In Cook

County, technical assistance and training are provided by the Cook County Sheriff Youth Services Department. Chapters share ideas for getting started and for planning events, as well as information on the best camps, speakers, and games for their events.

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Project Graduation

In 1984, 83% of the deaths of young people between the ages of 16 and 24 in St. Mary's County, MD, were related to the use of alcohol and other drugs. High school graduation was the most common time of death. Because of this high correlation between drug use and the death rate, the county school system implemented a program that it hoped would reduce the problem.

Project Graduation is a national program that began in 1980 in Maine as a result of 18 tragic, drug-related deaths during the graduation season. Project Graduation has become the generic term for any chemical-free graduation party that celebrates safety, and examples of the program can now be found nationwide. Project Graduation is sponsored by the National Highway Traffic Safety Administration of the U.S. Department of Transportation.

In St. Mary's County, Project Graduation is partially funded by fines from people arrested for substance abuse crimes. It features a large alcohol- and drug-free graduation party every year for high school seniors. Students representing a full socio-economic range are in charge of planning and publicity. All participating teens sign contracts agreeing not to partake of any illegal substance during graduation festivities. If a student breaks the contract, he or she can be arrested and prosecuted.

Students, who work with the school administrator, a state trooper, and a project coordinator, are required to attend training sessions about problems associated with the use of alcohol and other drugs. They can then train their peers. The committee budget covers renting a facility, purchasing film and videos, and buying other party necessities such as snacks and refreshments.

The St. Mary's County graduation festivities have included bowling, swimming, and dancing. Officers from the Maryland State Police, serve as chaperones, which creates positive rapport between students and law enforcement officers.

In other cities, Project Graduation has involved a large number of students by assigning them to committees in charge of entertainment, food, decorating, fundraising, prizes, tickets, and clean-up. Parties have been held at local YMCA or YWCA facilities, city parks, a country club, and an airplane hangar. In many communities, Project Graduation parties have become a legacy, with secrets for party ideas passed down from one class to the next.

Project Graduation is now in every state to some degree and is a major activity for local chapters of such organizations as Mothers Against Drunk Driving, Students Against Driving Drunk, the National Association of Broadcasters and the National PTA.

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REACH America

REACH (Responsible Educated Adolescents Can Help) America is a two-day training seminar that teaches about the health effects of tobacco, alcohol, marijuana, cocaine, and other drugs. Young people also learn about chemical dependence, how families are affected by drug use, the drug culture, drugs and crime, and other dangers of drug use. They learn how to answer questions about drugs, and how to present lectures, demonstrations, and skits to younger students.

This program is a "domino" activity. Youth trainers are responsible for providing leadership training to thousands of drug-free teens each year. The trainees are, in turn, responsible for returning to their schools or communities and initiating a drug-free activity or program. The youth trainers must be at least 22 years old and must be good role models for the teenagers. There is also one adult volunteer for every 10 teenagers, who is expected to remain involved with the teens' efforts as they return home and organize their own drug-free events.

It is estimated that 30,000 adolescents have been actively involved in REACH clubs and from 100,000 to 300,000 people have received some benefit from the program.

Events sponsored by REACH America can vary from group to group. Clubs may sponsor an educational activity in the junior high schools or elementary schools in their districts, using a peer-leadership approach to provide younger students with facts about drug use. Clubs have held a community-wide drug-free awareness day, complete with entertainment and educational workshops.

Organizations have shared the cost of training by sending teens and adults from several participating groups. Some clubs choose names other than REACH America, but they always keep the values and philosophy of the program incorporated into their activities. The training motivates them to make a positive difference in their own communities. In the words of REACH official Steve Avery: "If there is going to be a solution to our problems, it has to come from a change in the attitudes of our young people."

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The Scott Newman Center

The Scott Newman Center has created a public service announcement (PSA) program in which high school students produce their own ads to educate viewers about the use of alcohol and other drugs. The program began in 27 California high schools in 1986 and has spread to more than 200 high schools in other states.

The program takes the form of a contest requiring teams of two to four high school students to create their own 27-second ad. Cash prizes or savings bonds are awarded to state-level winners, and the national winning team members have their PSA produced professionally and distributed to cable and national network television stations.

The Scott Newman Center hopes to accomplish three goals: increase student awareness levels about drug use; develop student ability to critically analyze the techniques and influencing factors used in advertising; and give students a clearer understanding of media influences in their lives. Mastery of these skills leads to a better understanding of how to resist negative peer pressure and societal pressures.

The program includes a teacher's manual and an hour-long videotape, both of which outline required and suggested

procedures, rules, and advertising ideas. Additionally, the Center will schedule workshops in participating states with participating high schools to review the material with all the advisors.

The format allows teachers to tailor the program to their own schedules, presenting one lesson every day, every week, or every two weeks. The PSA program can be incorporated into the class curriculum, or it can be an extracurricular activity.

In four 45-minute lessons, the students learn about the elements and styles of presentations found in advertising, techniques for research and brainstorming, methods of selecting the target audience, and approaches to creating the storyboard. Participants are also given detailed handouts and a list of organizations that can provide free materials to supplement those given by the Center.

In 1988-89, there were over 1,000 entries involving 2,000 to 4,500 high school students who learned about the power of the media to send the message that no one should use alcohol or other drugs.

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SMART Moves

The Boys' and Girls' Clubs (formerly the Boys' Clubs) of America developed the SMART Moves Program—Skills Mastery and Resistance Training—to respond to three major concerns: drug use, alcohol use, and teenage pregnancy. This primary prevention program teaches young people how to improve resistance skills, develop "life skills" for decision-making, and cope with stress. The program also provides accurate drug information, strives to improve communication between parents and their children, and promotes community awareness and involvement.

The SMART Moves program uses a variety of resources to accomplish its goals: an implementation guide; an in-service training program called Be SMART; a bibliography of resources and suggestions for club- and community-wide events called SMART Ideas; and the "Start SMART, Stay SMART, Keep SMART" curriculum. Start SMART targets 10 to 12 year olds; Stay SMART is written for 13 to 15 year olds; and Keep SMART is for parents

and guardians. Start SMART includes sessions on friendship and the onset of puberty. Stay SMART provides information on resistance skills, stress reduction, assertiveness training, life planning, and specific drug facts.

One key to success is involvement of teenagers slightly older than the target group. These peer leaders conceptualize, plan, coordinate, and implement the programs. Positive role models for the younger club members, they are required to complete the Stay SMART program. They are part of a prevention team including club staff, parents, and community representatives. Team duties often go beyond planning and presenting the lessons. At a club in Houston, TX, they also check up on participants monthly to make sure they are doing all right outside of the club atmosphere.

Keep SMART educates parents on issues facing their children. It can be conducted in four two-hour sessions, or in a lunch-hour seminar for parents at their offices. In Milwaukee, Wisconsin, the parents could not meet together at work or through the club, so they went away to a camp for a weekend. That get-together has since developed into an annual parent-child event.

The national program was initially funded by a grant from the U.S. Department of Health and Human Services. Currently, corporate and foundation money supports the national program. Additional funds have come from community events.

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Students and Senior Citizens Awareness Project

Students and Senior Citizens Awareness Project is the brainchild of teens at the Phyllis Wheatley Community Center who had been involved in educating younger children about the dangers of alcohol and other drug abuse via the South Carolina Commission on Alcohol and Drug Abuse. These teens realized that alcohol and other drug abuse could equally harm their grandparents and other elders, many of whom have high blood pressure and other serious medical conditions.

These teens sought a grant of $1,500 from Teens as Resources Against Drugs, a program of the National Crime Prevention Council funded by the Bureau of Justice Assistance

(Office of Justice Programs, U.S. Department of Justice). That grant provided information and materials for their presentations to elders.

The young people researched the question of drug misuse by the elderly and the issue of how alcohol affects older people, especially those who are taking medications. Local librarians, the County Drug and Alcohol Commission, and local pharmacists helped.

Rehearsals before church groups prepared the young people for their first official appearances in the Spring of 1990 before older residents of public housing projects in the Greenville area. The topics covered included interaction of alcohol and other drugs, dangers of combining prescriptions without medical supervision, and need for safe storage of medications.

Why work with the elderly on drug abuse prevention? One young participant summed it up: "It touches the heart of older people and without them, we wouldn't be here. We care about them."

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SODA

Juniors and seniors in high schools in central Virginia are seizing opportunities to serve as positive role models for younger students in their communities. In five different school districts, high school students are counselors and teachers for sixth and seventh grade students over a period of ten weeks. These students are part of SODA—Students Organized for Developing Attitudes. They teach self-awareness and self-esteem; cooperation and friendship; peer pressure resistance skills; facts about alcohol and other drugs; trust-building, decision-making and goal-setting skills; and sharing positive feelings and thoughts about other people.

Created in the early 1970s in Waynesboro, VA, SODA was modeled after a similar program in Arizona. High school students, called partners, are recruited through school-wide efforts. They must be nominated by at least one teacher, have two letters of endorsement by other teachers, and then be selected by a committee of faculty and current SODA partners. Each student completes a 30-hour training program, scheduled over two weekends, which is conducted by Community Services (a central Virginia organization).

Classroom sessions, held once a week, feature a curriculum previously established by the school system. The high school students usually befriend and teach five or six younger students, who view the older students as positive role models. The adults hold supervisory positions: they observe, keep sessions running smoothly, and critique the teenagers' accomplishments. Central Virginia Community Services funds the program; the participating schools cover the cost for materials.

SODA helps older students develop leadership and communication skills and makes them aware of personal values and decisions. It increases awareness about drug use within a community, and it strengthens ties among family, friends, and younger kids. SODA has been recognized by the National Association of State Alcohol and Drug Abuse Directors as one of Twenty Exemplary Programs and by the Southeast Regional Center for Drug-Free Schools and Communities.

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Take Back the Park

Where parks are the only outdoor areas available to residents, an unsafe or unsavory park can have a negative effect on the health of a community. In midtown Manhattan, drug dealers and prostitutes were so active in parks that residents were afraid to enter. A group of teenagers organized themselves with the help of residents and agencies and implemented the first Take Back the Park.

The teens planned social, recreational, and educational events during a six-week period over the summer to attract community members back into the parks. Take Back the Parks created a safe and positive atmosphere that drove the drug dealers and prostitutes away. Additionally, neighborhood kids became involved in organized activities, significantly decreasing the chance that they would become involved with alcohol or other drugs.

Take Back the Park requires extensive planning and organizing as well as substantial commitments of time from teen staff and volunteers. Members of Youth Force, the organizing group, range in age from 12 to 19. The group is a

division of the Citizens' Committee for New York City, Inc. (CCNYC), which trains participants in networking, outreach, and community organizing. Essential agencies, such as the police department, parks department, the Community Board, local youth programs, neighborhood block and tenant associations, and residents are all invited to participate. The program is funded through the city's Summer Youth Employment Program and other sources. CCNYC received funding through the National Crime Prevention Council from the Bureau of Justice Assistance, U.S. Department of Justice to take part in the Teens as Resources Against Drugs program, which sponsored a series of short-term teen-led projects, including a part of Take Back the Park.

The Youth Force teenagers, representatives from community agencies, and neighborhood residents meet monthly from February to June to organize the summer's program. Youth Force also encourages the community to carry on the program each summer after the Force has moved on to mobilize another community.

Community surveys help determine what would be most effective for attracting crowds. Programs include movies, dance concerts, music concerts, sports, and discussions. Events are well-publicized with fliers and posters, and Youth Force volunteers go directly to the neighborhoods each day to tell kids what is planned.

Take Back the Park, begun by teenagers primarily for the benefit of teens, has built community cohesion, decreased the costs of park maintenance and law enforcement, and yielded cleaner parks.

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Teens Against Drugs and Alcohol

In September 1988 one junior high school girl had a bright idea. That idea—using original puppets and skits to educate elementary school students against alcohol and other drugs. By mid-1990, TADA had grown to two troupes of youthful performers—puppeteers, "speakers" (who introduce skits and address the audience), and sound and light crews.

TADA currently performs seven to ten times per month, and has reached more than 8,000 children in the Evansville, Indiana, area. The TADA Board includes teens and parents, but teens are responsible for putting on the show, creating the skits, and helping to arrange performances. Parent sponsors provide some help with transportation and sewing, along with technical support for stagecraft.

The troupe has been enthusiastically received by young people in all elementary age groups. First through third graders, as one young puppeteer observed, "get into it," enjoying the performance itself while getting its anti-drug messages. Fourth through sixth graders are young enough to enjoy the show but old enough to ask questions and take part in post-performance conversations. TADA has resisted the temptation to venture into other areas such as child abuse prevention, sticking to a focused project that the young performers, who are almost all in junior high school, can deliver to a large number of young audiences. TADA has performed for church groups, clubs, and classroom audiences as well as for school assemblies.

TADA started with little money, but it has benefitted from grants from Youth Resources of Southwestern Indiana, under both the Youth as Resources initiative of the National Crime Prevention Council and the Teens as Resources Against Drugs program created by the National Crime Prevention Council with support from the federal Bureau of Justice Assistance.

A TADA teen explains why they see their work as so important: "If we can help one kid stop doing drugs, it's worth it, because stopping them is just like saving their lives."

And what happened to that young lady with the idea? Holly Thomas is now in high school and comes back occasionally to lend a hand. But TADA has continued, the puppets, skits, music, and responsibility handed down to incoming junior high students.

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The Teen Advisor Program

The Teen Advisor Program, created by a professional who worked in the juvenile court system, combines two goals: preventing middle school students from engaging in self-destructive behavior such as using alcohol and other drugs,

and tapping into the often-overlooked resource of the teenage population.

High school volunteers are recruited and trained to work in teams and to adopt a middle school health class for the duration of the year, meeting with the class bi-weekly. The older students must commit to live drug-free lives, to attend all training sessions, and to be prepared for all class programs. These students, a mix of former drug users and young people who have never used drugs, become positive role models for their middle school classes as well as their peers.

Small group discussions are important to ensure that younger kids receive close attention and develop bonds with their teen leaders. The information and insight offered in the lessons are presented in such a way that the young students can easily grasp the message.

The Teen Advisors have an opportunity to learn about themselves by sharing their ideas and values with younger students. They develop a support system within their peer group where they are valued and validated. They learn about leadership and responsibility, and they enjoy the respect of their students.

The program is adaptable to many situations. It offers a curriculum manual and training. The training, provided by the authors of the program, provides a thorough explanation of the program materials and of a variety of retreat/training exercises for those wishing to organize a leadership retreat. It is suggested that several schools coordinate a training session to defray costs. The program administrators are willing to consult by telephone with people who cannot arrange a training session.

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Texas' Youth in Action Leadership Conference

In 1984, Texans' War on Drugs organized the first Youth Leadership conference to train junior and senior high young people in communities to prevent the use of alcohol and other drugs. The conference, now an annual affair offered in four locations around the state during the summer, features workshops, nationally recognized speakers and representatives from other youth drug prevention groups throughout Texas.

In 1990, the conference served 3,000 young people, adults, and sponsors who are notified about the conference through brochures mailed to each school in Texas. Each participating school can send up to six teens and two adults. At the four-day conference, teens are taught to organize youth groups in their school or communities, as well as goal-setting, refusal, leadership, personal growth, and decision-making skills. Adults learn to clarify their roles in drug prevention, to develop supervisory skills, and to accomplish the goal of having a drug-free model school. All training is based on a clear no-use philosophy.

Each participant is charged a $100.00 registration fee that includes accommodations, food and materials. Most schools sponsor their participants through "Drug-Free Schools" federal funds. Students with financial need may apply to Texans' War on Drugs for scholarships.

To ensure high quality conferences, participants, adults and staffers evaluate the sessions and speakers and make recommendations for changes and improvements in the next year's conference.

The conference provides drug-free activities that teens can enjoy during the conference, as well as ideas that can be taken home and presented to kids in their own schools. The participants form friendships within a network of people who support and encourage their commitment to be drug-free, and they rely on skills they acquire to help them spread the drug-free message throughout Texas.

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Youth as Resources

In four U.S. cities—Evansville, Fort Wayne, and Indianapolis, Indiana and Boston, Massachusetts—young students are actively involved in drug prevention and other projects they have designed to meet local needs. The program includes a wide range of students, from former dropouts to Honor Society members, from nonjoiners to class leaders, from students in elementary schools to those in high schools. They take the lead in all the projects and activities, with assistance from an advisory board of adults and students.

In each of the four cities, a board representative of a broad spectrum of community leaders concerned with young people, as well as young people themselves, heads up the program. The boards solicit grant proposals, screen and vote on the grants, monitor the grantees' projects, and provide praise and recognition to project participants.

In Boston, young Haitian teens organized a Health Fair to distribute literature on the link between intravenous drug use and Acquired Immune Deficiency Syndrome (AIDS). The teens were then asked to present a program on local radio and television stations about this serious issue. In addition to this and other drug prevention activities, Boston teens have tackled community-building projects such as playground construction, establishing a women's shelter, and cleaning up one of the city's parks. The Boston program, called Teens as Community Resources, is funded by the Boston Foundation.

In Indiana, teens have built houses for older people and befriended youngsters who are residing in a shelter for battered spouses. They built playgrounds for day care centers and presented an orginal play on teen parenthood to pre-adolescents. Teens have helped inner city kids prepare for summer camp, assisted senior citizens with chores and clean-ups, and taught young children drug prevention. The Indiana programs are funded by the Lilly Endowment and other sources.

Teens in the Youth as Resources program have addressed a wide variety of societal problems, such as AIDS, the homeless, teen pregnancy, and teen academic achievement as well as problems with alcohol and other drugs. Participants contribute to the vitality and improvement of their neighborhoods and schools through meaningful community service.

According to one of the adult members of the Evansville Board, "The kids who have been involved have benefitted the most. They've developed and implemented the programs, served other people, and felt joy for their efforts. They know they have done something worthwhile."

Youth as Resources is a program designed and administered by the National Crime Prevention Council.

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Youth Perspective

About every four months, a new issue of *Youth Perspective* is published and circulated in Washington, D.C. The 12- to 16-page paper has the usual assortment of editorials, articles, interviews, and photos, but *Youth Perspective* is different from other newsletters. It is student-run, and it is bilingual.

The idea for the paper came from a student-run publication called *New York Connections*. The Latin American Youth Center in Washington adapted the idea to fit their Hispanic population by adding Spanish so that everything was written in both languages. Teens are responsible for the translation.

The young people who volunteer on the paper are among the 3,000 who frequently drop in to the Youth Center. Since its first edition in 1986, the paper's reputation as a fun, educational experience has encouraged kids to become and remain involved.

The teens, who range in age from 15 to 19, work on every stage of production except printing. A computer was recently added to the Center to teach teens how to prepare the layout. With the supervision of just one adult who serves as editor, the teens plan meetings, brainstorm ideas for the theme, assign themselves tasks, conduct interviews, research and write the articles, and take the photographs. They also evaluate their work and discuss ways to improve the next edition. They write on matters that are of concern to the community, and the articles are not limited to youth issues. Teens from other neighborhood clubs have also contributed articles on themes such as family relations, adolescent pregnancy, and drug and alcohol use.

Youth Center's deputy director Lori Kaplan feels that it is essential that there is as much emphasis on the process as on the product. Local professionals come to the Center to lead seminars on writing, interviewing, and photography. The teens learn as much about responsibility and cooperation as they do about the technical business of putting out a newspaper.

As many as 4,000 free copies of *Youth Perspective* are distributed to neighborhood stores, social agencies, and junior and senior high schools. Currently, funds to cover production costs come from private resources and from a grant by the District of Columbia Department of Recreation.

Contact: Lori Kaplan
Executive Director, Latin American Youth Center
3045 15th St., N.W.
Washington, D. 20009
(202) 483-1140

These profiles are a sampling—not an exhaustive list—of the drug prevention programs that engage teens as responsible partners in their communities' campaigns against drugs and crime. They were selected to represent a range of activities and sponsors, as well as a range of roles for youth.

Please remember in contacting these groups that most of them do not have substantial resources to provide copies of materials or various forms of training and technical assistance.

Though NCPC believes that these programs are good examples of their genre, we have not independently evaluated them. The descriptions should not be construed as endorsements.

SECTION 5: RESOURCES

TOLL-FREE SOURCES OF HELP

1-800-COCAINE (Cocaine Hot Line)
Fair Oaks Hospital
Summit, NJ 07901

Responds to emergency calls about cocaine use.

1-800-666-3332
Data Center and Clearinghouse for Drugs and Crime
Bureau of Justice Statistics
1600 Research Blvd.
Rockville, MD 20850

A central source of data on drugs and crime from federal, state, and local agencies as well as from the private sector.

1-800-851-3420 for general criminal justice information
1-800-732-3277 for criminal justice statistics
National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20850

Provides free, up-to-date data and statistics on crime and drug-related crime. Maintains the largest criminal justice system library in the world.

1-800-688-4252
Bureau of Justice Assistance (BJA) Clearinghouse
Box 6000
Rockville, MD 20850

Provides information and publications on BJA funded crime and drug programs including formula grants, technical assistance, training and demonstration projects.

1-800-638-8736
Juvenile Justice Clearinghouse
NCJRS
Box 6000
Rockville, MD 20850

Clearinghouse of programs and practices for juvenile justice professionals. Collects program descriptions, project reports, research studies and evaluations and maintains information in a computerized database with online search and retrieval capabilities. Covers many subjects on prevention and treatment.

1-800-662-HELP
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20857

Responds to emergency calls about substance abuse.

1-800-843-4971
National Institute on Drug Abuse Workplace Helpline
Rockville, MD 20857

Provides free guidance on developing workplace substance abuse policies.

1-800-NCA-CALL
National Council on Alcoholism
New York, NY 10010

Responds to emergency calls about alcoholism, other drug addictions, and related problems.

GENERAL RESOURCES

AAA Foundation for Traffic Safety
12600 Fair Lakes Circle
Fairfax, VA 22033-4900
703-222-4104

Provides materials, books, films and curricula on traffic safety and problems of drug and alcohol abuse while driving. Materials are designed for elementary through high school ages.

The Alcohol & Drug Problems Association of North America
1400 R Street, NW, Suite 1275
Washington, DC 20005
202-289-6755

Addressses the problem of addiction and its consequences on the physical and social health of the nation. Serves as a policy advocate; provides training and information; provides a forum and opportunity for professionals to improve the quality of treatment and prevention services.

American Council for Drug Education
204 Monroe Street, Suite 110
Rockville, MD 20850
301-294-0600

Writes and publishes drug education materials; reviews scientific findings; develops educational media campaigns.

American Council on Alcoholism, Inc.
Council Headquarters
502 Cambell Blvd.
Suite H
Baltimore, MD 21236
301-931-9393

Coalition of local, state and national groups working to end alcohol abuse and alcoholism. Emphasizes education, prevention, early diagnosis and rehabilitation.

Association of Junior Leagues, Inc.
660 First Ave.
New York, NY 10016
212-683-1515

Headquarters for local educational and charitable organizations that promote volunteerism, participation in community affairs, and training community leaders. Develops service projects and advocacy efforts to address issues such as juvenile justice, mental-health counseling, parenting and substance abuse. Sponsors the Woman-To-Woman project providing public awareness materials about women and alcohol abuse.

Chemical People Project
WQED-TV
1615 Penn Ave.
Pittsburgh, PA 15222
1-412-391-0900

National coalition that supplies drug information in the form of tapes, literature, and seminars. Address inquiries to The Public Television Outreach Alliance, % WQED.

Committees of Correspondence
57 Conant St., Room 113
Danvers, MA 01923
508-774-2641

A non-profit, non-funded organization that publishes pamphlets and a quarterly "Drug Awareness" newsletter, written on specific subjects relating to drug abuse issues.

Demand Reduction Section
Drug Enforcement Administration
U.S. Dept. of Justice
600 Lincoln Place
Room E1 200
Crystal City, VA 22202
703-307-7002

Nineteen regional Demand Reduction Coordinators and headquarters office provide information on Federal Narcotics and Dangerous Drug Laws and disseminate DEA public information, including the Explorers' Program and sports drug awareness program.

Entertainment Industries Council, Inc.
1760 Reston Parkway, Suite 415
Reston, VA 22090
703-481-1414

Brings the influence of people in the entertainment world to bear on the problems of alcohol and other drug use, primarily among the nation's youth. Produces audio and audiovisual materials; publishes quarterly newsletter; maintains celebrity speakers bureau; sells "Stop the Madness," an anti-drug use rock video.

Research/Drug Demand Reduction Unit
Federal Bureau of Investigation
Room 7350
9th and Pennsylvania, NW
Washington, DC 20535
202-324-5611

Fifty-eight Drug Demand Reduction Coordinators assist communities, schools, and workplaces in drug prevention and education efforts.

Institute on Black Chemical Abuse
2616 Nicollet Ave., South
Minneapolis, MN 55408
612-871-7878

Assessment and referral organization providing outpatient care, after-care, family counseling, evening support groups, and an annual training session.

National Asian Pacific American Families
Against Substance Abuse
6303 Friendship Court
Bethesda, MD 20817
301-530-0945

Coalition of 40 social service agencies serving Asian Pacific Americans in the areas of mental health and drug abuse. Developing a drug prevention curriculum for use with high-risk Asian Pacific youth.

National Association of State Alcohol and Drug Abuse Directors (NASADAD)
National Prevention Network (NPN)
444 N. Capitol St., NW, Suite 642
Washington, DC 20001
202-783-6868

Membership association of directors of state-level substance abuse agencies, provides information on Treatment Alternatives to Street Crime (TASC). NASADAD members are the points of contact for treatment services in each state. NPN members are state points of contact for prevention services.

National Clearinghouse for Alcohol and Drug Information
(NCADI)
P.O. Box 2345
Rockville, MD 20852
301-468-2600

Distributes wide range of free alcohol and drug information materials, serving ths Office of Substance Abuse Prevention. Bulk quantities are sometimes available to the general public. Also has computerized research database.

National Coalition of Hispanic Health and Human Services Organization
1030 15th St., NW
Suite 1053
Washington, DC 20005
202-371-2100

Develops and provides curricula for, and provides training and technical assistance to, local community based organizations to research health problems affecting hispanics. Conducts demonstration programs aimed at reducing alcoholism and drug abuse.

National Council on Alcoholism and Drug Dependency
12 W. 21st St., 8th floor
New York, NY 10010
212-206-6770
1-800-NCA-CALL (hotline)

Non-profit organization combatting alcoholism, other drug addictions, and related problems. Programs include prevention and education, public information and policy advocacy, medical/scientific information, conferences, and publications.

National Crime Prevention Council
1700 K St., NW, Second Floor
Washington, DC 20006
202-466-6272

A non-profit organization devoted to enabling people to prevent crime and build safer, more caring communities. The Council is Secretariat of the 133-organization Crime Prevention Coalition and, together with the Justice Department's Bureau of Justice Assistance and The Advertising Council, Inc., conducts the McGruff anti-crime and anti-drug public service advertising campaign. The Council also publishes books, monographs, kits filled with reproducible materials, and posters on a wide variety of subjects. It has available an extensive computerized

file on crime and drug prevention programs. NCPC has pioneered crime and drug prevention curricula for children and teenagers. Also drug prevention by (TARAD) and community groups (CRDA). The Council also holds meetings for state crime prevention leaders, conducts research and studies program operations in the field, and works with other leading crime prevention and community-building institutions. NCPC orchestrates Crime Prevention Month every October.

National Education Association
1201 16th St., NW
Washington, DC 20036
202-833-4000

Professional organization of elementary and secondary school teachers, college and university professors, administrators, counselors, and others concerned with education. Publishes materials for individuals working with young people.

National Governors' Association
Hall of the States
444 N. Capital St., NW, Suite 250
Washington, DC 20001
202-624-5320

NGA has committees on key areas of state and local concern; it coordinates public policy affecting state's anti-drug programs through representation on Capitol Hill.

National Highway Traffic Safety Administration
U.S. Dept. of Transportation
Room 5232
400 Seventh St., SW
Washington, DC 20590
202-366-9550

Overeas programs directed toward substance-free driving.

National Institution for Citizen Education in the Law
711 G St., SE
Washington, DC 20003
202-546-6644

Develops law-related education curricula and programs for use in schools. Offers training and technical assistance to new and established law-related education programs. Produces publications including textbooks, filmstrips, and a quarterly newsletter.

National Institute on Alcohol Abuse and Alcoholism
U.S. Dept. of Health and Human Services
5600 Fisher Lane
Room 14C-17, Parklawn Building
Rockville, MD 20857
301-443-2954

Awards grants for alcohol abuse prevention demonstration programs.

National Institute on Drug Abuse
U.S. Dept. of Health and Human Services
5600 Fishers Lane
Room 10-04, Parklawn Bldg.
Rockville, MD 20857
301-443-4577

Produces a national directory of drug abuse and alcoholism treatment programs, leaflets, and drug abuse statistics. Sponsors research, model programs, and technical assistance for drug abuse prevention programs nationwide. Publishes a nation-wide listing of training opportunities.

National Network of Runaway and Youth Services, Inc.
1400 I St., NW
Suite 330
Washington, DC 20005
202-682-4114

National membership organization that provides training and technical assistance and functions as an advocate for the needs of young people. Conducts annual symposiums, monitors state and federal legislation, and maintains a public information network.

National Organization of Black Law Enforcement Officers (NOBLE)
908 Pennsylvania Ave., SE
Washington, DC 20003
202-546-8811

Non-profit organization of police chiefs, command-level law enforcement officials, criminal justice educators, and others dedicated to developing, implementing, and managing innovative ideas that impact crime and violence. Programs and services include a newsletter, technical assistance, employment services, workshops, conferences, and special projects.

The National PTA
700 Rush Street
Chicago, IL 60611
312-787-0977

Designs kits and brochures on drugs and related issues for local chapters. Focuses on positive alternatives to drug use. Annually dedicated the first week of March as National Drug and Alcohol Awareness Week.

National School Safety Center
16830 Ventura Blvd., Suite 200
Encino, CA 91436
818-377-6200

Promotes the safety and well-being of young people in our nation's schools. Sponsors a national student crime prevention program.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
Office of Justice Programs
U.S. Dept. of Justice
633 Indiana Ave., NW
Washington, DC 20531
202-724-7751

Overseas federal programs addressing juvenile involvement in drugs and crime and treatment alternatives for juveniles. Conducts research, training and technical assistance. Publication list is available.

Office for Substance Abuse Prevention
Alcohol, Drug Abuse, and Mental Health Administration
U.S. Dept. of Health and Human Services
5600 Fishers Lane, Rockwall II
Rockville, MD 20857
301-443-0365

Provides national leadership for a coordinated program to prevent alcohol and other drug abuse problems. Reviews government policy related to drug abuse, operates a clearinghouse, awards grants, supports the development of model programs, conducts prevention workshops, coordinated research findings, develops prevention materials.

Texans' War on Drugs
11044 Research Blvd., Bldg. D, Suite 200
Austin, TX 78759
512-343-6950

Statewide prevention program that has a catalog ($5 for out-of-state requests) of materials and other resources.

U.S. Dept. of Education
Drug Planning and Outreach
400 Maryland Ave., SW
Room 4145
Washington, DC 20202
202-401-3030

Assistance in developing the capability of local schools to prevent and reduce alcohol and other drug use is provided in three major ways:

Grant programs for State and local government, institutions of higher education, Indian youth, Native Hawaiians, and audiovisual materials development;

Federal activities such as drug-free schools recognition programs, network of drug-free colleges, substance abuse curricula guide, research workshops, and The Challenge, a program to encourage and sustain a national network of drug-free schools;

Regional centers providing training and expertise to achieve drug-free schools.

Young Men's Christian Association (YMCA)
101 N. Wacker Dr.
Chicago, IL 60606
312-977-0031

Volunteer movement that provides physical and health education facilities, aquatics instruction, camping, group and club activities, parent-child programs, child care, and counseling.

Young Women's Christian Association (YWCA)
726 Broadway
New York, NY 10003
212-614-2700

Provides service programs of health education, recreation, clubs and classes, and counseling to girls (over 12) and women in the areas of employment, education, self-improvement, community citizenship, emotional and physical health, and juvenile justice.

PARENT AND FAMILY RESOURCES

Center for Early Adolescence
Carr Mill Mall, Suite 211
Carrboro, NC 27512
919-966-1148

Associated with the University of North Carolina, the Center has a training program, curriculum materials, and continuing education programs for professionals and agencies that work with adolescents, age 10-15.

Children's Defense Fund
122 C St., NW, Suite 400
Washington, DC 20001
202-628-8787

Engages in research, public education, community organization, network building, technical assistance, and formation of coalitions on specific family issues.

Child Welfare League of America
440 First St., NW, Suite 310
Washington, DC 20001
202-638-2952

National organization that provides training and technical assistance to child service agencies; has extensive list of publications.

National Drug Information Center of Families in Action (FIA)
2996 Henderson Mill Rd., Suite 204
Atlanta, GA 30345
404-934-6364

Educates the public about the dangers of drug use by disseminating accurate, timely information.

National Federation of Parents for Drug-Free Youth, Inc.
Communications Center
1423 N. Jefferson
Springfield, MO 65802-1988
417-836-3709

Works with parents to promote drug-free families. Conducts nationwide anti-drug campaign and youth-to-youth projects.

National Parents' Resource Institute for Drug Education, Inc.
PRIDE
The Hurt Building, Suite 210
50 Hurt Plaza
Atlanta, GA 30303
800-677-7433

A private, non-profit organization whose goal is to stem the epidemic of drug use, especially among adolescents and young adults, by disseminating accurate health information as well as by forming parent and youth networks.

SCHOOL RESOURCES

U.S. Department of Education:
National Coalition for Drug-Free School Zones
1514 Peter St.
2nd Floor, Rear
Washington, DC 20005
202-296-0900

A competitive evaluation and award program to identify and reward public and private elementary and secondary schools with successful comprehensive prevention programs.

Schools Without Drugs: The Challenge
1717 K St., NW, Suite 601
Washington, DC 20036
202-785-1161

A network of schools and school districts committed to initiate or sustain a comprehensive program based on the 12 principles in the "Schools Without Drugs" handbook.

Five Regional Centers for Drug-Free Schools and Communities (train school personnel, assist state education agencies with local programs, assist local agencies in developing training programs, and evaluate and disseminate information about successful prevention programs).

Northeast Regional Center
Super Teams, Ltd.
12 Overton Ave.
Sayville, NY 11782
516-589-7022
CN, DE, ME, MD, MA, NH, NJ, NY, OH, PA, RI, VT

Southeast Regional Center
PRIDE, Inc.
The Hurt Building, Suite 210
50 Hurt Plaza
Atlanta, GA, 30303
404-577-4500
AL, DC, FL, GA, KY, NC, PR, SC, TN, VA, VI, WV

Midwest Regional Center
BRASS Foundation
8659 S. Ingleside
Chicago, IL 60619-6311
312-488-6600
IN, IL, IO, MI, MN, MO, NE, ND, SD, WI

Southwest Regional Center
University of Oklahoma
555 Constitution Ave., Room 138
Norman, OK 73037-0005
405-325-1454, 800-234-7972
AZ, AK, CO, KS, LA, MS, NM, OK, TX, UT

Western Center for Drug-Free Schools and Communities
Northwest Regional Education Library
101 SW Main St., Suite 500
Portland, OR 97204
503-275-9479
AK, Am. Samoa, CA, Guam, HI, ID, MT, NV, No. Marianas, OR, Trust Territory of the Pacific Islands, WA, WY

COMMUNITY RESOURCES

ACTION
Drug Alliance Office
1100 Vermont Ave., NW, Room 8200
Washington, DC 20525
202-634-9759

Awards federal grants to local non-profit organizations to undertake youth service projects serving the needs of low-income communities. Promotes school-law enforcement partnership.

The Community Board Schools Initiative Program
Community Board
Center for Policy and Training
149 9th St.
San Francisco, CA 94103
415-552-1250

Trains youth, parents, agencies, and communities in preventing and resolving conflicts, by teaching interpersonal communication, problem solving, conflict resolution, and conciliation skills. In the schools, teachers learn to become "conflict managers" and high school students to become "community conciliators." Training in the community involves conflict resolution relevant to gang violence, drug related activities, etc.

Citizens Committee for New York City, Inc.
3 West 29th St., 6th floor
New York, NY 10001
212-684-6767

Provides training and technical assistance for community groups to help them work with the police in the areas of drug prevention and the reduction of drug trafficking. Works with the staff of the Neighborhood Crime Prevention Network, comprised of over 400 neighborhood groups. Provides small grants to neighborhood groups.

Community Intervention. Inc.
529 S. Seventh St.
Suite 570
Minneapolis, MN 55415
612-332-6537

Training, consulting, and publishing organization with expertise in a wide range of adolescent problems. Specializes in teaching prevention and intervention techniques.

Courtwatch
Washington Legal Foundation
1705 N St., NW
Washington, DC 20036
202-857-0240

Monitors legal dispositions of criminals, including drug offenders, in the court system.

National Association of Neighborhoods
1651 Fuller St., NW
Washington, DC 20009
202-332-7766

Provides information on organizing neighborhoods, technical assistance, and training.

National Association of Town Watch
7 Wynnewood Rd., Suite 215
P.O. Box 303
Wynnewood, PA 19096
215-649-7055

Non-profit membership organization that sponsors the National Night Out; dedicated to the development and promotion of organized community crime and drug prevention activities.

Neighborhoods in Action (NIA)
Scott Newman Foundation
6255 Sunset Blvd., Suite 1906
Los Angeles, CA 90028
213-469-2029

Community and family drug abuse prevention program; including materials and training.

Regional Drug Initiative (RDI)
522 SW 5th, Suite 1310
Portland, OR, 97204
503-294-7074

Broad based organization of task forces that identify problems and solutions and set goals to reduce drug activity in Portland, Multnomah County, OR.

COMMUNITY SELF-HELP GROUPS

Al-Anon and Alateen Family Group Headquarters
P.O. Box 862
Midtown Station
New York, NY 10018-0862
212-302-7240
HOTLINE 800-356-9996

Works with families, friends and others involved with alcoholics in an attempt to share strength, hope, and understanding.

Alcoholics Anonymous National Headquarters
P.O. Box 459
Grand Central Station
New York, NY 10163
212-686-1100

Provides information on local chapters of AA, a fellowship of men and women who share their experiences, strength and hope to solve common problems related to alcoholism.

Coanon Family Groups
P.O. Box 64742-66
Los Angeles, CA 90064
213-859-2206

National headquarters for a 12-step program for those concerned about someone else's cocaine abuse. Provides meeting locations for Coanon groups in ths Los Angeles area.

Families Anonymous, Inc.
P.O. Box 528
Van Nuys, CA 91408
818-989-7841

Self-help program where parents and relatives of alcoholics or substance abusers share support.

Mothers Against Drunk Driving (MADD)
National Office
511 East John Carpenter Freeway
Irving, TX 75062
214-744-6233

National office for 400 local MADD chapters designed to mobilize drunk driving victims to establish the public conviction that drunk driving is unacceptable and criminal; lobbies for public policy, programs, and personal responsibility. Check phone book for local listing.

Narcotics Anonymous
World Service Office
P.O. Box 9999
Van Nuys, CA 91409
818-780-3951

A non-profit fellowship of men and women for whom drug abuse has become a major problem. Recovering addicts meet regularly to help each other stay clean. Provides literature and serves as a communications headquarters for local chapters.

National Association for Children of Alcoholics
31582 S. Coast Highway
Suite B
South Laguna, CA 92629
714-499-3889

National non-profit membership organization for children of alcoholics and those in a position to help them. Maintains a clearinghouse of resources.

Toughlove International
P.O. Box 1069
Doylestown, PA 18901
215-348-7090

A non-profit educational organization offering self-help materials to parents and kids in trouble and to professionals working with them. Publishes newsletter, brochures and books; conducts workshops.

YOUTH GROUPS AND YOUTH-SERVING GROUPS

America's PRIDE Team
The Hurt Building, Suite 210
50 Hurt Plaza
Atanta, GA 30303
800-241-9746

For junior and senior high school students. Contact PRIDE for program information.

Anchor Clubs
Pilot International Headquarters
Youth Department
244 College St.
P.O. Box 4844
Macon, GA 31213-0599
912-743-7403

Encourages and provides high school students with the opportunity to serve their school and community. Performs community service projects with the aid and guidance of its sponsor Pilot Club. Open to students who are scholastically qualified, with good character and leadership ability.

Associates for Youth Development
P.O. Box 36748
Tucson, AZ 85740
602-297-1056

National technical assistance resource for youth development, delinquency prevention, and juvenile justice. Will assist in planning, assessment, design, development, implementation, and management of programs and services that provide positive opportunities for youth.

Boy Scouts of America
Exploring Division
1325 W. Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
214-580-2084

Provides young men and women ages 14-20 with an opportunity to become involved with a variety of prevention and law enforcement projects. Its purpose is to bring a character-building, citizenship-training, and fitness program to youth. Good source of volunteers.

Boys Clubs of America
Smart Moves Program
771 First Ave.
New York, NY 10017
212-351-5900

Provides services to boys and girls ages 6-18, including a safe place to go after school and on weekends. Encourages kids to become productive citizens and leaders. Has a Targeted Outreach Program, involving law-enforcement, courts, and schools to help high-risk youth develop strong, healthy lives. Smart Moves is a national prevention program.

Camp Fire, Inc.
4601 Madison Ave.
Kansas City, MO 64112
816-756-1950

Provides informal educational opportunities for youth to help them realize their potential and to function effectively as caring, self-directed individuals, responsible to themselves and to others. Seeks to improve those conditions in society that affect youth.

Campus Outreach Opportunity League (COOL)
386 McNeal Hall
University of Minnesota
St. Paul, MN 35108
612-624-3018

COOL recognizes that college students are a pool of people with talent, skill, and energy willing to help improve the community. COOL provides training to college-age students to work in the community, and to work with students to help develop community service programs. Launches "Issues and Action" projects designed to help students connect academic pursuits with community service.

Early Adolescent Helper Program
Center for Advancement Study in Education
25 W. 43rd St., room 620
New York, NY 10036
212-642-2947

Trains young adolescents before they start volunteer work. Training includes problem solving and human development.

4-H
Extension Service, U.S. Dept. of Agriculture
Washington, DC 20250
202-447-5853

Emphasizes "head, heart, hands, and health" through activities that include drug/alcohol education programs. Offers training at the local, county, state, and national levels.

Four-One-One
7304 Beverly St.
Annandale, Va. 22003
703-941-3210

Trains leaders of independent community groups; makes trained leaders available to community groups. Runs a "Super Volunteers" program for children and teens up to age 17; trains these volunteers for work in the community.

Future Farmers of America
National FFA Center
Box 15160
5632 Mt. Vernon Memorial Highway
Alexandria, VA 22309
703-360-3600

Students of agricultural/agribusiness in public secondary schools. Fosters character development, leadership, and responsible citizenship.

Future Homemakers of America
1910 Association Drive
Reston, VA 22091
703-476-4900

Young men and women studying home economics, emphasizing personal growth, family life, vocational preparation, and community involvement.

Girls, Inc.
30 East 33rd St., 7th floor
New York, NY 10016
212-689-3700

Assists local girls clubs to meet needs of young girls in their communities. Conducts programs in career guidance, physical fitness, self-awareness, and other areas.

Girl Scouts of America
830 Third Ave.
New York, NY 10022
212-940-7500

Offers leadeship training, conferences, and seminars on various topics, including child development. Helps girls develop into resourceful and responsible women.

Interact
Rotary International
1 Rotary Center
1560 Sherman Ave.
Evanston, IL 60201
708-866-3000

Works to promote international peace and understanding as well as peace and understanding within and among

communities. Provides an opportunity for high school students to work together in a world fellowship dedicated to service and international understanding. Club membership may be either school-based or community-based. Every club must initiate and carry out at least two major projects each year, one designed to serve the school or community, and one to promote international understanding.

Junior Achievement
7300 Whittier Blvd.
Bethesda, MD 20817
301-229-5300

Organization for teens interested in business and economics, participants must fill community service requirement. Volunteer for Special Olympics, March of Dimes, and other programs.

Junior Civitan
Civitan International
P.O. Box 130744
Birmingham, AL 35213-0744
205-591-8910

Develops programs and projects to meet the needs of school or community. Local club officers attend training academies.

Junior Exchange Club
The National Exchange Club
3050 W. Central Ave.
Toledo, OH 43606
419-535-8910

Teens learn leadership skills and conduct service projects.

Junior Optimists Club
4494 Lidell Blvd.
St. Louis, MO 63108
314-371-6000

Club of boys and girls in grades six through nine. Fosters adult/youth relationship, conducts community serving and citizenship building activities.

Just Say No Foundation
1777 N. California Blvd., Suite 210
Walnut Creek, CA 94596
800-258-2766

Network of clubs for chidren age 7-14 who are committed to not using drugs. Offers technical assistance to local clubs, adult leaders' guide, children's handbook, poster/study guides, T-shirts, and buttons.

Key Clubs
Kiwanis International
3636 Woodview Trace
Indianapolis, IN 46268
317-875-8755

Provides youth with opportunity for leadership development in service to local schools and communities. Some clubs may also provide training.

Leo Clubs
Lions Club International
300 22nd St.
Oak Brook, IL 60521-8842
708-571-5466

Young people have an opportunity to develop leadership and experience; plan and implement service projects.

National Association of Teen Institutions
8790 Manchester Road
St. Louis, MO 63144
314-962-3456

Promotes the involvement of teens in substance abuse prevention through the strategy of Teen Institutes, which are specific week-long summer intensive training programs to help teenagers identify and use leadership and prevention skills. Assists with the initiation of new Teen Institutes as well as the improvement of existing ones.

National Peer Helpers Association
1950 Mission St., Room 7
San Francisco, CA 94130
415-965-4011

Assists organizations in developing youth as resources—peers helping peers. Conducts research and training; disseminates materials. Brings together peer helping programs from schools, communities, agencies, and businesses. Students fill roles as counselors, tutors, and violence prevention educators.

National Youth Leadership Council
Center for Youth Development and Research
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108
612-624-2719

Trains teens and adult advisors for community service work.

National Youth Network
Child Welfare League of America
40 First St., NW, Suite 310
Washington, DC 20001-2085
202-638-2952

Enables teens to educate the public on the needs of children and youth at the local, state and national level.

Octagon Clubs/Optimists Clubs
4494 Lindell Blvd.
St. Louis, MO 63108
314-371-6000

Member clubs design and operate programs in which teens participate in service projects.

Project Lead
Quest International
537 Jones Road
P.O. Box 566
Granville, OH 43023
800-288-6401

A joint project with Junior Leagues that targets non-traditional leaders in school. Four to six students are selected to attend leadership training then conduct a project at their school. Teachers and adult volunteers serve as mentors.

REACH (Responsible Educated Adolescents Can Help) America Stop Drugs
Communications Center
1423 N. Jefferson
Springfield, MO 65802-1988
417-836-3709

Youth peer leadership training program teaches older students to work with younger ones to provide drug and alcohol-free role models. Administered through schools, church groups, and youth organizations.

Serteen Clubs
Sertoma International
1912 East Meyer Blvd.
Kansas City, MO 64132
816-333-8300

Introduces young people to community service. Must be sponsored by a parent Sertoma organization and be approved by the administration of the school in which it will operate. Open to young men and women.

United Way of America
70 N. Fairfax St.
Alexandria, VA 22314-2045
703-836-7100

Assists local United Way organizations in cultivating awareness and support for volunteerism and community service in young people. Conducts Youth Leaders Conference.

Youth Policy Institute
1221 Massachusetts Ave., NW, Suite B
Washington, DC 20005
202-638-2144

Publishes monthly newsletter on public policy affecting youth; encourages students to investigate and report on how policy initiatives affect their own communities. Has extensive internship opportunities for young people interestsd in policy issues.

Youth Service America
1319 F St., NW, Suite 900
Washington, DC 20004
202-783-8855

Promotes and develops integrated networks of youth community service programs in high schools, colleges, and universities.

Youth To Youth
700 Bryden Rd.
Columbus, OH 43215
614-224-4506

Emphasizes youth training youth to conduct prevention programs in their own schools. Annual five-day intensive prevention training program prepares junior and senior high students to conduct local programs. Free quarterly newsletter.

WORKPLACE RESOURCES

Employee Assistance Professional Association, Inc.
4601 N. Fairfax Dr., Suite 1001
Arlington, VA 22203
703-522-6272

The largest professional trade association for those involved in the Employee Assistance program field. Provides programs that help management and labor with the means to offer confidential help to employees and their families with alcoholism, substance abuse, and other problems that impact on health and performance. Provides publications and conducts conferences.

National Alliance of Business
1201 New York Ave., NW, Suite 700
Washington, DC 20005
202-289-2888

Builds business partnerships with government, labor, and education to assure quality in the workforce. Shapes social policies to improve education and strengthen job training, to develop versatility, and instill values essential to business success.

National Institute on Drug Abuse Workplace Helpline
Rockville, MD
1-800-843-4971

Offers free technical assistance and referrals to publications addressing substance abuse polices in the workplace.

U.S. Chamber of Commerce
1615 H St. NW
Washington, DC 20062
202-659-6000

Network of businesses that develops model policy on workplace issues, and provides guidelines to employers for developing workplace drug testing and anti-drug policy. Has publications list.

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