
GIVEN THE OPPORTUNITY

HOW THREE COMMUNITIES ENGAGED TEENS AS RESOURCES IN DRUG ABUSE PREVENTION

A Report on a Demonstration Program funded by
the Bureau of Justice Assistance, Office of Justice Programs,
U.S. Department of Justice

Created and carried out by the
National Crime Prevention Council
Washington, DC

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, 136 national, federal, and state organizations and agencies active in preventing crime.

This publication was made possible through Cooperative Funding Agreement No. 86-MU-CX-K002 from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Opinions are those of NCPC or cited sources and do not necessarily reflect U.S. Department of Justice policy or positions. The Assistant Attorney General, Office of Justice Programs, establishes the policies and priorities, and manages and coordinates the activities of the Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and Office for Victims of Crime.

Copyright © 1992

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272

All rights reserved, except that portions may be reproduced for community nonprofit use (not for resale) with proper attribution.

Printed in the United States of America.
March 1992

FOREWORD

Too many of us, when we look at young people, see problems or potential problems. What we could and should be seeing are enormous resources—talented, enthusiastic, able people who want to do good and want to be part of the community.

Faced with a drug problem that (though modestly diminished) is still pernicious, we cavil against the shortage of resources but overlook millions of young people who can counsel, educate, organize, and otherwise prevent drug abuse and crime on behalf of their communities.

NCPC believes strongly that young people can and want to be part of the solution to the drug problem. We believe that young people can design and carry out projects that will help reduce the demand for drugs in their communities, using modest fiscal resources combined with intelligence, dedication, and energy to effect remarkable changes. Moreover, youth working to prevent drug abuse deliver a far stronger and more effective message to peers than does adult carping and lecturing.

Why turn to youth to take on community drug prevention tasks?

- The act of taking on responsibility, far from confounding adolescents, sustains them.
- Experience-based learning is a highly effective means of teaching a variety of skills and disciplines.
- Service to our communities is part of the dues all of us should expect to pay as members of a free, democratic society.
- Youth need to feel that they, as individuals, have a place and a stake in their communities, that they are needed and their contributions valued.
- Youth by working in partnership with adults gain important exposure to the adult world, exposure that is too often in short supply in modern communities.
- The value of reinforcing positive behaviors has long been known, but our social structures tend to concentrate on pathologies, on rehabilitating youth (which is appropriate in certain instances), rather than cherishing and rewarding that which is valuable, competent, and worthy.

For these and many other reasons, the community needs to ask youth not just to be good but to do good.

Teens as Resources against Drugs (TARAD), a demonstration effort in three parts of the nation—New York City, Evansville (Indiana), and communities in South Carolina—offered youth the chance to pick a community drug prevention issue or situation, decide on action to address it, and get the funds to carry out their plans. More than 3,000 young people undertook nearly 100 projects in less than two years, and the projects cost, on average, less than \$900 each. Tens of thousands of children, teens, and adults benefitted from the work of these youth.

The messages of TARAD are that any community can marshal modest resources to capture the energy and ability of its young people to help prevent drugs, that young people can and will tackle this tough social problem and produce remarkable results. Any kind of young person can take part in a situation in which he or she is most comfortable: the athlete can organize a league or a rally, the artist can create posters, the writer can draw up brochures, the empathetic can counsel. All can pitch in for a day's clean-up work. The important point is, every teen can contribute something.

This report would not be complete without acknowledging the group that enabled the TARAD demonstration to proceed and succeed. The Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, agreed to fund TARAD as a demonstration effort. At NCPC, Jonann Wild, Director of Youth Development, served as project director working with Terry Modglin, Director of Youth Programs. The site directors named in this report put in hard work and commitment along with their management and training skills. The report itself was drafted by April Moore, an NCPC consultant, and edited by Jean O'Neil, NCPC's Managing Editor, assisted by Jacqueline Aker. Production was handled by Fay Pattee and Marty Pociask.

But as you will discover in reading this report, the real stars of TARAD are the young people who changed their perspective on community—and in some cases even their attitudes toward drugs—because they were entrusted with the responsibility for helping the community solve this problem.

For its positive outcomes, its low cost, and its innumerable benefits, TARAD commends itself to policymakers, substance abuse prevention specialists, criminal justice professionals, and school and youth officials as a model to emulate.

John A. Calhoun
Executive Director
National Crime Prevention Council

CONTENTS

I Introduction.....	1
II The Concept.....	4
III Community Support.....	6
IV Range of Activities.....	8
V TARAD's Local Partners.....	10
Drugs Are Out in Evansville, IN	12
Organizational Strategies	12
Project Strategies	15
Teens Go after Worms in the Big Apple	18
Organizational Strategies	18
Project Strategies	20
Kids in the Know Say No in South Carolina	27
Organizational Strategies	27
Project Strategies	29
VI Results.....	36
VII Lessons Learned.....	39
VIII Starting a TARAD Program.....	43
Creation	44
Operation	46
An Investment in Your Community's Future	50
IX Resources.....	51

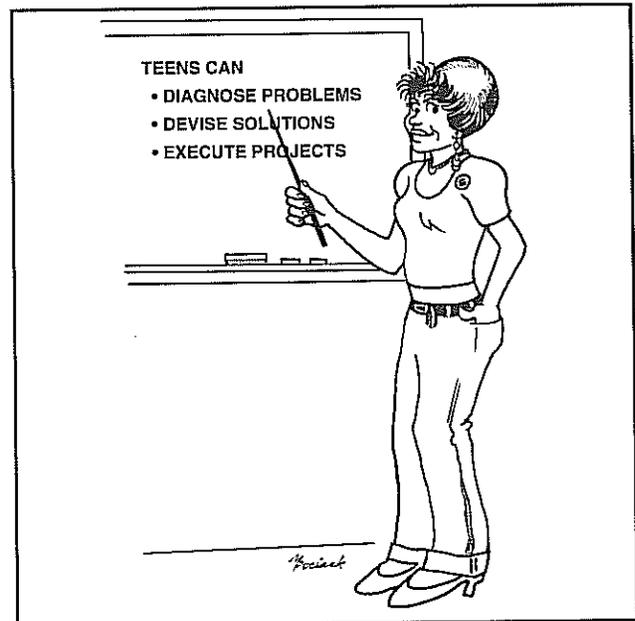
I INTRODUCTION

In less than two years, 3,500 young people developed and carried out 92 drug prevention efforts that reached nearly 100,000 members of their communities. In doing so the young people demonstrated that they can diagnose problems, devise solutions, and execute projects in one of the most challenging areas of modern social policy—the prevention of drug abuse.

The Teens As Resources Against Drugs (TARAD) program, created by the National Crime Prevention Council and funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, provided project funds and technical assistance to three community sites in order

to see how young people might assist their communities in fighting against drug abuse. At the heart of this pilot program was the desire to test the theory that local community funding groups and local young people could effectively combine modest resources with youthful enthusiasm, idealism, and creativity to develop novel as well as tested means of preventing drug abuse among many elements of the community.

Equally or perhaps more important, TARAD sought to demonstrate to young people that they have a vital role to play in solving this community problem, that they have the skills and the abilities to develop and carry out solutions, and that their communities need and want those skills now, not just when the teens reach adulthood.



Teens As Resources Against Drugs is replicable, beneficial to the community and its leaders, and attractive to a wide variety of youth. The young people involved are energized and committed to a drug- and alcohol-free lifestyle. Youth and adults strive to maintain local programs after the initial funding, and they succeed. TARAD is an adaptable, vibrant program that inspires youth from all walks of life to action.

Teens As Resources Against Drugs differs from other youth programs in several significant ways. It is designed to attract a variety of youth to conduct projects that the youth believe will reduce drug abuse in their communities. Youth are encouraged to take risks to develop and carry out such projects. Young people can apply for a TARAD grant whether English is their native or second language. Youth who feel divorced from the dominant community are willing to participate in TARAD because they develop and implement their own projects. TARAD can reflect the strengths of a variety of cultures and can attract traditionally underserved populations to meet the needs of their own communities. Youth are active, constructive resources in shaping programs and creating projects. In such efforts, youth address critical social projects and gain an enhanced sense of stake and self-esteem.

TARAD is not a complex model. Youth can give whatever talents they have and work in any context comfortable for them. They work on problems they know are important to the community and toward focused solutions.

A major benefit of the TARAD model is that the projects and programs it creates are driven by local need, local concerns, and local enthusiasm, rather than imposed from above. TARAD offers the community a highly flexible and responsive instrument for meeting a variety of changing drug prevention needs, because the program's emphasis is on short-term (less than one year), specific projects by specific groups of youth.

A SUMMARY OF TARAD						
	Projects	Youth Organizers	Adult Organizers	People Reached	Average Award	Total Allocated
1990	55	2,533	242	27,102	\$774	\$42,585
1991	37	1,034	138	71,420	\$980	\$36,263
Total	92	3,567	380	98,522	\$857	\$78,848

In each of the three TARAD pilot sites—New York City, Evansville, Indiana, and communities in South Carolina—a local board was established including representatives of law enforcement, leaders of civic organizations, young people themselves, drug prevention professionals, educators, and others. That board took on the responsibility, along with a local managing agency, for soliciting applications for TARAD projects, reviewing and assessing those applications, and making awards to projects that were found to meet the locally established criteria. The only nationally imposed

criteria of the pilot program were that projects had to be substantially led by young people, had to address drug abuse and its causes, and had to be awarded in a competitive environment that insured equity.

The results? Murals went up proclaiming antidrug messages on corners formerly frequented by dealers; elementary schools found powerful new helpers in teens who came to teach and stayed to care; performances ranging from puppet shows to plays, to stepping (a dance form) focused on antidrug messages to peers, adults, and younger children; community events like health fairs and alcohol-and drug-free New Year's Eve parties were started by teens to meet local needs and continued through independent funding.

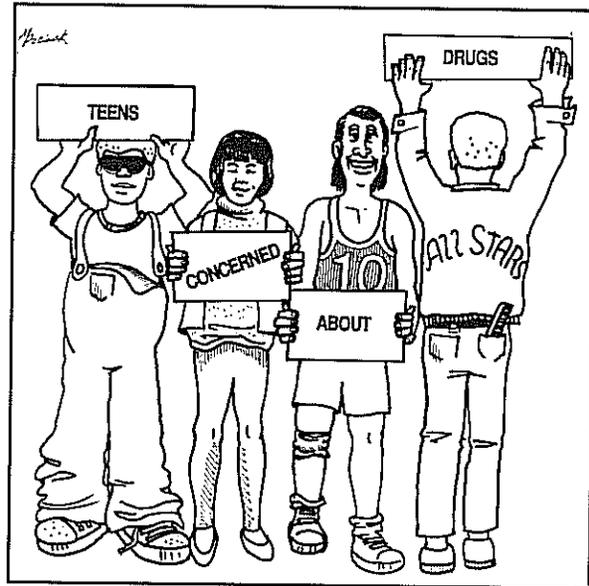
One of the signal marks of TARAD's success is that more than twelve months after the first year's 55 programs were funded, at least two-thirds of them have continued on their own with funding from local sources. And this phenomenon is evenly distributed: 10 projects in Evansville, 12 in South Carolina, and 12 in New York City have affirmed that they have continued their work.

TARAD, an efficient funding mechanism, has demonstrated that, with modest investment, it engages the energies of substantial numbers of young people, garners adult assistance, and reaches impressive numbers of beneficiaries. The summary table demonstrates the program's effectiveness in leveraging the federal dollars that funded the pilot effort.

What is more difficult to quantify is that TARAD has left behind in each of the three demonstration communities a committed and caring group of young people who know that they can effectively help their community deal with the scourge of drugs and the crime and violence that it brings, who believe that their skills are urgently needed by the community, and who know that they have the power to make substantial and important contributions as independent members of that community. Adult perspectives changed from skeptical to helpful, from bemused to enthusiastic. These legacies are perhaps the richest and most important: first, young people who know that they can make a difference, who understand that their energies are needed and wanted, and who see that they have a claim on and a responsibility for the places where they live, study, and work; second, adults who believe in and support the role of youth as invaluable assets to the community.

II THE CONCEPT

TARAD is driven by two basic themes. First, teens are deeply concerned about the effects of drug abuse on their peers and on other members of their community. Opinion polls, intensive interviews, and focus groups repeatedly document the fact that young people are well aware that their age group is more viciously hit by drugs and drug trafficking than any other. They are also intimately aware of the price that members of the community pay for living in drug-besieged neighborhoods. Second, young people as they pass through adolescence and emerge into adulthood need to develop an independent sense that their skills and accomplishments are needed by and valued by the communities in which they live and work. By challenging young people to develop a project to solve community problems and by providing modest funding that enables them to carry out that solution, communities can address real social concerns while demonstrating concretely that they respect and value the emerging skills and capacities of their young members who will soon be fully functioning adults.



Combining these two themes resulted in the Teens As Resources Against Drugs pilot effort. Three sites were selected by the National Crime Prevention Council through a competitive process to conduct TARAD programs. The key program elements included:

- a government or nonprofit convening agency to manage the program locally;
- a local board or committee composed of young people, law enforcement personnel, drug prevention professionals, and other community leaders to solicit applications and make awards for projects that were led by teenagers to fight drug abuse and its causes, in the local community;
- a commitment to two years of TARAD operations at the site and a willingness to provide matching funds either directly or through in-kind donations to help fund the program.

The spirit and commitment required to buttress this program model are pivotal. TARAD requires a willingness by both youth and adults in the community to believe in and work with young people to tackle one of the most pernicious social problems faced by communities across the country. Adults must be willing to share power, to step aside, to allow mistakes. Implicitly and explicitly, youth whether in governing roles or as project applicants know that they are needed by their community, a feeling that enhances their sense of self-worth and almost certainly reduces their own risk of drug involvement.

Another important aspect of the TARAD model is that activities are not imposed from outside sources or top down. Each participant chooses to be involved rather than being required to take part. Certainly, peer influence, the project activity, the setting, and reinforcing social trends are important inducements. But TARAD challenges youth to test their own skills by developing a customized solution to meet needs in their own neighborhoods.

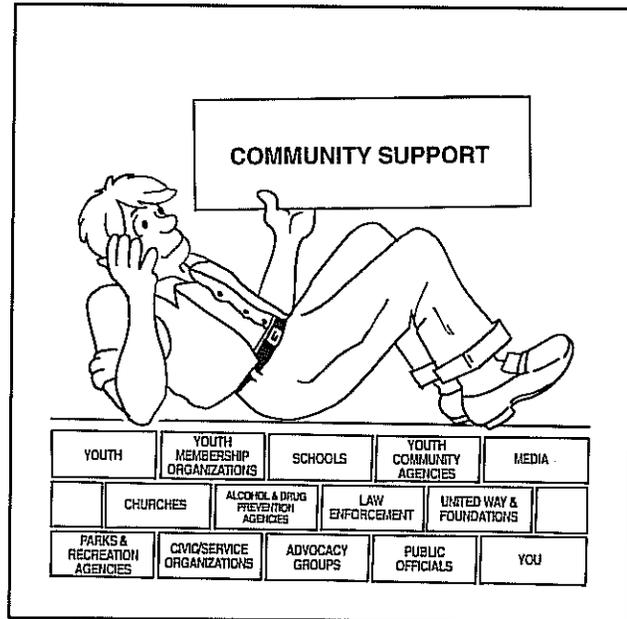
The success of TARAD documents the ability of youth as change agents in preventing drug abuse. One South Carolina law enforcement officer commented, "All day we are around the troublemakers or the kids in trouble. This (TARAD) reminds you that there are some tremendously talented young people out there who want to make a difference."

The concept is refreshingly simple; it is also refreshingly effective.

III COMMUNITY SUPPORT

The most exciting success of the TARAD pilot program was at the local level, not only in terms of specific projects and the results they yielded, but in terms of the engagement of the many kinds of young people and the wide variety of agencies and groups that sponsored projects and learned that young people can indeed be potent resources in their communities.

TARAD participants engaged an astonishing variety of organizations as sponsors of youth-led projects. Schools at every level, ranging from special and alternative education to classical high schools, took part. Churches, a college, a hospital, a mental health center, youth membership organizations, community centers, and neighborhood organizations acted as project sponsors. The table below summarizes the kinds of local organizations that supported projects.



PROJECT SPONSORS

Organization	Number of Projects Sponsored			
	NY	IN	SC	Total
High Schools	1	4	15	20
Middle Schools	4	5	3	12
Elementary Schools	1	3	-	4
Special Education	2	-	-	2
Alternative Schools	-	-	2	2
Youth Membership Organizations	2	3	5	10
Nonprofits	4	-	1	5
Community Centers	3	4	3	10
Neighborhood Organizations	8	-	-	8
Neighborhood Groups	6	-	-	6
Churches	2	3	-	5
Colleges	2	-	-	2
Hospitals	2	-	-	2
City-wide	1	-	-	1
Group Homes	-	-	2	2
Support Groups	-	1	-	1
Youth Councils	3	1	-	4
Mental Health Centers	-	-	1	1
Police Athletic Leagues	1	-	-	1
Totals	42*	24*	32*	98*

* The totals are higher than the total number of projects because several programs were jointly sponsored.

IV RANGE OF ACTIVITIES

The young people at each site were challenged to identify a specific local need or problem to address and a specific approach that they wanted to take toward solving that problem or meeting that need. There were many innovative and creative approaches. A number drew from adult drug abuse prevention efforts that had been shown effective.

The kinds of activities demonstrated the varied interests and skills of the youth - peer counseling, mentoring, awareness campaigns, community patrols, drop-in centers, anti-drug murals, and cross-age teaching were among the methods teens elected to use. A number of projects used more than one approach. The table on the next page highlights the variety of activities.

Although there were local favorites, TARAD generated in each community a broad range of drug abuse prevention actions, showing the richness of young people's ability to devise useful solutions.

The kinds of problems and needs that projects were designed to address were impressive. One group in South Carolina found that many older people who drank alcohol (sometimes to excess) were unaware of the dangerous consequences of drinking alcohol and taking many kinds of prescription drugs. The need to persuade younger children to be drug free became a driving force for many of the teens who taught abuse prevention lessons to elementary school children or performed instructive plays and skits for them. Deep concern about lack of support for peers vulnerable to drugs brought forth peer counseling, mentoring, and drop-in centers, among other responses. A need to reclaim and reassert the community's control over drug-ridden



territory helped to create antidrug murals and beautification projects in areas that had been beset by drug traffic, and help for neighbors to take back peacefully and use constructively parks that had been havens for drug dealers and users.

An equally important result: young people who engaged in TARAD projects found constructive uses for their own skills and talents; they developed and honed latent talents; and they began to find a variety of community activities (beyond those fostered by school and parents) in which they could be positive contributors.

PROJECT TYPES				
	NY	IN	SC	Total
Performance Based	7	6	6	19
Cross-age Teaching	6	5	6	17
Peer Helping	2	1	4	7
Mentoring	-	1	1	2
Puppet Troupes	1	3	1	5
Awareness Campaigns	2	2	5	9
Awareness Days	-	-	5	5
Take Back the Park	8	-	-	8
Drug Patrols	2	-	-	2
Lock-Ins	-	-	5	5
Establishing Drug/Alcohol-Free Organizations	-	1	4	5
Drop-In or Teen Centers	2	-	1	3
Beautification of Drug Infested Areas	5	-	-	5
Murals	2	-	-	2
Newspapers	2	-	-	2
Contests with a Message	2	-	-	2
Videos	8	3	3	14
Products	1	4	-	5
Conferences/Events	3	3	-	6
Health Fairs	-	-	1	1
Total	53*	29*	42*	124*

* Many projects were multi-faceted. Thus, the totals exceed the total number of projects funded.

V TARAD'S LOCAL PARTNERS

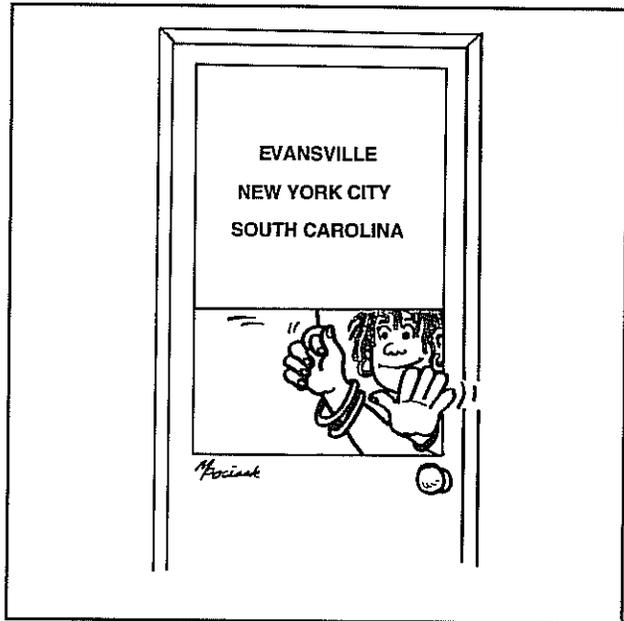
TARAD sought to—and did—demonstrate that different kinds of agencies with different areas of expertise could serve as vehicles to attract and recruit teens to end drug abuse.

■ Youth Resources of Southwestern Indiana (headquartered in Evansville) is a private, local, youth-oriented, nonprofit organization that was created in 1987 by NCPC with funding from the Lilly Endowment as part of NCPC's Youth As Resources project. Its major precept is

that teens are necessary partners in helping to solve community social problems. The Teen Council of Youth Resources administered TARAD in Evansville.

■ The Citizens' Committee for New York City is a privately funded organization working for the betterment of New York City. It has a wide range of programs, touching all age groups. One of these programs is Youth Force, a group of youth working for other youth to have a voice in their schools and neighborhoods. Youth Force organized TARAD in that city.

■ The South Carolina Commission on Alcohol and Drug Abuse (SCCADA) is the state agency that facilitates comprehensive alcohol and drug abuse prevention programs at state and local levels. SCCADA sponsors the South Carolina Teen Institute, one of the best known of the 32 Teen Institutes in the United States. Teen Institutes are leadership development efforts based on the premises that teenagers are capable people, that potential drug and alcohol problems can be prevented, and that prevention of alcohol and drug abuse is the responsibility of all people.



SCCADA, through its contacts with all the high schools and county drug and alcohol prevention agencies and advisory boards, implemented and managed TARAD in South Carolina.

These three agencies were selected from among six that applied to be part of the demonstration effort. NCPC has solicited applications from a large number of youth-linked organizations throughout the U.S. All three of the chosen agencies selected had proven records of working successfully with youth and on youth-based endeavors. Each had an aggressive plan to attract applicants for teen-led drug abuse prevention projects.

Through TARAD, local boards, established at each site, solicited and screened proposals for teen-led projects. The boards established application requirements and made project awards ranging from less than \$100 to \$1,500 (averaging about \$900). Many groups that won awards involved youth who had been viewed negatively by the adults in their lives. These youth, according to observers, developed self-esteem and confidence as they developed their projects. Youth in TARAD tackled drug problems by appealing to the values and interests of other youth, by setting new social standards, and by addressing various cause-related issues such as racism, inadequate after-school care for young children, peer pressure, and insufficient recreation and other positive options for youth.

The National Crime Prevention Council, TARAD's creator and operator, provided specific training and a variety of technical assistance to each site throughout the grant. Training included cluster meetings of the three sites in each of the two years of the program. These meetings covered administrative and oversight functions, but more important provided expertise in program development, youth empowerment, and site operation techniques among the national and local partners. In addition, NCPC staff made a number of on-site technical assistance visits and provided extensive help by telephone and mail. Materials provided to the sites from NCPC's extensive catalog included *Charting Success, Making a Difference: Young People in Community Crime Prevention, and Reaching Out: School-Based Community Service*. NCPC also worked with the Bureau of Justice Assistance, funder of the demonstration program, to provide appropriate feedback on the program's progress and development.

What follows are brief descriptions of each agency and some of the key assets each brought to the TARAD demonstration program. Each contributed processes and concepts that were adapted by one or both of the other sites. These descriptions will help identify the strategies, structure, and process that are part of the success of the Teens as Resources Against Drugs program.

DRUGS ARE OUT IN EVANSVILLE, IN

A SNAPSHOT OF TARAD IN EVANSVILLE						
	Projects	Youth Organizers	Adult Organizers	People Reached	Average Award	Total Allocated
1990	12	456	167	14,900	\$1,003	\$12,035
1991	10	445	54	15,525	\$1,000	\$10,000
Total	22	901	221	30,425	\$1,002	\$22,035

During the two years of the TARAD demonstration, \$22,035 in awards were made to 22 youth-led drug prevention projects in the Evansville, Indiana area. More than 900 young people reached approximately 30,000 people, from pre-schoolers to retirees. Evansville has opened its schools, community centers, and hearts to these youth.

Preventing drug abuse before it starts was the emphasis in Evansville. The youth-led projects all aimed at prevention rather than intervention. "This approach was more effective in our area than drug intervention," said to Debbie O'Donnell, TARAD Project Coordinator in Evansville. The reason? Although drugs are indeed a problem in Evansville, the situation is not so serious that busting crack houses and policing apartment buildings were priority activities, according to O'Donnell.

ORGANIZATIONAL STRATEGIES

Teen Council — Core of Success

TARAD's success in Evansville was the result of hard work and cooperation among diverse groups of young people and adults. At the heart of the Evansville program was the Teen Council, made up of about 80 teens and three to five adult advisors. The youth members of the Council were selected by their high school principals in response to a request from Youth Resources of Southwestern Indiana for two representatives from each grade. These individuals were selected not on the basis of grades or popularity but leadership. Principals were urged to look for potential as well as proven leadership skills. To make sure that all young people with the desire to participate in the planning of TARAD had the chance to do so, the Teen Council had two at-large members, and any young person could volunteer to be part of the Council, even if not nominated by a high school principal. In 1991, the Council was expanded to include representation from the alternative school.

The Council met regularly to discuss goals, projects, and day-to-day details of running a successful program. All meetings began promptly at 6:00 a.m. This time was chosen to accommodate busy schedules, and attendance was excellent at the biweekly, crack-of-dawn meetings. Participation in these meetings was proof of the commitment of the Teen Council members.

Award-making and Notification

During the second year, the group expressed a desire to identify the community's needs more precisely in order to improve project solicitation and selection. Members of the Teen Council designed a questionnaire and distributed it to local high schools. Teens responding indicated that their major concerns were "not having anything to do" and peer pressure. Alcohol was the drug of choice for most; some named marijuana or other drugs. The projects selected in Indiana in that second year reflected the results of this needs assessment. Evans Middle School students, for example, created a video on natural highs (alternatives to drugs and alcohol) and identified activities kids can do in Evansville that don't involve drugs or alcohol. Girl Scout Troop 902 won two TARAD awards, the second to augment their coloring book for fourth-through sixth-graders with a puppet show for elementary and junior high students, including a taped presentation discussing self-awareness and healthy lifestyles.

A committee of the Teen Council, usually 10 to 12 youth, screened all requests for project funding. Evansville had been in the award-making process earlier through the Youth As Resources initiative. After consultation with the New York City project, however, the teens decided that the process was too adult-oriented and made several changes to make it more teen-friendly. Although the Teen Council committee consulted with several adults in its screening process, the final decisions—which projects to fund and how much to award—rested squarely with the youth committee.

In each of the two years, Youth Resources sent out the word to the entire Evansville community that proposals for TARAD projects were being accepted. Sample applications were sent to a host of school and church youth groups. The award opportunities were also promoted through the bimonthly newsletter of Youth Resources. This newsletter is mailed to 500 educators, business leaders, and others with an interest in youth issues. Groups wishing to apply were required to submit their applications in November, and awards were made in December. Twenty-two projects were funded out of approximately 30 applications in the two years of the TARAD demonstration program. The adult advisors in the screening process included a representative from the county police force, a member of the Vanderburgh County Comprehensive Substance Abuse Council, an Evansville high school principal, and a priest. The mother of one of the teen participants in TARAD volunteered to work with the board — an example, according to Project Coordinator O'Donnell, of adults' enthusiasm for the TARAD program.

Piggybacking: Building on Success

TARAD's success in Evansville was an example of piggybacking on a successful existing program that believed in youths' capacity. Youth Resources of Southwestern Indiana, the TARAD sponsor, involves teens in a wide range of community service projects, and has since its inception been committed to youth planning of youth programs.

Thanks to the success of Youth Resources, Evansville social service agencies, educators, law enforcement officers, and many others were already aware that young people could assume the responsibility for organizing a community project and succeed at carrying it out. And when TARAD began, Youth Resources of Southwestern Indiana was already experienced in working with a teen board and a project application process organized by teens.

The TARAD experience caused adults to continue to modify their attitudes about teens. Policies were changed: youth were invited to serve on boards; adults modified meeting times to meet teenagers' school schedules.

In the fall of 1991, a new school attendance rule threatened to cripple TARAD and Youth Resources. Under the new rule, students could not miss more than ten classes in any one subject. This could have devastated the performance groups that educated and entertained at schools and other community sites. When administrators realized they would be losing this invaluable resource, they immediately adapted the rule to permit TARAD-type projects to continue.

Monitoring and Technical Assistance

It is important that the local program staff stay in touch once the award has been made. To help the young people conducting a project stay on target, Project Coordinator O'Donnell visited each group once after the project was under way. She got first-hand knowledge from young people about their successes and difficulties. When a group was stuck or was heading in a different direction from the project description, she offered a morale boost, skills training, or some needed redirection.

Recognition and Help

According to *Making a Difference: Young People in Community Crime Prevention* (National Crime Prevention Council, 1985), successful youth-adult programs are based on four cornerstones: resources, responsibilities, relationships, and rewards. Rewards can be many different things. Celebrating success and achievement can be as simple as a smile, a round of applause, or a thank-you. Rewards can be as formal as a banquet or a press conference. They can include invitations to be involved in training or skill building, selection to speak at a conference, or seeking of advice on an issue. One reward for successful applicants in Evansville was a press conference to announce awards. Press interest in TARAD and the projects funded through it resulted in a host of newspaper articles about Evansville youths' successful drug abuse prevention efforts.

Youth-Led Evaluations

After all the TARAD projects for the first year were completed, they were evaluated. Youth and adults from each project were interviewed by teen and adult representatives from Youth Resources. Based on the project participants' reflections of what went well, what didn't, and what would have gone better if done differently, the Youth Resources staff wrote final evaluations. The board used these evaluations to determine what types of projects would have the best chances of success during the second year.

"It was amazing to watch the teens cut to the core of the issue. Their ability to immediately identify root causes instead of being sidetracked by the symptoms is a true talent," observed Debbie O'Donnell, Coordinator of the Evansville project.

PROJECT STRATEGIES

Improved Relations Between Police and Teens

Evansville teens and their adult sponsors recognized the importance of establishing a cooperative and respectful relationship between young people and the law enforcement community. All too often police officers encounter teens as troublemakers, rather than as resources in solving community problems. Similarly, young people too often think of the police not as allies but as adversaries who are out to get them. If communities are going to resolve a fundamental issue like drugs, then two of the groups who feel the problem the most—teens and law enforcement—must understand one another and work together.

To improve relations between the police and young people, youth in one TARAD project brought police officers into an elementary classroom to teach fifth-graders about the dangers of drugs and about effective refusal strategies. The fifth graders, in turn, adapted and taught the information to second-graders in their school. This program had the added advantage that very young people learned from role models only a little older than themselves.

Having Fun Without Alcohol and Drugs

In addition to finding compelling ways to get the antidrug message to younger kids, TARAD demonstrated in Evansville that young people can have a good time and still be drug and alcohol free. For example, a teen group at a youth recreation center organized and hosted a drug-free New Year's Eve party. More than 150 young people rang in the new year by gathering at the center for entertainment, music, ping-pong, volleyball, and non-alcoholic refreshments. A midnight "lock-in" assured that no one left the premises to drink or take drugs. Police and other adults joined the teens, participating in antidrug and antialcohol presentations. Although funded by TARAD for only its first year, the activity has become an annual event in a small, rural community in Indiana.

PROFILE OF TARAD IN EVANSVILLE, INDIANA	
Lead Agency:	Youth Resources of Southwestern Indiana
Allocated:	\$22,035
Projects:	22
Youth Organizing:	901
People Reached:	30,425
Organizing Method:	A youth advocacy, nonprofit agency in Evansville, Indiana implemented the project in a three-county area. The Teen Council arm of the group was used to select, monitor, and evaluate projects.
Promotion Techniques:	Reached out to schools, Teen Council, Evansville Youth Coalition; issued press releases and mailings to various nonprofits in the three-county area.

TYPES OF PROJECTS	
Videos	3
Performance Based	6
Cross-Age Teaching	5
Conferences/Events	3
Puppet Troupes	3
Establishing Drug/Alcohol-Free Organizations	1
Products	4
Peer Helping	1
Mentoring	1
Awareness Campaigns	2
Total	29*

ORGANIZING ENTITIES	
Middle Schools	5
High Schools	4
Community Centers	4
Youth Membership Organizations	3
Churches	3
Elementary Schools	3
Support Groups	1
Youth Councils	1
Total	24

* Many projects were multi-faceted. Thus, the "Types of Projects" totals exceed the number of projects funded.

Strengths:

- Utilizing an already existing agency, the program had access to the types of agencies and youth population TARAD wished to reach.
- The Youth Resources program could fund worthy projects that did not meet the TARAD criteria.
- The Teen Council served as an excellent arena for the youth empowerment and youth award-making components of TARAD.
- The Evansville tri-county area has a strong sense of community and was an important source of support.

Challenges:

- Need for summer programming. The current effort is school-year oriented.
- Lack of public transportation makes travel difficult for youth who do not have a car or are too young to drive.

**PROJECTS
EVANSVILLE, INDIANA, 1990**

Project	Type of Project	Type of Sponsor	Award
Raintree Girl Scout Council #902	product-coloring book	youth membership	\$ 1,000
Teens Against Drugs and Alcohol	puppet troupe	middle school	\$ 1,000
C.I.C. Newsome Community Choir	performance based	community center	\$ 1,000
Down With Dope...Up With Hope	performance based	community center	\$ 1,000
Pressure	performance based	youth membership	\$ 1,000
Carver Community Center	video	community center	\$ 1,550
Soul Steppers	performance based/cross age teaching	high school	\$ 1,000
Glenwood Middle School	cross age teaching	middle school	\$ 915
New Hope Baptist Church	product (brochure)	church	\$ 1,000
Brumfield Elementary School	performance based event (parade)	elementary school	\$ 1,000
Memorial High School, S.A.D.D.	conference	high school	\$ 720
Mt. Vernon Parks and Recreational Ctr.	event (lock-in on New Year's Eve)	community center	\$ 850
Total			\$12,035

**PROJECTS
EVANSVILLE, INDIANA, 1991**

Project	Type of Project	Type of Sponsor	Award
Teens Against Drugs & Alcohol	puppet troupe	middle school	\$ 1,000
Fairlawn Elementary School	mentoring	elementary school	\$ 839
Puppets On Patrol	puppet troupe	middle school	\$ 1,000
Reitz Teens Anonymous	cross-age teaching	support group/high school	\$ 1,000
Raintree Girl Scout Troop #902	cross-age teaching/products	youth membership	\$ 815
Evans Middle School	video	middle school	\$ 1,000
New Hope Baptist Church	peer helpers/products	church	\$ 1,000
Zion Missionary Church	video	church	\$ 900
Brumfield Elementary School	cross-age teaching	elementary school	\$ 1,000
Students Against Drugs and Alcohol	performance based	high school	\$ 1,446
Total			\$10,000

TEENS GO AFTER WORMS IN THE BIG APPLE

In two years, a total of 42 TARAD projects were funded through the Youth Force, enabling 2,025 youth to reach almost 37,000 people at a cost of less than \$21,000.

A SNAPSHOT OF TARAD IN NEW YORK CITY						
	Projects	Youth Organizers	Adult Organizers	People Reached	Average Award	Total Allocated
1990	26	1,590	58	4,406	\$385	\$10,000
1991	16	435	20	32,465	\$659	\$10,538
Total	42	2,025	78	36,871	\$489	\$20,538

Because drugs and their effects are so severe and widespread in New York City, these TARAD projects focused on intervention as well as prevention. "In New York the poverty is greater, and the added stresses of high crime and low opportunity lead more young people to turn to drugs," says Kim McGillicuddy, Director of Youth Force at the Neighborhood Youth Leadership Center of the Citizens' Committee for New York City, sponsor of TARAD in New York City. During the first year, 26 projects were funded. At least twelve continue to provide drug abuse prevention programming. For example the Bushwick Youth Council developed a drug abuse prevention workshop, "Can't Touch This," which was positively evaluated by participants. A police officer who helped organize the Michael Buczek Sports Association indicated that the program is continuing and recommends that it be expanded to all New York City precincts.

ORGANIZATIONAL STRATEGIES

Youth Force Experienced in Youth-to-Youth Efforts

Youth Force is based on the premise that young people have a critical role to play in solving the city's problems. Since its founding in 1988, Youth Force has been extensively involved in youth-to-youth award-making. Teens not only work with Youth Force; they run it. Most of the 40-person staff, are under age 21. Staff members are paid only \$50 per week. "The youth organizers are required to work at least 10 hours a week, but most of them are so enthusiastic about the program that they work much more than that," says Sylvia Pizarro, awards coordinator for Youth Force and a teen herself. An all-teen board hires staff, sets goals, and allocates funds. Through its parent organization, the Citizens' Committee for New York City, Youth Force has been supported with funds from the city, the state, individual donors, and foundations.

Because the basic TARAD concept was not new to New York, there was little need to convince adults that teen-agers could succeed in planning, organizing, and completing projects. Adults had already seen that motivated young people, given modest resources and encouragement, could accomplish a great deal.

The greatest challenge facing groups and programs applying to the Youth Force for funding was finding adult advisors — paid or volunteer. Because of New York's budget crisis and a variety of other issues, groups struggled to find adult helpers.

Training for Participants

Over the last two years, TARAD funds supported more than 2,000 New York City youth in their work on a variety of projects. But even more important than the projects, according to Kim McGillicuddy of Youth Force, is the training participants received. "Training is key," she said. "A project award is not much unless you have the training and technical assistance to go with it."

All young people who participated in TARAD were strongly encouraged to take part in the day-long training provided by Youth Force. An introduction to youth empowerment, the training helped young people to focus on their own power and their ability to make positive change. The training, which included practical skills such as speaking, planning, money management, and working with others, was all conducted by teens. "We found that young people are more receptive to learning from each other than from adults," McGillicuddy said.

The adults who worked with young people on TARAD projects were also encouraged to take training offered by Youth Force. The adult training focused largely on how adults can help young people without assuming the roles of making decisions and giving orders. Adults learned how to help when needed, while generally staying in the background so that the project remained under the management of the young people. The training sessions ran concurrently, with adults and teens meeting together for the final portion. This training was so effective that it became a full-scale project of Youth Force. During the second year of the TARAD demonstration program, more than 5,000 youth and adults were trained. This meant that Youth Force organizers provided about 10 workshops per week, beyond their other duties.

A Well-Developed Award-making Process

New York's TARAD award-making process was also a well-honed one, thanks to more than three years of youth-to-youth funding through Youth Force. Allowing video or audio tapes to be submitted in lieu of written applications and advising that "you must be under age 21 to complete the application" helped encourage young applicants. The process was designed to be user-friendly.

In general, TARAD in New York City made a large number of small awards. The average award amount was \$489.00. A total of 42 awards were made, most of which went to minority youth. The large number and small amounts of awards were the results of good proposals and the breadth of problems in New York City.

Some ad hoc youth groups working on TARAD projects became ongoing organizations in their own right. If young people believed the project was important enough to continue after the TARAD funding ended, Youth Force trained groups to become nonprofit organizations. Teens were trained in ways to seek grants from other funding agencies, to incorporate, and to run an organization. One example is the Banana Kelly youth group, which received foundation support to continue to educate other youth and to work to stop crime and drug abuse in a South Bronx neighborhood.

In some instances, foundations or other outside funders heard about an impressive TARAD project and wanted to help it continue. An example was a Bronx group, Young Hope, now receiving support from the Mayor's Office and Department of Youth Services. When two young people were killed in their neighborhood as a result of drug-related violence, the group had organized an anti-violence rally and installed a memorial plaque in the neighborhood as their initial projects.

PROJECT STRATEGIES

Take Back the Park From Drugs and Violence

Violence was one of the scourges young people wanted to eliminate when they launched a campaign to reclaim neighborhood parks for those who live nearby. Take Back the Park is an example of teen-agers bringing about a change that everyone in the neighborhood longed for — reducing drug traffic and violence — but thought impossible. During six weeks of the summer, teens peacefully reclaimed neighborhood parks that had been completely taken over by drug sellers and drug users.

Until Take Back the Park came along, residents of the neighborhoods did not dare to enter their trash-strewn, paraphernalia-infested parks. Neighborhood children were warned never to go into the parks. Many of the parks were padlocked.

With TARAD funds and help from Youth Force volunteers, teen groups in midtown Manhattan, East and West Harlem, and Brooklyn reclaimed seven parks for neighborhood families to enjoy without being hassled by drug dealers. Children now can play in the parks without fearing that they will pick up AIDS-infected needles or be exposed to dealers. How did groups of teen-agers bring about such a profound change in their neighborhoods? They worked hard and joined forces with similar groups around the city. Take Back the Park demonstrates that the success of individual projects can be enhanced when groups with similar goals cooperated. With Youth Force playing a coordinating role, representatives of the various neighborhood groups met together regularly to exchange information and share resources. Youth Force was also able provide resources and share organizing strategies efficiently by working with all the groups at once. Teens felt a sense of their power by knowing that teens in other neighborhoods were doing the same thing and that all were part of a larger effort.

The planning for a summer Take Back the Park program began in February. Plans included organizing a six-week summer program of music, dancing, arts and crafts, and a range of festive family activities in the target parks. By bringing large numbers of neighbors into the parks to enjoy the activities, teens drove the drug dealers out. For hundreds of children this was the first time that they had a park in which they could play.

Keeping the parks from being taken back by the drug dealers after the six weeks of organized family activities had ended posed a challenge, especially since city budget cuts had sharply reduced trash pickups and other needed services. TARAD teens organized themselves to negotiate with city officials for a regular police patrol and a daily trash pickup in the parks they had just reclaimed. By successfully arranging for adequate services in the face of severe city budget cuts, teens proved that they had learned sophisticated negotiating skills.

One TARAD group that cleaned up a park also took on the responsibility of ongoing cleanup. Alianza Dominicana, a group of Hispanic teen-agers in New York's Upper West Side, cleans up Highbridge Park daily. The park is a large one, and the teens are committed to keeping it clean, so that used crack vials and hypodermic needles do not confront children who play there.

Drug Patrols

New York City youth also worked to eliminate drugs from their neighborhoods. In Fulton Homes, a low-income housing project in the Lower West Side, teen-agers organized a drug patrol. Every afternoon and evening, a group of about 20 young people patrolled the buildings' hallways and entrances, and the surrounding area. Whenever they found any drug activity, they made immediate contact with the police. The police have endorsed the drug patrols and expressed gratitude to the young people for helping with such a difficult and dangerous job.

Another TARAD group organized a Drug Block Watch. A group of 18 youth worked closely with their police precinct headquarters and the local Crime Watch Program as they patrolled several blocks, made regular visits to senior citizens, and assisted other young people with job referrals. The Drug Block Watch reduced crime in the patrolled area, according to Youth Force, and was a major boon to participants' self-esteem.

Teen patrols have had a unifying effect on the residents of the buildings and neighborhoods where young people have organized them. The patrols have built a feeling of community among neighbors, and their enthusiasm for the teens' efforts is high.

Gardening — Supplanting Drug Activity in the Parks

Though more direct intervention was a major focus of TARAD in New York City, longer-range prevention was a high priority. One of these efforts was gardening, as a means to reach a group particularly vulnerable to drug abuse—emotionally handicapped youth.

A group of developmentally delayed and emotionally handicapped young people at a special Brooklyn public school found purpose in restoring a former children's garden in the community's Highland Park. The site had become overgrown and filled with trash and drug paraphernalia. But now it is a flourishing garden again, thanks to the work of TARAD youth. The school, which emphasizes community vocational experience for emotionally and mentally disabled young people, recruited older teens with work experience or vocational training to do the heavy work involved and to serve as role models for the youth. The school group also had help from the City Parks Department and the Cornell University Cooperative Extension Service. The number of teens working on the garden grew from 30 to 130, and participation expanded from one school to five, in less than two years. The students cleaned up the land and prepared the soil for planting, the first time such work had been done in almost 30 years. In the fall the kids planted tulip bulbs, and in the spring they planted vegetables which were used in the school's kitchen program. "The young people benefited enormously from participating in the cycle of planting, harvesting, and eating," said Howard Kushner, adult advisor to the project and a job developer with the New York City Board of Education.

Neighbors, impressed with the transformation of an unsightly dumping ground into a healthy garden, took an interest in the young people's efforts and helped with the garden's care. "The kids learned that their hard work yields success," said Kushner. "They got so involved in the garden that they had no time for drugs, and they learned skills that will help them find jobs when they are older."

In addition to the benefits experienced by the young gardeners, the half-acre garden has also made for a safer park, no longer littered with drug paraphernalia. Children can and do play there and, because neighbors spend time in the park caring for the garden, the area is less likely to be frequented by undesirable people. The youth who carried out this project were presented with the city's prestigious Mollie Parnus Award for Neighborhood Beautification.

Another Brooklyn group that created a garden went a step farther by making it into an educational forum for the neighborhood. Green Guerrillas, a group from a Brooklyn public school, built a stage near their garden and in the summer presented a play about a group of kids who wanted to rescue an abandoned building from drug users. The play showed the obstacles facing such an ambitious project, but also portrayed the eventual success of the kids in taking back the building.

Antidote to Racism Helps Prevent Drug Use

Encouraging a constructive activity like gardening is one approach to drug prevention; another approach is to address a related problem. Youth felt that because so many black and Hispanic people are at economic and social disadvantage, discrimination contributes to drug abuse. The Youth Leadership Project developed a series of skits that focus on the link between racism and drugs. The skits, presented to youth throughout the New York metropolitan area, dealt with conflict resolution and the effect of racism and drugs on the family and on society.

PROFILE OF TARAD IN NEW YORK CITY	
Lead Agency:	Youth Force of the Citizens Committee for New York City
Allocated:	\$20,538
Projects:	42
Youth Organizing:	2,025
People Reached:	36,871
Organizing Method:	Youth Force networks with a variety of youth advocacy and youth membership organizations. It is also active on a variety of task forces concerning issues in the city. Youth Force organizers along with recruited adults form the funding body. The Force is utilized during the year to monitor and evaluate the projects.
Promotion Technique:	Youth Force mails award applications to over 15,000 groups and agencies in the city. It also distributes forms at all workshops and its annual conference that attracts more than 1,000 young people. Press releases are issued as well.

TYPES OF PROJECTS		ORGANIZING ENTITIES	
Videos	8	Neighborhood Organizations	8
Take Back the Park	8	Neighborhood Groups	6
Performance Based	7	Middle Schools	4
Beautification of Drug Infested Areas	5	Nonprofits	4
Cross-Age Teaching	6	Youth Councils	3
Conferences/Events	3	Community Centers	3
Awareness Campaigns	2	Youth Membership Organizations	2
Murals	2	Churches	2
Drug Patrols	2	High Schools	1
Newspapers	2	Elementary Schools	1
Contents With a Message	2	Special Education	2
Peer Helping	2	Colleges	2
Puppet Troupes	1	Hospitals	2
Drop in or Teen Centers	2	City-wide	1
Products	1	Police Athletic Leagues	1
Total:	53*	Total:	42

* Many projects were multi-faceted. Thus, the "Types of Projects" totals exceed the number of projects funded.

Strengths:

- Strong support from a parent organization for the youth empowerment concept.
- Youth organizers utilized to provide skills training to youth and adults.
- Successfully attracts black, Asian, and Hispanic youth.
- Application and monitoring processes are user-friendly.

Challenges:

- Difficulty in securing adult advisors.
- Identifying people able and willing to mentor and train the youth organizers.
- Sheer size of the city and magnitude of the problems.
- Adults sometimes see the awards as minuscule and are not prompt in responding.

**PROJECTS
NEW YORK CITY, 1990**

Project	Type of Project	Type of Sponsor	Award
Families United	performance community awareness	nonprofit	\$ 375
Jamaica Ave. Project	beautification/removing drug infestation	special education	\$ 500
106 Street Power	newspaper	middle school	\$ 500
I.S. 201 Puppet Troupe	puppet troupe	middle school	\$ 300
Youth Leadership Project	performance	nonprofit	\$ 400
Upper Manhattan Mentor Group	performance	city-wide	\$ 400
Neighborhood Initiatives Development Corp	community awareness	neighborhood assn.	\$ 500
Teen to Teen Video Connection	video	nonprofit	\$ 794
God's Youth Organization	conference	church	\$ 500
Youth Task Force on AIDS Prevention	video	neighborhood group	\$ 495
Navy Yard Boys and Girls Club	mural	youth membership	\$ 300
Markham Peer Leaders Against Drugs	performance	middle school	\$ 300
Pioneer Youth of Glenmore Ave.	drug patrol	youth council	\$ 225
Peer Leaders Against Drugs In Our School	cross-age teaching	middle school	\$ 300
Bushwick Youth Council	cross-age teaching	PAL	\$ 300
Cindy Soul	performance	neighborhood group	\$ 300
Youth Reach	newspaper	neighborhood assn.	\$ 431
Michael Buczek Sports Assn.	beautification	PAL	\$ 268
Clinton Community Service	take back the park	neighborhood group	\$ 445
Green Oasis	take back the park	neighborhood assn.	\$ 500
Project Basement/Pro-Base	contest with a message	neighborhood group	\$ 225
MONEY	mural	neighborhood assn.	\$ 400
Upper West Side Independent	community awareness	youth council	\$ 300
Banana Kelly Peer Educators	conference/antidrug rally	neighborhood assn.	\$ 500
Manhattenville All-Stars	conference	community center	\$ 200
The Scooter-Roots Fight Back	comic book	neighborhood group	\$ 242
Total			\$10,000

**PROJECTS
NEW YORK CITY, 1991**

Project	Type of Project	Type of Sponsor	Award
Explorer Post 280	take back the park	youth membership	\$ 1,000
Maria of Starr Block Assn.	take back the park	neighborhood assn.	\$ 1,000
Jamaica Avenue Project	beautification/ clean-up	special education	\$ 737
Kastle Krew	drop-in center	neighborhood group	\$ 500
Rise and Shine Production	take back the park	nonprofit	\$ 1,000
Young People's East Harlem Resource Center	take back the park	community center	\$ 1,000
Manhattan Community Board #9	take back the park	community center	\$ 1,000
Strong Young Leaders Who Care	contest with a message	hospital	\$ 716
Youth Health Service	cross-age teaching	hospital	\$ 500
Fulton House Youth Patrol	drug patrol	neighborhood assn.	\$ 120
Tetard Talented Teens	cross-age teaching	middle school	\$ 550
Hard Core Righteousness	take back the park	college	\$ 590
Work It Out Players	video	middle school	\$ 250
Transit Tech Peer Leaders	video	high school	\$ 375
Bed-Sty Artists	mural/beautification	community center	\$ 750
Edwin Markham Peer Leaders	video	middle school	\$ 450
Total			\$10,538

KIDS IN THE KNOW SAY NO IN SOUTH CAROLINA

The South Carolina TARAD demonstration was statewide in scope. A state agency, the South Carolina Commission on Alcohol and Drug Abuse (SCCADA), was chosen in part to show how state agencies can participate in teen-led efforts. Operating statewide provided the advantage of reaching more young people in more places, although scattered locations made contact among youth and adults in the various projects difficult. The distances also prohibited direct project oversight by SCCADA. To make sure that projects could receive nearby help and support for the youth, SCCADA enlisted appropriate county alcohol and drug abuse service agencies to help.

TARAD IN SOUTH CAROLINA						
	Projects	Youth Organizers	Adult Organizers	People Reached	Average Award	Total Allocated
1990	17	487	17	7,796	\$1,209	\$20,551
1991	11	154	64	23,430	\$1,430	\$15,725
Total	28	641	81	31,601	\$1,296	\$36,276

ORGANIZATIONAL STRATEGIES

Youth Training Organization Becomes TARAD Vehicle

The principal means used to implement the TARAD demonstration program in South Carolina was the Teen Institute, which draws youth from all over the state to a summer drug abuse prevention training camp that has trained more than 3,000 youth since 1984. At TI, teens learn from each other through entertainment, group discussions, and role playing. Teens and adult advisors participate in a week-long session which provides information and skills training in leadership, empowerment, and drug and alcohol abuse prevention. During this same week, teams meet to plan the implementation programs in their communities. Some teams were unable to implement their projects until TARAD funds became available, because of lack of local support. A few organized and carried out some form of their project, but most youth were limited in what they could do without some funds.

The Teen Institute and the County Prevention Offices served as valuable resources for TARAD. The Teen Institute promoted the availability of the awards, educated youth concerning drug and alcohol issues, introduced and modeled the concept of youth empowerment to both adults and young people, and helped youth exchange ideas concerning possible projects. The County Prevention Offices provided information concerning local community needs, additional adult support, and a resource bank of tools and techniques. They also served as the eyes and ears of the state agency.

TARAD provided the perfect complement to Teen Institute, according to Cathy Blume, SCCADA's Primary Prevention Consultant and administrator of TARAD in South Carolina. With a grant of \$26,000 from the National Crime Prevention Council over the two years, augmented by state funds, SCCADA funded 31 TARAD projects, of which 28 were completed. Inspired by the TARAD experience, SCCADA developed funding for a large number of other teen-led projects focused on other issues.

Through TARAD, about 640 South Carolina youth initiated and ran drug abuse prevention projects over the last two years. Blume estimates that a total of about 31,000 people have been touched by these projects. The TARAD awards ranged from \$500 to \$1,500. Most awards were for \$1,500. Some of these projects were multiple activities geared to a specific neighborhood, group home, or school system. The youth organizing the projects ranged in age from 13 to 19 and reached people from four to 80. Of the 17 first-year projects, 13 were still in operation a year later. During the first year, 1990, 33 groups applied for awards, and 20 TARAD projects were funded of which three were not completed. The second year's applications numbered 66, of which 11 TARAD projects and 38 SCCADA projects were funded. In the second year, fewer youth (154) participated but reached three times as many people.

Teens in South Carolina were less involved in the inner workings of the TARAD program than were teens in New York and Evansville, because of the long distances between groups. Teens were actively involved, however, in two key ways: they developed the TARAD application and promotional materials; and they partnered with adults to staff the TARAD project review board.

Each year, a special survey is conducted by the South Carolina Commission Against Drugs and Alcohol regarding the use of alcohol and drugs in the state. Each South Carolina project site was able to draw on its county's survey results to design more effective projects.

Because of distances, granting of the awards was done by mail, and recognition was handled locally with the help of county service agencies. Project monitoring was accomplished by site visits of the SCCADA staff from Columbia and the county alcohol and drug authorities.

Thanks to Teen Institute's extensive network, SCCADA had no trouble spreading the word about the availability of TARAD funds for projects. Groups funded by TARAD included school groups of young TI participants, 4-H club members, and even young people in group homes.

Effect on State Agency

Two years of TARAD experience in South Carolina proved that youth can tackle ambitious and important projects and succeed at them, in spite of distances between groups and lack of easy access to the administering agency. In fact, because of the distance between SCCADA, the implementing agency in Columbia, and many of the youth groups involved in TARAD, county substance abuse prevention offices played an active role in working directly with young people on drug abuse prevention. "TARAD is a great thing, not only for kids but for our agency as well," said Phillip Hudson, Prevention Coordinator at Spartanburg's Alcohol and Drug Abuse Commission. "Through TARAD, our agency has built an ongoing relationship with young people that allows us to do more drug education, team building, and leadership programs with youth."

PROJECT STRATEGIES

Projects Benefited All Age Groups

The teens in South Carolina did not limit their concern about drug abuse to their peers, but conducted projects reaching all age groups. Senior citizens were the focus of a group from the Phillis Wheatley Community Center in Greenville. They designed a presentation for elderly people about the problems posed by improper use of prescription drugs, especially about drug interactions with other medications and with alcohol. One youth said they chose this project because "the seniors have always been there for us and we need to be there for them." The young people consulted a pharmacist to find out which prescription drugs are most commonly used by older people and obtained expert advice about the precautions to be taken with each drug. They presented that information along with written materials to elderly groups. The presentations were enthusiastically received. In addition to the good feeling that emerged from helping others, the teens gained experience in public speaking and learned about researching, gathering resource materials, and organizing a presentation.

Teens Mentor Younger Kids

At the other end of the age spectrum, some TARAD projects focused on younger children. Like teens at other TARAD sites, South Carolina teens found that they were often much more successful at working with and influencing younger children than were adults, even if the adults had more knowledge and experience. "Young kids always admire older kids," said Cathy Blume, Coordinator of the South Carolina project. "Mentoring of younger kids by older ones is one of the best tools we have to prevent drug abuse among young people."

Teens were enthusiastic about working with younger children. High school students in Georgetown organized an active weekend of workshops for seventh-, eighth-, and ninth- graders. The workshop sessions promoted alcohol and drug awareness and provided a forum for younger students to address the difficult problem

of peer pressure. The weekend also included a session on creating and sustaining a "Just Say No" club. Attendees learned how to generate interest among their peers, how to plan activities that will make members want to stay involved, and how to get help needed to make their club a success. The workshops created a group of educated junior high students who implemented similar programs for their peers.

Many children whose parents work have no reliable care on teacher in-service days when there is no school. A group of 15 4-H teen leaders in Allendale organized two Fun Days for more than 90 children, ages nine to 12, to provide positive alternatives during the in-service days.

In addition to games and entertainment, the teens offered workshops that addressed peer refusal skills and the harmful effects of drugs.

Peer-to-Peer Assistance

In addition to working with younger kids and senior citizens, young people provided needed help and support for each other. It was natural that South Carolina would have many peer-to-peer assistance projects, given Teen Institute's key role.

In Clemson a group of teens calling themselves New Horizon received a \$1,000 TARAD award to create a center where teens could go to enjoy themselves and give and receive help in an inviting, drug-free environment. The award enabled them to find a site that they made into a place where young people would feel comfortable. Along with its drug-free social opportunities, the teen center has also been a place where New Horizon members have provided interested youth with drug information and have offered help in dealing with peer pressure and other problems.

Another peer program was inspired by a group's experience at Teen Institute. Calling themselves SWAT (Students With A Task), a dozen students from Lewisville High School organized a Mini-Teen Institute for students from their own and other high schools. By the time the Mini-Teen Institute took place, it had become a broad-based effort. The host school's art class made the posters, its study hall class made props for one of the activities, and community businesses donated food and supplies. Nurturance and mutual support were at the core of the event, as more than 300 students divided into family groups to support each other in their efforts to remain drug free. The bonds formed that day were so strong that good-byes were tearful. One adult commented that he never thought he would see a big football player weep the way one did at the closing of the Mini-Teen Institute.

Another program offered training so that young people could gain the knowledge and confidence needed to help their peers. A high school group in Jasper County held a day-long jamboree for students from three area high schools and three middle schools. More than 300 young people participated in workshops on drug awareness, refusal techniques, and more. In the fall, the group provided care packages to 250 incoming sophomores to help them feel welcome and to let them know there were peers available to provide support for new students desiring to stay drug free.

Many South Carolina teens are committed to the effectiveness of the peer-to-peer approach and have helped younger students to try it with each other. A group of high school students in Barnwell organized a training program for 11- to 14-year-olds to help them reach their classmates with drug information and techniques for resisting peer pressure to use drugs. Drawing on their experience with Teen Institute, the Barnwell teens imparted valuable information and at the same time served as role models for the younger kids.

Peer-to-peer drug abuse prevention programs have also been organized by middle school kids themselves, thanks to TARAD support. At one junior high, a group of 12 youth developed a program to teach others their age how to be leaders in drug abuse prevention. The 12 had attended a Junior Teen Institute (JTI), a shorter version of the week-long Teen Institute oriented toward junior high youth. Inspired by the training they received at JTI, the group organized a training session at which interested students in their school learned strategies for saying no to drugs as well as ways to help schoolmates and others say no.

Reaching Out to the Community

TARAD acknowledges that it is not enough for teens to reach only other teens. Drug abuse prevention must reach the entire community. In Greenville, the middle school Just Say No Clubs organized a project to extend the reach of prevention. Combining forces with the 4-H Club, they sponsored a health fair where they distributed, among other things, 2,000 anti-drug and alcohol bumper stickers. They formed a musical group that performed songs with an alcohol and drug abuse prevention theme. The message reached hundreds of youth and adults directly and thousands of drivers who will see the bumper stickers.

TARAD in Group Home Setting

At Epworth Children's Home in Columbia, a home for abused and neglected children, teenage residents organized Lifesavers in order to keep the younger children in the Home from using drugs. To start their program, the group ran a full-page ad in the campus bulletin, calling on all residents interested in fun and worthwhile alternatives to drugs to join them for some organized activities. The response was enthusiastic.

The teen organizers divided the interested youth into groups by age and worked with them to plan a variety of activities, including monthly projects. One was a drug and alcohol information booth at the Home's Halloween Carnival. Another was an antidrug poster contest with outside judges and prizes for the winning artists.

Great American Medicine Show

One of the most popular programs adopted by TARAD groups around the state was the Great American Medicine Show. This series of antidrug skits and songs originated at the Teen Institute of Ohio and has been adapted by South Carolina youth for local audiences. Thousands of people at schools and community centers around

the state have seen the Great American Medicine Show, which also encourages young people to develop original skits. For instance, Hans and Franz, two popular "Saturday Night Live" characters, offered to "pump you up" for drug abuse prevention. One of the most popular original skits was "Kung Fu Theatre", complete with dubbed voices and appropriate karate and judo duels in which good triumphs over evil.

Observances As Drug Prevention Vehicles

Through the Great American Medicine Show and most other TARAD projects were organized and carried out locally, one theme reached the entire state. Red Ribbon Week, a national project, is an intensive effort in South Carolina coordinated statewide by Greenville Families in Action. Symbolized by the wearing of red ribbons, the Week emphasizes youths' and adults' commitment to remaining drug free and to working for a drug-free community. During Red Ribbon Week, almost all TARAD groups in the state organized activities at their school or community center each day to educate people about the devastating effects of drugs and to invite them to commit themselves to helping make their community drug free. During Red Ribbon Week, TARAD groups brought in speakers, put on musical and dramatic performances with antidrug themes, and involved young children in enjoyable activities.

PROFILE OF TARAD IN SOUTH CAROLINA

Lead Agency:	South Carolina Commission on Alcohol and Drug Abuse
Allocated:	\$36,276.00
Projects:	28
Youth Organizing:	641
People Reached :	31,601
Method:	Utilized the annual Summer Teen Institute to train youth in skills and issues, and promote the availability of awards. County Alcohol and Drug Prevention Commissions served as resources and liaisons to local projects.
Promotion Techniques:	Promoted availability of TARAD awards through Teen Institute, notified each county prevention agency, and alerted all organizations sitting on county advisory boards.

TYPES OF PROJECTS

Performance Based	6
Cross-Age Teaching	6
Lock-Ins	5
Peer Helping	4
Awareness Campaigns	5
Establishing Drug/Alcohol-Free Organizations	4
Awareness Days	5
Videos	3
Puppet Troupes	1
Drop in or Teen Centers	1
Health Fairs	1
Mentoring	1
Total	42

ORGANIZING ENTITIES

High Schools	15
Youth Membership Organizations	5
Middle Schools	3
Community Centers	3
Group Homes	2
Alternative Schools	2
Mental Health Centers	1
Nonprofits	1
Total	32

*Many project were multi-faceted. Thus, the "Types of Projects" totals exceed the number of projects funded.

Strengths:

- Existing, extensive training and education mechanism in place and used.
- Statewide network of county agencies provided resources, information, and support.
- Access to the most current prevention information and needs assessment information.

Challenges:

- State policies and procedures made it difficult to maintain management flexibility.
- Statewide scope made it difficult to bring Project Selection Team together as often as desired.
- State hiring process made it difficult to hire youth to help manage the program.

**PROJECTS
SOUTH CAROLINA, 1990**

Project	Type of Project	Type of Sponsor	Award
TIME	performance/cross-age	high school	\$ 300
Product 19	performance/cross-age	high school	\$ 300
Allendale Co. 4H Leaders	awareness day	youth membership	\$ 578
North District Middle School Just Say No and 4H Club	health fair	middle school and youth membership	\$ 1,500
ACT, Phillis Wheatley Community Center	cross-age teaching	community center	\$ 1,500
SWAT	lock-in	high school	\$ 1,220
Lancaster TeenInstitute	lock-in	high school	\$ 1,500
Timmons ville K.I.S.S. Club	lock-in	high school	\$ 852
M.O.D.Squad Lugoff Elgin Teen Institute and S.A.D.D. Chapter	established club/ cross-age teaching	high school	\$ 1,300
Y.E.A.H. Team	established club/ cross-age teaching	high school	\$ 1,500
Landrum High School Fan Club	lock-in	high school	\$ 1,500
I'm BAD, Wilson High School	established clubs/ lock-in	high school	\$ 1,500
Peers Helping Peers, Future Homemakers	peer helpers	youth membership	\$ 1,500
MMP, Junior High Middle School	peer helpers	middle school	\$ 1,500
Williston-Elko High School	established club/ cross-age teaching	high school	\$ 1,500
New Horizon, Clemson Extension Service	teen center	youth membership	\$ 1,000
K.I.S.S. Club, Broome High	awareness days	high school	\$ 1,500
Total			\$20,550

**PROJECTS
SOUTH CAROLINA, 1991**

Project	Type of Project	Type of Sponsor	Award
Yo Kids	peer helpers/mentoring	community center	\$ 1,500
S.O.S. Club	puppet troupe	high school	\$ 1,500
Epworth Children's Home	awareness campaign	group home	\$ 1,500
Peers Helping Peers	peer helpers	youth membership	\$ 1,500
LOVE	performance	high school	\$ 1,500
Scott's Branch High School	awareness campaign	high school	\$ 1,500
Drug Busters	performance	community center	\$ 725
S.M.A.R.T.	awareness campaign	alternative high school	\$ 1,500
T.U.F.	awareness campaign	group home/ alternative school	\$ 1,500
Berkley Kids' Middle School	video	middle school	\$ 1,500
York Mental Health Center	awareness campaign	mental health center	\$ 1,500
Total			\$15,725

VI RESULTS

The results of the TARAD program were exciting and varied, though difficult to quantify in some respects. All are nonetheless real and important. There were clear benefits to the communities, to the youth, and to the host agencies.

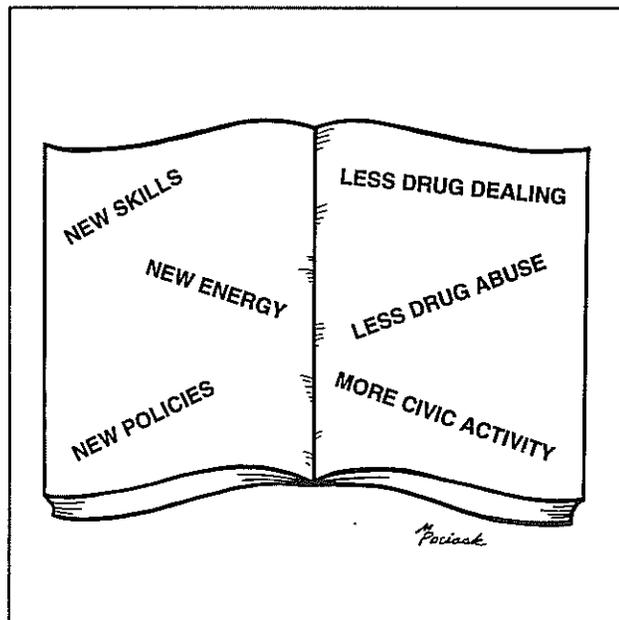
The Communities

Drug dealers were moved out. The SCANT Mural Project (New York) reported, for example; “Crackheads used to hang out there, and now a lot don’t. We have changed the future; crackheads won’t come back now.”

The communities now more frequently turn to youth for assistance in policymaking. In Evansville, TARAD youth have been invited to serve on a city-wide drug abuse prevention policy board to help programs become more responsive to the needs of youth. They also add a fresh perspective to the policy process.

A school changed its curriculum to acknowledge the value of community service. A South Carolina school created a one-semester course, “Civic Responsibility,” to allow for future TARAD-like projects.

Annual abuse prevention activities are becoming part of local calendars. Communities such as Varnville, South Carolina now have an annual Health Fair that was originated by the local 4-H and “Just Say No” Clubs as a TARAD project. These groups now provide annual performances with antidrug and antialcohol messages.



The Youth

Some of the most dramatic benefits and changes accrued to the youth themselves.

Youth found a safer, drug-free environment. Many young people reported that they became involved in TARAD because they wanted a safe place to go. Today in some communities, mothers must arrange the furniture so that their children can be safe from stray bullets from drive-by shootings. Other mothers worry about simply sending their child to the corner market for a gallon of milk. Teen centers, community gardens, drug patrols, and Take Back the Park efforts all began in order to provide safer places in neighborhoods for community life.

Youth had an opportunity to be themselves, “warts and all.” Young people like a “safe environment” where they can practice creativity, take a chance, try something new without being graded or risking censure. One youth put it succinctly: “This weekend (in a training program) I was allowed to be me, and no one called me dumb.”

Youth came to believe they could make a difference. Sixteen-year-old Carmen advised: “If you set your mind to it, you can do anything.” The young people at the Phillis Wheatley Center volunteered to “go all over the country to help millions of people stop drug abuse.”

Young people got assistance with jobs and scholarships. Some young people participating in projects found it necessary to secure part-time employment in order to feed younger brothers and sisters or to earn \$75 tuition for summer school (needed because they frequently had to miss regular school to take care of younger children). TARAD links helped youth with work prospects. Other youth organizing TARAD projects were able to use their participation to aid in securing recommendations or scholarships for college.

Young people learned new life skills. Youth learned advanced skills such as group dynamics, conflict management, collaboration, and problem solving. These were complemented with such career skills as management of meetings, planning of special events and coordination of conferences. Derrick, age 14, reported: “I learned how to work with others. I learned how to help out and that you don’t always get everything your way.” Adult sponsors in one South Carolina town reported that “we always served food to the kids, who are from low income families. In the beginning, the stronger kids would fight off the weaker kids, and put the food in bags to take home. By the end of the project, the kids shared and look out for one another.”

The Host Agencies

All three local partner agencies experienced benefits from participating in TARAD, such as improved morale, increased awareness of youth empowerment, and a vehicle around which to build a coalition within their communities.

All three sites exhibited a strong interest in youth leadership and **used youth in shaping and administering TARAD**. Two sites were very successful in utilizing youth; the third experienced some frustration because of the lack of flexibility in the policies and procedures of the organization.

Cross-pollination has enriched the national and local partners. The “Bucket Game,” a team building technique, made its way from New York City to South Carolina. “Love in Any Language” from South Carolina is being sung by the Teen Council in Indiana. Evansville, South Carolina, and New York City youth have trained junior high students in the District of Columbia. Evansville is exploring the possibility of developing a regional leadership training similar to Teen Institute. South Carolina and Evansville invited New York City organizers to train youth and adults for youth empowerment. New York City youth have adopted recognition techniques from other sites.

Although the TARAD demonstration project funded by the Department of Justice has ended, **each local partner has committed itself to continue funding similar projects** in the future, using other sources of funding.

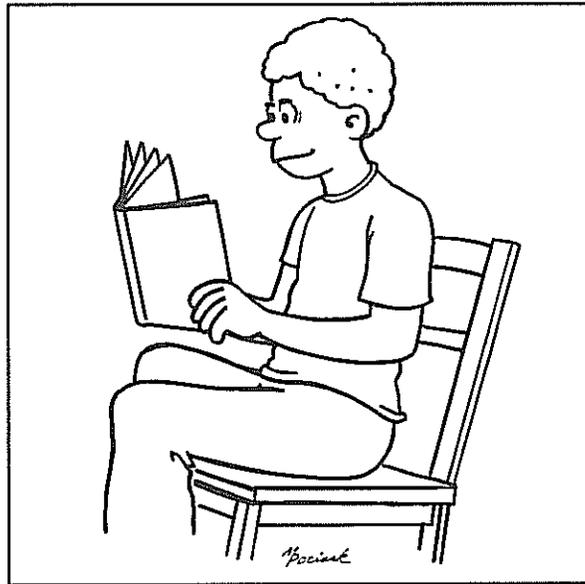
VII LESSONS LEARNED

Many of the lessons learned from TARAD reinforce those learned from other youth-as-resources efforts and drug prevention activities. Some are specific to TARAD. But all are valuable to those seeking to carry out youth-led programs.

Concerning Youth

Many teens do not want to use drugs. A number of youth reported a desire not to use drugs or alcohol, but indicated a need to locate an atmosphere free of drugs and free of negative peer pressure. One young participant began an eight-week summer college program after completing his TARAD project. He confided that he had been able to locate only five other youth willing to admit they were drug and alcohol free, and he expressed a desire to maintain a drug-free lifestyle because of TARAD.

Teens are concerned about and want to become involved in making their communities better. Throughout individual interviews with young people, a common theme was apparent. Teens have faith that they can change their communities. They do not want to see their friends and families abuse drugs. One young man was accepted by his state's Governor's School, a high honor. He chose to stay at his local high school because he believed that "you need to be there to support your friends."



TARAD projects can attract a variety of youth. A wide variety of youth participated in TARAD. Ballerinas in Evansville used their talents to encourage people not to abuse drugs. Hispanic and black youth formed recreational leagues to provide homeless children and teens with a safe place to play in parks. Both in South Carolina and New York City, young men crossed over from dealing drugs to serving as resources against drugs because of TARAD. They chose a drug-free lifestyle because of the caring concern of their peers and adult advisors.

Teens want to meet with other teens to exchange ideas and help each other. Teens are willing to go to great lengths to share their successes. They are willing to sleep on the floor, drive for hours, and do homework in a van in order to get the opportunity to meet with other teens around the state or country to establish networks of drug abuse prevention know-how and mutual support.

Concerning Organization

A supportive organization is critical to success. The key is finding an organization that believes in youths' abilities and will trust them. The organization must include adults who provide a safe and secure atmosphere for youth to flourish and encourage a metamorphosis of shy, insecure young people into confident, articulate leaders of projects. A staff person who realizes that the job hours are not always 9 to 5 is essential. Good problem-solving skills, creativity, and laughter often help salvage a project that is foundering because of personality or policy conflicts.

Advisors are cornerstones of successful projects. A major challenge for TARAD over the two years, according to Kim McGillicuddy of Youth Force in New York City, was to get adults involved. One difficulty was that many TARAD youth had parents who were drug abusers. Another barrier to adult involvement was the small size of the awards. "The kids took the awards very seriously, but the adults didn't," McGillicuddy said. While teachers were one of the greatest adult resources in South Carolina and Indiana, teachers were less able to help in New York, according to McGillicuddy. She pointed out that many teachers do not live in the poor neighborhoods where they are teaching and that they are afraid to stay at school after hours because it means traveling home after dark. "We constantly looked for ways to get more adults involved as sponsors for TARAD projects," said McGillicuddy. In addition, the social service agencies in New York City are so overburdened that staff members, already stretched thin, felt they could not take time to nurture a group of teenagers working on a short-term project.

Many adults would like to involve teens in projects, but are unsure of how to recruit and include youth. Working with youth can be a challenge. They sometimes seem to speak a different language, listen to different music, and behave in ways that are totally mystifying. Adults need training and support to work successfully with teens. They frequently seek guidance about structuring a teen work situation, offering skill training to teens, managing conflicts, supporting teen efforts without doing everything for them, and being a good listener/friend. Adults as well as teens need permission to try, to make mistakes, and to admit them and try again. Teens need to know that adults can and do learn.

Teens benefit greatly from skill-building forums and technical assistance. Young people need a variety of skills to complete projects successfully. They also need exposure to a variety of ideas to broaden their horizons. Teens draw on their own experiences when creating projects to meet the need of the community. By broadening their experiences, encouraging creativity, and providing a supportive atmosphere, the project itself gains depth and purpose. Sites reported a greater degree of success with projects when youth had planning and problem-solving skills whether through TARAD or other prior training.

Adaptability is a key to success. Meetings may need to be held at 6:00 a.m. to include all of the key players. Subway or bus tokens or a van or carpool may have to be provided. Adolescent survival issues such as a place to live, a parent on drugs, or food to eat may need to be addressed.

Concerning Management

A number of lessons drawn from the pilot experience will aid in the management of new TARAD efforts.

Projects are as creative and innovative as the process to solicit grant applications. Teens often develop projects similar to those they have witnessed or previously developed. To increase the number of types of projects, a montage of various youth-led projects may be shared with interested teens. As teens build on success, they often stretch their wings and develop more creative, bolder projects.

Youth seem more interested in drug abuse prevention than in intervention. They do not develop proposals to close crack houses or stop drug sales by writing down license plate numbers for police. When presented with intervention projects as potential choices, many teens exhibit no interest. This response may be due to fear of physical danger, skepticism about their power to cause change in this area, or concern that family members or friends may be on “the other side.”

Many youth activities revolve around the school year. Schools are obvious hosts for youth-led initiatives. Yet, **schools do not always reach the kids who feel separated from the community, and drugs do not take a summer vacation.** How can TARAD prevent drug abuse in the summer? Performance troupes created during the winter months can be used by recreation departments in parks or community centers. Libraries can use the young people as readers during story hours. Day care centers can provide ready audiences. TARAD summer projects were very successful. In New York City, youth wanted summer projects and a variety of organizations and locations supported the concept. Summer youth employment slots can be used to hire young performers or organizers for the various activities to assist lead agencies.

TARAD can encourage partnerships between law enforcement agencies and community organizations and provide police with an opportunity to interact positively with youth. As clearer communication begins, participants begin to understand the others' point of view. Law enforcement officers begin to revise their opinions of youth; young people begin to understand the law enforcement perspective. A partnership was sparked in some TARAD projects which had young people and officers working side-by-side. At the start of one project, police were threatening to arrest organizers; at the end of the project they were talking about what they and the organizers could do together.

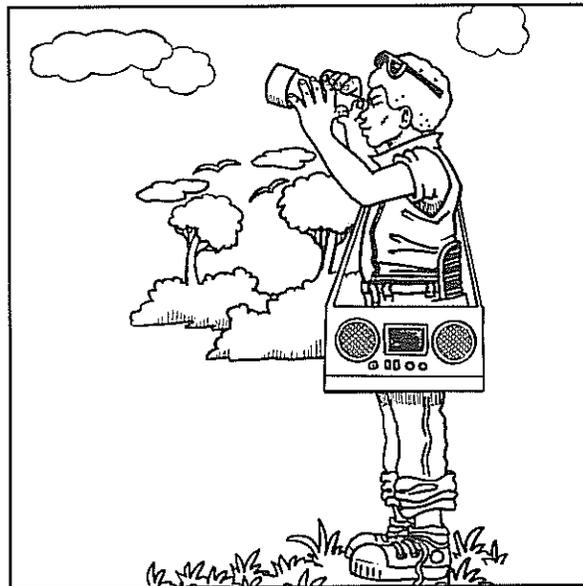
Formal training is important in facilitating projects. As communities encourage young people to become partners, adults need to model organizing skills. Adults and youth may need to be involved in learning and teaching each other all components of project planning.

The TARAD Board needs to decide in advance whether one-time events should be funded. There are arguments both ways. Conferences, training sessions, or other single events that serve to encourage other activities can be helpful. Single events such as a drug-free dance may have difficulty in gaining enough support to be institutionalized in the community.

VIII STARTING A TARAD PROGRAM

The three sites where the TARAD program flourished over the last two years were different. Administrative structures differed, as did methods of solicitation, forms of recognition, and numerous other features.

There was, however, a basic process that all sites used:



Creation

- Finding a champion;
- Training;
- Getting organized;
- Funding—dollars and “sense”;
- Planning with youth help;
- Designing a user-friendly process and application.

Operation

- Soliciting applicants;
- Screening applications;
- Monitoring;
- Evaluating the process and the program;
- Recognizing efforts.

The following description of a prototypical TARAD program includes elements used by various sites.

CREATION

Finding A Champion

To begin, there must be a sponsoring organization. This body can be a social service agency, a community organization, a local agency, or even a state agency. A key quality of a successful sponsor is its willingness to work *with*, not just *for* youth. The organization must be ready to involve youth not just as the recipients of services but as planners, organizers, and decision-makers.

Many youth-oriented agencies may be reluctant to take on a program like TARAD because of existing workload. But TARAD can ease that workload. First, TARAD works. If drug abuse prevention is part of an agency's mission, TARAD is an effective way to fulfill that mission. Second, because teens play leading roles in every aspect of the program, demands on agency staff time are reduced. Sponsoring TARAD can also enhance the agency's public image among teens who have the opportunity to direct their energy into something meaningful and successful and among the general public because of project results. Third, TARAD helps the agency build positive relationships with the law enforcement community, business leaders, and other concerned citizens as they work toward a goal that each cares about. These arguments for TARAD sponsorship apply to other kinds of sponsors in varying degrees.

Training

Training for the people who will be operating the program helps them avoid reinventing the wheel and strengthens and customizes local program design. The National Crime Prevention Council developed general training for the demonstration sites, drawing on its project-oriented work with youth. NCPC also urged the pilot sites to share their own expertise in similar programs.

Each of the sites developed formal or informal training for youth in planning, budgeting, and decision-making. Teens need to learn to see themselves as powerful and capable of making a difference in their communities. Adults usually need training too, in working effectively *with* rather than *for* youth. Identifying or developing training resources has a high early priority.

Getting Organized

Once an organization has committed itself to launching TARAD in the community, it will want to recruit some interested young people to help develop the local program and find funding. It should put out a call to local schools, youth groups, church youth groups, and youth-serving organizations, seeking young people who are interested in community service and youth empowerment, youth who want to work hard from the beginning in order to help make the program's promise a reality.

The TARAD group will need to establish plans and procedures for the following:

- publicizing TARAD to young people throughout the community;
- working with allies in drug abuse prevention, like law enforcement officers;
- selecting a board which should include a sizable number of youth to evaluate applications and make awards;
- establishing criteria for assessing applications and granting awards;
- establishing an awards cycle, with dates for application, selection, and completion;
- monitoring TARAD projects that are in progress;
- recognizing and celebrating the accomplishments of young people who complete their projects.

Funding — Dollars and Sense

Using common sense, the TARAD program can be adapted to the particular needs, strengths, and challenges of any community. The task that can seem most overwhelming regardless of location. How does a community finance the administration of the project and create a pool of award funds? Administrative costs, including part-time salaries, will run from \$4,000 to \$9,000 per year. A state entity will need additional funding for travel between sites. With \$6,000 to \$10,000 in grant funds a year, five to 20 projects can be funded, depending on the size of the community and the complexity of projects. Fundraising requires work, but TARAD's antidrug results can pay big returns for community. Business leaders, community foundations, and service agencies should be approached for funding. Government antidrug programs can contribute. The State Drug Coordinator should be contacted. Youth can also be solicited to contribute to the mini-grant pool. One local United Way Youth Board raised \$40,000 by asking every youth in the community to contribute a quarter. Small businesses can make small contributions. The local community can be mobilized to donate cans and bottles that can be returned for deposit.

Planning with Youth Help

The basic TARAD philosophy is that teens must be viewed as valuable resource in the battle against drug abuse. Adults who wish to start a TARAD program must be willing to make a commitment to work *with* youth rather than merely *for* them. Youth Force calls on adults to "give up traditional roles as service providers, teachers, board members, or block leaders and share these roles with the young people, along with all the power and responsibility that come along with them."

Changing people's philosophy can be difficult but rewarding. Modeling at the outset the kind of youth involvement that is at the heart of TARAD helps start planning on the right foot and shows others the potential richness of the relationship. Involving young people can also ease burdens. Youth can help with a myriad of tasks, from selecting a focus to organizing a kick-off event.

It is important to identify together the needs of the community, the program's objectives, the timeline, and the roles, responsibilities, and criteria for project funding.

Designing a User-Friendly Process and Application

TARAD should reach the people it's aimed at — youth. The youth on the planning team can help design logos, brochures, posters, and application forms that will attract and be understood by other young people. They should consider special needs of those not fluent in English, those without good writing skills, those who've never organized. Consider allowing audio or video "applications." Up-front help can include a workshop to assist people in filling out the application, workshops on skill-building or planning, and a mentoring system (both youth and adult) to help applicants.

OPERATION

Soliciting Applicants

Once a user-friendly process is in place, the next step is to spread the word that awards are available. It is important to reach out broadly and imaginatively to all kinds of youth in the community. TARAD includes all youth, but it can have special significance for those who are at high risk for drug abuse. Experience at all three sites showed that at-risk youth can be important community resources.

All kinds of outreach techniques can be used. Existing networks are a potent resource. The New York City group mailed applications to the 15,000 member groups of the Citizens' Committee for New York City and distributed 1,000 applications at its annual Youth-to-Youth Conference.

Announcements in South Carolina went to the extensive network of Teen Institute alumni and to drug and alcohol abuse prevention coordinators in every county. County coordinators know their communities and serve on local coalitions that bring together businesspeople, law enforcement officers, social workers, and other concerned citizens to address alcohol and drug abuse. Project applications also went to 142 high schools and the network of 4-H clubs around the state.

Youth Resources of Southwestern Indiana used its bimonthly newsletter to put out the call for applications. More than 500 educators, business leaders, and others receive the newsletter. Project applicants were also sought by contacting church and school groups and the area council of PTA presidents. Teen Council members spread the word to peers through their neighborhood, school, church, and social networks.

Screening Applications

Screening award applications is a critical part of the process. There's usually a limited amount of money, and not every application deserves funding. Before designing the award application, it is important to decide on criteria for qualifying groups and projects, and on criteria for ranking projects. Ideally, just enough groups will apply, with exactly the right projects, requesting precisely the money available. But that's very unlikely. That's why advance agreement among the members of the review group (which should have good representation from all sections of the community) is important. Meet before award applications go out to decide how to deal with these key issues.

Perhaps the most detailed and supportive review process was developed by Youth Force of the Citizens' Committee for New York City. The 10-member teen board made TARAD awards twice a year, in the fall and spring. Youth Force drew on its extensive award-making experience in environmental and social problem areas to enrich TARAD. After all applications had been received for an award period, board members interviewed by telephone a youth and an adult advisor from each applicant group. This procedure took time, but it helped board members tell whether the request was the work of only person or group, and whether the project was in fact youth-led, not adult-led. Youth Force places strong emphasis on young people taking on the responsibility, doing the work, and learning the skills that are associated with a successful project.

The board had previously established criteria to use when reviewing projects. At the review meeting, each application was read and discussed. Once the board had decided to support a project, it looked at the question of funding. If the board knew of other sources of funds, it sometimes funded a portion of the request and sent the group a letter including the names and phone numbers of agencies that could provide the remainder of the resources. One request for \$500 was whittled down to a \$37 award by the time the board had found other funding for portions of it. By paring down the awards it made, Youth Force was able to stretch its TARAD funds to support more projects.

Like the other two sites, Youth Force received more TARAD project proposals than it approved. Some proposals did not have the key ingredients for success; others lacked the anti-drug focus required of TARAD projects. Youth Force sought to encourage even those rejected, explaining why the proposal was not funded. These groups were encouraged to change their project plans in specific ways or to include additional information that would help make funding more likely, and to apply again.

To help the all-teen board develop its decision-making skills, Youth Force invited experienced adults to join them as advisors — a grant-maker from the Mayor's Office for Public Safety, a member of the New York City Commission on Human Rights, and a staff member of a local private foundation. These advisors met with the teens to offer suggestions for determining the likely success of each application.

When TARAD awards were granted, applicants were sent a detailed letter that suggested organizations or individuals with relevant expertise who could help with projects. In addition, a press release went to large and small newspapers and newsletters across the city, announcing the winners and describing the projects. As a result, most of the TARAD youth groups got public recognition as soon as they had launched their projects.

Monitoring

Monitoring of the project should to be a positive, friendly means of assistance as well as a form of responsible stewardship of funds. It is an opportunity to identify exciting new ideas from groups' experiences, provide problem-solving help, and build networks. It also conveys the message that the sponsoring group cares. It can be a major source of acknowledgement for the youth and adults involved.

Evansville site devised a very effective monitoring process. The reasons for monitoring were explained at the outset of projects. A visit by the monitor—a Teen Council member or Youth Resources staffer—often turned (as it was designed to) into a technical assistance session, giving the youth a chance to discuss problems that had arisen and ways to overcome them.

These TARAD representatives were in the best possible position to provide assistance because they were youth with project experience or adult leaders who had extensive experience working with youth-led projects. They knew first hand the ups and down of completing a project and had helpful, practical ideas about how to deal with challenges and obstacles. By enlisting the Teen Council, monitoring also helped these youth hone and apply their teaching, analytic, human relations, and problem-solving skills.

Evaluating the Process and the Programs

Evaluation often strikes needless fear in the hearts of those organizing a project. It can and should be a learning experience that helps everyone rather than a dreaded judgment.

Before to granting awards, the board should think through the evaluation process. What should evaluations teach us? What will the results be used for? Generally, there are two kinds of evaluation: outcome, or results of the project (e.g., number of people educated; amount of learning), and process, or how the project was conducted (e.g., how many brochures passed out or plays produced). Evaluation of youth-led projects should, in NCPC's experience, be based on the goals that project participants themselves had established. Many groups making awards ask the applicant group how it will evaluate its own project and what measures will indicate that goals have been met.

Process evaluations are less common, but can be extremely instructive in strengthening the group and enhancing similar future work. South Carolina has devised a way to help groups link planning with process evaluation. For each project, the "Management Team" members are listed, as are goals. A Management Plan is completed for each goal, reflecting the goal, its objectives, and tasks needed to meet these. A task chart lists each task, the month it must be completed, and the person responsible.

A process evaluation worksheet lists each goal and its objectives. That worksheet asks the group to answer several questions:

- What tasks were carried out in order to meet the objective? (What did we actually do to prepare for and implement the project?)
- Describe the target population(s) for which this project was designed.
- When was the project actually implemented? Using the chart below, list sessions, and/or activities, provide dates, times, and attendance by target groups.
- Did participants evaluate the activities? If yes, summarize the results of the evaluation. Attach a sample copy of the evaluation instrument(s).
- What activities were planned but not accomplished?
- What obstacles or barriers were encountered? What did you do to surmount them?
- Was the activity coordinated with other county efforts and resources? If yes, please describe.
- Were any opportunities for additional programming discovered as a result of this activity? If yes, please describe.
- What feedback can be used to improve this activity for the future?

Recognizing Efforts

Recognition and praise for a job well done are important to everyone. But for young people, they are essential ingredients in building self-esteem and motivation. Those managing local TARAD efforts were well aware of the need for and value of recognition, and built it into their programs.

In Evansville, Youth Resources of Southwestern Indiana held a special event at the end of the first cycle of awards. Project participants and their families and friends were invited to a celebration at which each project was publicly described, and the young people who completed it were honored. The TARAD program director, Debbie O'Donnell, attended the annual Awards Day at each Evansville high school and honored the TARAD awardees, presenting them with a plaque. "Recognizing students' success in front of all their classmates acknowledges the students' initiative and commitment," said O'Donnell. "At the same time, presenting the award at the school let all the other students know about TARAD and the recognition that comes with completing a project that helps prevent drug abuse in their community."

Press coverage also served as a means of recognition. A picture or story concerning a group might appear in a school or community newspaper, as a radio spot, or on television. Other recognition methods utilized included picnics, certificates, recommendations for college, or a simple thank-you.

AN INVESTMENT IN YOUR COMMUNITY'S FUTURE

Implementing TARAD means that adults in a community must be willing to take some risks and surrender some control. But it also means the creation of powerful youth-adult partnerships and the use of the extraordinary capacities of young people. These young people can become major resources for helping to tackle numerous community problems, and they will develop a sense of stake in and commitment to the community that can only bode well for its future.

IX RESOURCES

Thinking about starting TARAD in your community? Here are some sources of help.

Organizations

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272

The National Crime Prevention Council (NCPC) is a nonprofit, tax-exempt organization whose mission is to enable people to prevent crime and build safe, caring communities. NCPC produces materials, provides technical assistance, offers information and referral services, coordinates the Crime Prevention Coalition, runs demonstration programs and works with the Advertising Council, Inc., and the U.S. Department of Justice on the McGruff public service campaign. Programs initiated by NCPC that involve youth community service include Teens, Crime, and the Community; Youth As Resources; Students Mobilized Against Drugs; Teens As Resources Against Drugs; and Watch Out/Help Out Week.

StarServe
701 Santa Monica Blvd., Suite 220
Santa Monica, CA 90401
310-452-7827

StarServe (Students Taking Action and Responsibility in Service) is a national program that is designed to get students creatively involved in community service. Each school principal and superintendent in the country has received a StarServe



kit with materials to help teachers and students plan and implement a community service project. In addition, every United Way and Volunteer Center across the country has the kit and may be available to serve as a resource on community service and volunteer placement opportunities.

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

Youth Service America is a national, nonprofit organization that promotes opportunities for young people to be engaged in youth service programs. The organization sponsors an annual conference and National Youth Service Day.

TARAD Site Administrators

Debbie O'Donnell
Youth Resources of Southwestern Indiana
216 SE Third Street
Evansville, IN 47713
812-421-0030

Kim McGillicuddy
Youth Force
Citizens' Committee for New York City, Inc.
3 West 29th Street
New York, NY 10001
212-684-6767

Cathy Blume
South Carolina Commission on Alcohol and Drug Abuse
3700 Forest Drive
Columbia, SC 29204
803-734-9663

Youth Empowerment

Kim McGillicuddy
Youth Force
Citizens' Committee for New York City, Inc.
3 West 29th Street
New York, NY 10001
212-684-6767

Establishing a Teen Council

Debbie O'Donnell
Youth Resources of Southwestern Indiana
216 SE Third Street
Evansville, IN 47713
812-421-0030

Teen Institutes

Circle Park
PO Box 4881
Florence, SC 29502
803-664-0808

John King
National Association for Teen Institutes
8790 Manchester
St. Louis, MO 63144
314-962-3456

Being An Effective Adult Leader

Sandie Merriam
309 39th Avenue South
North Myrtle Beach, SC 29582
803-272-4262

Kim McGillicuddy
Youth Force
Citizens' Committee for New York City, Inc.
3 West 29th Street
New York, NY 10001
212-684-6767

Jan Davies
Raintree Girl Scout Council
PO Box 14006
Evansville, IN 47728-6006
812-473-8933

Lydia Braggs
Phillis Wheatley Community Center
333 Greenacre Road
Greenville, SC 29607
803-235-3411

Audiovisual Materials

“Youth As Resources: The Power Within,” National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817. 202-466-6272. \$19.95, includes shipping and handling. A stirring 15-minute video celebration that shows youth as the source of the solution, not as problems, in their communities; results of a three-year demonstration program funded by the Lilly Endowment.

“Today’s Heroes,” Hitachi Foundation, Post Office Box 19247, Washington, DC 20036. 202-457-0588. Free of charge. A 17-minute video that profiles three young people across the United States involved in community service.

“We Have the Force,” Youth Force, Citizens’ Committee of New York City, 3 West 29th Street, 6th Floor, New York City, NY 10001. 212-684-6767. Within New York City—free of charge outside of New York City - \$30.00. A 26-minute video, created and edited by youth, focusing on six drug and alcohol abuse prevention projects.

Publications

Changing Perspectives: Youth As Resources, National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817. 202-466-6272. 1990; (\$16.95). This describes profoundly new approaches for communities to engage youth as means to solve community problems. Three cities model the concept; evaluation results are shared. A pragmatic tool for anyone who works with, or cares about, young people.

The Kid’s Guide to Social Action: How to Solve the Social Problems You Choose - and Turn Creative Thinking Into Positive Action, Barbara Lewis. Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MS 55401. 612-338-2068. 1991; \$18.95.

Leadership Development: A Handbook from the Youth Action Program of the East Harlem Block Schools, by Dorothy Stoneman and John Bell. Youth Action Program, 1280 Fifth Avenue, New York, NY 10029. 212-860-8170. 1988; \$12.00.

Making A Difference: Young People in Community Crime Prevention, National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC, 20006-3817. 202-466-6272. 1985; \$14.95. Ford Foundation-sponsored book tells how young people can take responsible roles in community safety and betterment. Gives practical how-tos and tips on starting and running successful programs. Thirty programs profiled in detail, including teens teaching younger children, assisting with community organizing, helping the elderly.

Reaching Out: School-Based Programs for Community Service, National Crime Prevention Council, 1700 K Street, NW, Second floor, Washington, DC 20006-3817. 202-466-6272. 1987; \$14.95. Packed with ideas, tips, philosophy, and examples of effective programs in which students reach out to help school and community learning while they serve. Discusses how to design and start up a school-based program, profiles more than two dozen successful programs, and provides reproducible worksheets and training aids for implementing programs and working with students.

Teen Power: Don't Fight Drugs Without It!, National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817. 202-466-6272. 1990; \$14.95. Use this new book to find out how teens in your community can lead efforts to prevent drug abuse, why they should, and how you can help. Includes profiles of 25 programs and an extensive resource list.

Youth Service: A Guidebook for Developing and Operating Effective Programs, Independent Sector, 1828 L Street, NW, Washington, DC 20036. 202-223-8100. 1987; \$15.00.

CONTACTS ON A SAMPLER OF PROJECTS

Teen Centers

Barbara Brown
Visions for Youth Coordinator
Clemson 4-H Extension Service
PO Box 2377
Sumter, SC 29151-2377
803-773-5561

Lock-ins

Cathy McMillan
New Prospect Elementary School
925 Highway 9
Inman, SC 29349
803-592-1970

Murals

Cedric Southerland
SCANT Program
Junior High School 117
Alternative Education Complex
240 East 109th Street
New York, NY 10029
212-860-6016 or 5872

Performance-based Education

Daphne Smallwood
Stepping Against Drug Abuse
Central High Soul Steppers
5400 First Avenue
Evansville, IN 47710
812-424-9221

Educating Peers

Michael Patterson
Banana Kelly Peer Educators
965 Longwood Avenue, Room 313
Bronx, NY 10459
212-542-6333 or 328-1064

Informing/Supporting Peers

Bob Brumley
Reitz Teens Anonymous
Reitz High School
Forest Hills, IN 47712
812-423-1156

Take Back the Park

Teresa Francis
Youth Force
3 West 29th Street
Citizen's Committee for New York City
New York, NY 10001
212-684-6767

Prevention Education Campaign

Jim Mackey
Lifesaver Club
Epworth Children's Home
PO Box 50466
Columbia, SC 29250
803-256-7394

Materials for Younger Children

Terri Grannon, Group Leader
Raintree Girl Scout Council
Group 902
PO Box 14006
Evansville, IN 47728-6006
812-473-8933

Setting Up Drug-Free Groups

Harriett Thomas
Lugoff-Elgin Teen Institute
and SADD Chapter
Lugoff-Elgin High School
PO Box 278
Lugoff, SC 29020
803-438-3481

Working With Emotionally and/or Developmentally Disabled Youth

Howard Kushner
Jamaica Avenue Project, PS 140
985 Rockaway Avenue
Brooklyn, NY 11212
718-498-2800

Helping Peers

James Madison
YO Kids
Phillis Wheatley Community Center
335 Greenacre Road
Greenville, SC 29607
803-235-3411