

*A Review of Alternative Activities and
Alternatives Programs in Youth-Oriented Prevention*

Division of Knowledge Development and Evaluation
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CSAP Technical Report Series is designed to simplify research, programmatic, or evaluation findings of national interest on substance abuse-related topics. The reports aim to facilitate the transfer of prevention and intervention technology between and among researchers, administrators, policymakers, educators, and providers in the public and private sectors. This Technical Report was prepared by the Division of Knowledge Development and Evaluation.

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Foreword

The Center for Substance Abuse Prevention (CSAP) in the Substance Abuse and Mental Health Services Administration (SAMHSA) is the Nation's lead agency for improving the quality and availability of substance abuse prevention services. In addition to the many programs sponsored by the agency, SAMHSA/CSAP serves as a facilitator of information dissemination, training, and technical assistance. In doing so, SAMHSA/CSAP seeks to enhance the work of policy-makers and practitioners in their substance abuse prevention efforts.

Alternatives programming is one of the most widely employed prevention strategies in the Nation. Yet, even for the most experienced prevention specialist, it is often quite difficult to articulate what constitutes alternatives programming. This challenge is rooted as much in the field's lack of attention to evaluating this prevention approach as it is in the huge and varied assortment of existing alternatives programs. Beyond noting their alcohol- and drug-free nature, can one easily recognize other commonalities among a Red Ribbon Week rock concert, a summertime wilderness expedition, and an after school cultural enrichment program?

In light of limited prevention dollars and increasing substance abuse among youth, it is incumbent upon the prevention field to optimize resources. This involves, in part, developing a firm understanding of "what works" and "why it works" and applying the lessons learned in practice. This document was conceived to serve as a basis from which the alternatives prevention strategy might be better understood and better implemented. It draws attention to research examining the long-held belief that alternatives programs can provide youth with the skills and the desire to refrain from alcohol and drug use. It also acknowledges that while some types of alternatives programs are promising, many others may be less so. This document ultimately offers policy-makers and practitioners the informational tools with which they might design better alternatives.

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Introduction

What do yoga, fishing, community service activities, learning history, running a business, playing team sports, or craft making have to do with the prevention of substance abuse? Prevention specialists have long maintained that during the middle through high school years, youth who participate in alternative activities are less inclined to engage in substance abuse. As a result, "alternatives" have become a standard component of many prevention programs. But what exactly are alternatives? And what evidence exists to support the continued promotion of alternatives as an effective alcohol and drug prevention strategy?

Questions about content and efficacy of various prevention approaches are critical for prevention planners. State-level alcohol and drug planners have a major stake in stimulating an appropriate range of prevention strategies at State and substate levels. In administering the funds set aside for prevention in the State Block Grant Program, State agency administrators are asked to consider "alternatives" strategies as a part of comprehensive programming. It is helpful to take a closer look at elements of this flexible and broadly adaptable approach to substance abuse prevention.

This document will help policy-makers and service providers enhance prevention efforts. It begins with a definition of the term "alternatives" and a summary of its theoretical underpinnings. It then reviews research literature documenting the efficacy of specific alternatives approaches. It concludes with recommendations for future programmatic directions. The appendices provide descriptions and contact information for a range of existing alternatives programs.

The Alternatives Approach

The *Federal Register* defines "alternatives" as those that provide targeted populations with activities that are free of alcohol, tobacco, and illicit drugs. "The assumption is that constructive and healthy activities offset the attraction to—or otherwise meet the needs usually filled by—alcohol, tobacco, and drugs and would, therefore, minimize or obviate resort to the latter." Using this definition as a basis from which to begin our review of the alternatives literature, we note that, in practice, alternatives programs operate in many different settings and with diverse purposes. In order to develop a more comprehensive understanding of alternatives, we suggest attention be given to other characteristics of the approach as well.

In this document, we include as "alternatives" activities, programs, and events that are free of alcohol, tobacco, and illicit drugs and for which participation is voluntary. These activities are likely to include one or more of the following elements: (1) promotion of skills, knowledge, and/or attitudes that might cause participants to refrain from future alcohol and drug use; (2) occupying free time that might otherwise be idle or unstructured; (3) community service and other activities that provide meaningful involvement in pro-social activities; (4) opportunities to interact with pro-social peers; and (5) adult supervision or the development of positive relationships with adults. In many cases, alternatives programs do not include substance abuse-related content.

There has long been a common sense awareness that children's time should be meaningfully filled, that children should be given a wide range of opportunities to develop important skills and have positive experiences. Ever since society evolved beyond the time when children were seen primarily as resources in the workforce, parents and communities have organized pro-social activities in which children could participate. The scouting movement, 4-H, the YMCA and YWCA movements, and many other organizations were formed to bring children together with peers and caring adults in settings where they could both learn skills and enjoy themselves. At the same time, many parents have encouraged their children to fill their time productively with a variety of hobbies, music lessons, and sports. In some cases, these activities are provided to foster health or teach skills that will be useful later in life or simply to provide activities that are entertaining. In other cases, parents and others have been aware that these organized and productive activities might help prevent children and adolescents from engaging in less desirable activities.

The promotion of alternatives as a preventive measure against substance abuse first appeared in the early 1970s—in part as an outgrowth of disappointing research findings on more traditional approaches. While a few studies noted the usefulness of educational approaches among certain segments of the population, research suggested that, overall, the educational approach was not as effective as had been hoped (Goodstadt 1974). Thus, researchers began to speculate that

the initiation of alcohol and drug use might be attributable to factors other than a lack of awareness about the dangers of mind-altering substances (Cohen 1971; Dohner 1972; Weil 1972).

Another factor in the development of the alternatives approach was the acknowledgment that, due to changes in social trends, alcohol and drug use was no longer confined to a small segment of the population easily classified as socially deviant. There was a growing recognition that drug use was increasing and that drug users could no longer be easily defined as morally deficient criminals or psychologically troubled misfits (Cohen 1971; Dohner 1972). Researchers suggested that the causes of alcohol and drug use, particularly among youth and young adults, were found in attitudes regarding desirable lifestyles (Cohen 1971; Dohner 1972). That is, drug use was perceived as a relatively harmless diversion that was both enjoyable and satisfying. Consequently, the alternatives approach was conceived to develop *attitudes* that would "diminish the desire for using drugs to attain legitimate personal aspirations" (Cohen 1971).

Cohen (1971, 1975) further proposed that there were many attitudinal motivations behind alcohol and drug use, each of which could be addressed through specific types of alternative activities. For example, persons who choose to engage in drug use for the physical effects it produces (e.g., relaxation, relief from physical illness, increased vitality) could be offered alternatives such as recreational athletics, dietary changes, and outdoor activity. Alternatives for individuals who engage in drug use for the spiritual-mystical effects (e.g., achieving higher levels of consciousness, developing spiritual insights) could include meditation, yoga, and the study of world religions.

In 1975, Schaps and Slimmon argued that alternative approaches that encourage "natural highs" also encourage aimless sensation seeking. They cautioned that alternatives should attempt to *restrain* impulsive, sensation-seeking behavior. They recommended constructive experiences and group involvements that would provide youth with meaningful alternatives to alcohol and drugs. It would appear, also, that these types of activities would tend to promote the notion of delayed or future oriented gratification. In recent years, the promotion of alternatives based on sensation seeking needs has become less common, perhaps as a consequence of the political unacceptability of acknowledging an innate need to get "high." Perhaps the only type of alternatives strategy that continues to promote itself as an opportunity to experience an intensive "natural high" is adventure-oriented programming such as Outward Bound.

In the 1970s, theories of drug use also shifted as studies began to indicate that alcohol and drug abuse stemmed from youths' inability to cope with difficult life circumstances (National Commission on Marijuana and Drug Abuse 1973). Over the past 20 years, this finding has evolved to emphasize a lack of specific personal and social skills, a low level of attachment to family and pro-social peers, lack of adult supervision, lack of interaction with caring adults, and lack of opportunities to develop independence and autonomy. Each of

these possible factors contributing to the development of substance abuse problems has generated alternative approaches.

The belief that youth engage in alcohol and drug use as a result of a low level of attachment to family and pro-social peers has existed for some time (Addiction and Drug Abuse Report 1975). This particular theory continues to drive many alternatives programs. Several studies have shown a positive correlation between high degree of association with pro-social peers (such as participation in extracurricular activities) and low levels of drug use (Buckhalt et al. 1992; Dishion and Loeber 1985; Keith and Perkins 1995; Richardson et al. 1989; Selnow and Crano 1986; Shilts 1991; Van Nelson et al. 1991). These researchers explain their findings by suggesting that within formal groups centered around structured, goal-oriented activities (usually school-based extracurricular activities), peer pressure to refrain from alcohol and drug use tends to be the norm. On the other hand, Swisher and Hu (1983) concluded that extracurricular activities that focused only on entertainment were associated with increases in use of alcohol, tobacco, and drugs while activities related to academics or religion were associated with less use of beer, marijuana, and stimulants. Participation in sports was associated with a decrease in use of tobacco and some drugs but more use of beer.

In light of the rising number of single parent households and families in which both parents work, practitioners recently speculated that alcohol and drug use among young people may be related to lack of adult supervision. Several studies confirm this assertion (Buckhalt et al. 1992; Carnegie Council on Adolescent Development 1992; Dornbusch et al. 1985; Jones et al. 1993; Richardson et al. 1989; Stanton 1979; Van Nelson et al. 1991). This problem is likely to be most acute among youth from low-income backgrounds. For example, one study found that 40 percent of eighth graders from the lowest income families did not participate in organized out-of-school activities, compared to 17 percent from families with the highest income. Most significantly, almost twice as many low-income youth were unsupervised for more than 3 hours a day compared to high-income youth (17 percent as compared to 9 percent) (cited in Austin and Bickel, in press).

Alternatives programs addressing this growing trend emphasize contact with caring adults and are easily recognizable in community-based afterschool programs, regardless of whether the program's primary goal is to enhance academic performance or to provide more recreational opportunities.

In commenting on problem behaviors among youth, Jessor and Jessor (1975) and later Jessor (1984) argued that adolescence is a period in which youth reject conventionality and traditional authority figures in an effort to establish their own independence. For a significant number of adolescents, this rejection consists of engaging in a number of "risky" behaviors, including drug and alcohol use. Within the past few years, researchers and practitioners have begun to focus on this tendency, suggesting that drug use may be a "default" activity engaged in when youth have few or no opportunities to assert

their independence in a constructive manner (Benard 1994; gentler 1992; Carnegie Council on Adolescent Development 1992; Cato 1992; Maddahian et al. 1988; Pransky 1991). They note that in contemporary American society, youth have very few opportunities to participate in activities that allow them to develop a sense of independence and assume significant responsibilities. Such efforts must allow youth to exercise considerable control over activity development and implementation. As one Virginia-based YMCA outreach director recently noted, "The problem with adults trying to find alternatives is that teenagers want the freedom to pursue activities they thought of themselves." When provided with these opportunities, it is believed that the likelihood of young people engaging in drug use is low because doing so would threaten their ability to participate in an activity that holds great meaning for them (Benard 1994; Cato 1992; Pransky 1991). Concrete examples of "meaningful activity" effectively precluding drug use for many youth are advanced amateur athletics and youth-owned-and-operated businesses. In both circumstances, youth are keenly aware that the level of their success depends primarily on themselves and their behavior.

Noting that people continue to engage in alcohol and drug use in spite of well-known evidence of its negative physical and social effects, Cohen (1991) proposed that the decision to use should not be considered impulsive. Rather, Cohen argues, most individuals tend to weigh what is to be achieved from use against what is risked. As individuals grow older and assume more responsibilities, drug use usually becomes less desirable since it is perceived to threaten the ability to perform meaningful tasks (e.g., achieve career goals, provide for family). Thus once again, policy-makers and prevention specialists may wish to consider the opportunities available for youth to engage in "meaningful" activities that not only foster independence, but also promise a personal dividend.

Research on Alternatives Programs

Alternatives approaches have been widespread and popular in recent years; however, as Austin and Bickel (in press) state in their review of alternatives:

...as a prevention approach, alternative activities have also been the subject of much confusion, criticism, and skepticism. The programs themselves have suffered from numerous conceptual and practical flaws. Beyond the underlying rationale of providing kids with something else to do besides take AOD, the concept of alternative activities is poorly defined and few guidelines are available. Criteria for selecting and developing the activities are negligible and the approach has been articulated so broadly and loosely that it has encompassed almost every conceivable licit activity in a youth's life and every prevention activity outside of curricula.

There is an immense range of different types of alternative activities imbedded in a variety of organizational and programmatic structures. We have noted at least nine types of alternative activities, all of which meet the definition of alternatives presented earlier. More than one type of activity is often combined within a single program. These activities include:

- *Alternative events programming* These tend to be "one-shot" or annual events, such as Sober Prom and Graduation parties. They may also include a variety of communities and neighborhood "drug-free" parties, picnics, and so forth that combine enjoyable activities with publicly proclaiming anti-drug community norms.
- *Athletic and other recreational alternatives* These include a variety of sports and recreational activities that may be offered in such settings as Boys and Girls Clubs, community centers, and the like.
- *Adventure-oriented alternatives* These activities include wilderness challenges (such as Outward Bound) and other activities that are usually designed to improve skills and confidence, as well as providing thrilling and exciting experiences.
- *Alternatives based on culturally specific models* Included in this category are a variety of activities designed to give youth from various cultures greater knowledge of and pride in their ethnic heritage. These activities are also intended to improve bonding to the cultural group.
- *Alternatives aimed at "high-risk" youth* These programs may incorporate any of the activities described here, but they are targeted at youth from low-income backgrounds, children of substance abusers, children in foster care settings, youth living in institutional settings, school dropouts, or runaways. These programs also tend to be more intensive in nature and offer a variety of other services.
- *Alternatives consisting of entrepreneurial ventures* These activities provide youth with the opportunity to learn skills needed in the work world and to earn money or other concrete rewards through helping run a business. Somewhat related are community programs that connect a "mentor" or role model with a young person, often apprenticing them in a business or professional setting.
- *Alternatives promoting community service and service learning* These activities give youth the chance to help others and become involved positively in their communities. Community service activities range from one-on-one assistance (e.g., assisting homebound elderly) to group projects (e.g., cleaning up public spaces). A variety of service opportunities in school settings—including peer counseling, cross-age counseling, and cross-age tutoring—are also common. Service learning differs from service work. The schools and community-based agencies sponsoring service-learning have additional goals: involve youth in planning of service activities as well as implementation; establish clear learning goals for volunteers; provide structured opportunities to reflect on what is learned; and provide youth with substantive interaction with adult professionals.
- *Alternatives promoting creative or artistic endeavors* This type of activity centers around various forms of art, music, theater, and so forth. Participants work with peers and adults to develop artistic skills and express themselves creatively.
- *Community drop-in centers* The intent of these centers is to provide youth with a safe, enjoyable place to be with peers, under the supervision of adults. Activities are often unstructured, and youth come and go as they please. In some cases, these centers also provide counseling or other services needed by high-risk youth.

This list should not be taken as exhaustive. The alternatives approach has been, and continues to be, adapted to the unique opportunities available in various communities and

neighborhoods. Moreover, many prevention program planners recognize that, regardless of the specific type of alternative activity offered, it is often a "hook" for getting youth more involved with other program components, like a skills building curriculum. Alternatives programs may also recruit adult volunteers whose skills can translate into valuable resources for other program components. Finally, it should be noted that alternatives are often an effective way of drawing financial support to a larger and more comprehensive prevention program.

In reviewing the research literature on alternatives, Cook et al. (1984) noted the appearance of innovative prevention programs focusing on personal capacities and social skills. The authors also noted that the actual number of studies examining these types of programs was quite limited. Those studies that had been conducted, they argued, were methodologically flawed. Unfortunately, the quantity and quality of studies focusing on alternatives programs have not improved significantly since these analyses. Some of the categories of programs described above have never been evaluated, and many of the evaluations conducted to date are incomplete or seriously flawed.

In this section, we will highlight 12 studies and program evaluations that are based on relatively good methodologies and offer informative findings. The first studies presented are meta-analyses of over 100 prevention programs. They are followed by studies of school-based alternatives programs. Though these programs do not fit the definition of alternatives presented earlier because they exist within the confines of a mandated activity (schooling), we believe that study findings regarding specific program components merit attention. The discussion of research continues with attention to community-oriented alternatives, adventure-oriented alternatives, programs for at-risk youth, and research focused on the *community* effects of alternatives programs. Appendix A lists additional programs that serve as examples of the nine types of alternatives programs described above.

Meta-Analyses of Prevention Programs

The first review of a variety of prevention programs examined outcome data from 127 studies (Schaps et al. 1981). Studies were classified according to 10 prevention strategy types, including alternatives. Alternatives programs were defined as "recreational" activities *and* "miscellaneous experiential" activities. Only 12 of the 127 programs included in the meta-analysis were categorized as alternatives programs.

Noting that programs frequently employ a number of strategies, researchers further collapsed the 10 strategy types into 5 categories: information (traditional educational and persuasion-oriented strategies); affective (skill-building and "growth inducing" affective experience strategies); information plus affective; counseling (a sole strategy or employed in combination with any other strategy); and other combinations (all single strategies or any combination outside of the previously defined). Alternatives programs fell into all categories with the exception of the information category.

Researchers measured program effectiveness in five outcome categories: knowledge about alcohol and drugs; affective changes; attitudes toward use; intentions toward use; and actual use. Among the 10 strategy types originally conceived, alternative activities rated second in terms of effectiveness in the 4 drug related outcome categories; that is, all outcome categories except affective changes. Strategies aimed at improving family relationships were most effective. Among the five combined strategy types, the information plus affective type proved most effective. These programs included alternatives programs that sought to provide youth with "experiential" activities.

Focusing simply on the 12 alternatives programs included in this meta-analysis, it should be noted that 7 of these studies reported little or no impact on program participants. Three of the remaining five programs had modest impacts, and two programs were included among the 10 most effective programs. Both of these programs also employed at least one other prevention strategy and were described as fairly intensive in terms of service delivery. Finally, researchers rated the programs' evaluation designs as fairly rigorous. *Thus, this meta-analysis suggests that alternative strategies, when combined with other strategies and offered in an intensive manner, can produce desired results.*

In 1986, Tobler published a widely cited meta-analysis of 143 adolescent drug prevention programs. Each program was coded for program elements and then categorized into five program types: knowledge only (purely informational programs), affective only (focused on skills-building), knowledge plus affective, peer programs (peers serving as conveyors of information or models of behavior), and alternatives (non-school-based activities, most of which included affective activities). Tobler categorized program effects in terms of drug knowledge, drug attitudes and values, character skills development, and self-reported drug use. It should be noted that, of the 143 programs included in the meta-analysis, only 11 were defined as alternatives, and many of these studies "did not directly test for self-reported drug usage."

In terms of producing desired outcomes, peer programs proved to be the most effective prevention strategy. Alternatives programs were the second most effective strategy, followed by the knowledge plus affective programs. Tobler categorized the alternatives programs into two groups: (1) those designed "for the average young person" involving community service and leisure activities; and (2) those designed to address "individual deficits in basic life skills, low self-worth, [and] limited experiences," that place youth at risk. These types of targeted alternatives typically included remedial tutoring, job training, mentoring, and physical adventure (e.g., Outward Bound) programs.

Nine of the alternatives programs studied involved at-risk youth and were delivered at very high intensities (more than 21 hours per week). Tobler asserts that, if only these types of alternatives programs were examined for effectiveness in reducing actual drug use, "alternatives would have shown an

effect size for the special populations equivalent to that obtained by Peer Programs for the average teenagers.” Attempting to explain this result, she speculates that these types of alternatives programs offer youth a rare opportunity to exercise considerable control over some aspect of their lives. ***Ultimately, Tobler’s analysis supports the argument that alternatives programs are effective when they are aimed at specific populations and intensively implemented. It also suggests that when designed to enhance skills, alternatives programs have a greater potential to achieve positive outcomes than purely recreational alternative activities.***

School-Based Alternatives

Positive Alternatives for Youth

The evaluation of the Positive Alternatives for Youth (PAY) program (Cook et al. 1984) constitutes the first rigorously designed study that not only attempted to determine impact on participants, but also compared them with controls. The PAY program operated in Milwaukee junior and senior high schools and consisted of exposing students to courses designed both to improve social and decision-making skills and to build character and self-esteem. Students were also given the opportunity to participate in one of three purely recreational activities. This last element may have contributed to the program title, *Positive Alternatives for Youth*. Mindful of the definition of alternatives presented earlier, however, we must conclude that the PAY program is not strictly an alternatives program since it operated within a school setting, and students were assigned to participate. Yet, the study is relevant to our discussion since the actual program components are found in many contemporary alternatives programs.

PAY was evaluated over the course of 2 years. A total of 283 youth (160 PAY students and 123 controls) were pretested on their attitudes toward alcohol and drug use, level of alcohol and drug use, and attitudes toward substance-free activity. A total of 242 youth (135 PAY students and 107 controls) completed the posttest. During the second year, and as a consequence of first-year attritional analysis, data were also collected to assess the level of involvement among PAY participants.

First-year findings showed significant reductions in hard liquor use among PAY students when compared to the control group. Also, PAY participants reported reductions in overall use as a response to negative emotions and anxiety, although no significant reductions were noted for substances other than hard liquor. However, it should be noted that attritional analysis revealed that program “dropouts” (those who did not complete the posttest) had initially reported much higher hard liquor use than youth who remained in the program. This suggested to the researchers that the significant reductions in hard liquor use may have been caused by the fact that “some of the more difficult youth had left the program.”

Aggregate second-year data did not produce findings similar to those of the first year; promising results had decreased substantially. In an effort to explain this dramatic change, researchers compared the results of students who were

highly involved in PAY with the results of low-involvement PAY students. Among high involvement students, the data indicated reduced alcohol and marijuana use and more negative or responsible attitudes toward alcohol and drug use.

The PAY evaluation is noteworthy for several reasons. It is the first study to examine the effectiveness of prevention strategies frequently associated with the alternatives approach. It also incorporates a more rigorous methodology than is evident in prior (and even subsequent) studies. ***Finally, though based on data from a relatively short period (2 years), the evaluation did indicate some positive results for some program participants.***

The Napa Project

The evaluation of the Napa Project (Malvin et al. 1985) focused on a school-based prevention program providing eighth and ninth graders with service opportunities. All students were given the opportunity to select one of two service courses which were included in a larger roster of elective courses. The Cross-Age Tutoring course involved both a tutoring and communication skills-building curriculum and 4 days per week tutoring of elementary school students. The School Store course involved a business and interpersonal skills-building curriculum and operating an on-campus store. Though students chose to participate in either service course, the Napa Project cannot be considered an alternatives program because it operated within the confines of the school. Yet, this evaluation is informative because it focuses on two activities which are generally considered alternatives prevention strategies in non-school settings.

Students assigned to either service course were matched with students placed in other elective courses on academic subjects. (The non-service course students served as controls.) Students were pretested in the spring prior to beginning the courses and posttested both 1 and 2 years later. Two pretest instruments collected data on academic self-esteem; attitudes toward school; locus of control; self-perception in relation to peers, teachers, and school; attitudes toward and knowledge about drugs; and actual drug use. Posttest data were collected for all pretest data categories. Researchers also collected data on student discipline records, unexcused absences, and grade point average in the spring prior to the start of the courses and both 1 and 2 years later. Finally, students were asked to complete course evaluations.

Fifty-eight students (29 experimental and 29 control) began the Cross-Age Tutoring study. Fifty-six students (28 experimental and 28 control) began the School Store study. By the following year, attrition ranged from 25 percent to 48 percent due to either student dissatisfaction with the course or teacher dissatisfaction with participation level (determined by student attendance and performance).

Although many students rated both courses highly, no significant differences were found between experimental or control group students for any of the variables studied. Attempting to explain this disappointing result, researchers drew attention to three factors. Each course occupied only 8

percent of students' time over a semester. This low level of intensity may not have been sufficient to cause the desired results. Malvin et al. also noted that, in general, students did not find the course curricula relevant. They suggest that this may have contributed to students feeling unchallenged and, therefore, their being unable to experience the self-satisfaction and pride that often results in increased self-esteem. Lastly, the investigators assert that since the service opportunities occurred within the confines of a school day, there is little to support the assumption that the courses would be effective in preventing drug use outside of school. They conclude, "the efficacy of incorporating alternatives . . . within the school curriculum must be called into question."

Research on Community Service Oriented Alternatives

Channel One

The Channel One project was at one time the largest alternatives program in existence, operating in more than 100 locations nationwide in the early 1980s. A service-oriented program, Channel One aimed to enhance social skills, increase involvement in alternative activities, improve self-esteem, and reduce alcohol and drug use. Adult community leaders recruited youth to participate in Channel One groups. As a group, youth first assessed community needs and problems. They then designed and implemented projects aimed at addressing them.

A study examining the outcomes and cost effectiveness of Channel One focused on three newly created Channel One groups based in one northeastern city (Stein et al. 1984). The study is based on data from 39 Channel One participants divided across 3 sites and 21 control subjects. All subjects completed a pretest at the time of recruitment/orientation and a posttest administered approximately 8 months later. The tests consisted of the Primary Prevention Awareness, Attitudes, and Usage Scales (PPAAUS). Participants also completed the following tests: (1) group reaction scales designed to assess responses to problem-solving situations; (2) behavior scales derived from the Drug Abuse Instrument Handbook; and (3) activities scales focusing on participant involvement in a variety of social, athletic, and other activities.

Regression analysis revealed that outcomes varied among the three groups. Group one data indicated a statistically significant increase in democratic group behavior among Channel One participants $t = 2.25, p < .05$). Group two data showed a significant increase in alternative activities involvement outside of Channel One ($t = 2.59, p < .05$); yet, group two data also indicated an increase in frequency of drunkenness ($t = 1.75, p < .10$). Data from group three revealed an increase in frequency of drunkenness ($t = 1.86, p < .10$) and the use of inhalants ($t = 1.75, p < .01$), and a significant increase in the use of hallucinogens ($t = 2.26, p < .05$). *Since the positive findings vis-à-vis affective goals were offset by considerable increases in the use of some substances, researchers concluded that these Channel One groups were not effective in meeting their goals.*

Two factors limit the significance of study findings: short duration of study and small study sample. Given the existence of more than 100 Channel One groups, findings regarding only 3 groups over the course of 8 months must be viewed cautiously. *Even so, the finding that some substance use actually increased among participants is a cause for concern.*

Community Studies and Service Program

The San Francisco-based Community Studies and Service Program (CSSP) was a service learning program developed through the collaborative efforts of several Bay Area foundations and the San Francisco Unified School District. The program involved an 18-week social studies course that encouraged youth to work with their teachers, peers, and community leaders to assess community problems and develop service projects to address them. Some of the service-learning projects included renovating a community park, organizing a recycling program, and coordinating a food, clothing, and hygiene product drive for the community's homeless population. In addition to working on these projects, students were also required to perform additional service work in community service agencies. This work ranged from bringing SPCA animals to visit homebound elderly to assisting with voter registration to tending to people with AIDS. The program ran for more than 2 academic years, from the spring semester in 1989 through the 1991 spring semester. Although this was an elective course, the program is not an alternatives program because it occurred in the context of a required activity—schooling. However, the evaluation is included here because program elements are common to many community-based service-learning programs, as well as community service programs.

An evaluation of CSSP was conducted throughout the program's implementation period and 1 year following its completion (Armstrong 1992). The evaluation gathered data from approximately 500 students attending 5 San Francisco high schools. These students ranged in age from 14 to 18 years and represented a wide range of racial, ethnic, and economic backgrounds. The study focused on program impact on attendance, grade point average, standardized test scores, and student attitudes and behavior. This last area of impact was further defined as development of self-esteem and self-efficacy, better understanding of community, and greater comfort functioning in ethnically diverse settings.

All students completed precourse and postcourse student questionnaires, as well as precourse and postcourse interviews with evaluators. Ten percent of the students were also interviewed 1 year following completion of the course. All students were required to keep journals documenting their reactions to service experiences during the time of service. Other data sources consulted by evaluators included school attendance records, CTBS (standardized) test scores, and interviews with teachers, principals, and collaborating community service organization supervisors.

Evaluation findings for each of the impact areas varied among the five schools included in the evaluation. *However, the evaluation reports statistically significant changes in student attitude and behavior across all years of the program and across a wide diversity of students.*⁴ Data indicated development of self-esteem and self-efficacy, greater understanding of communities and the issues confronting them, and greater comfort working in ethnically diverse groups. No significant changes in school attendance were evident in any school, but a statistically significant increase in grade point average was found among students taking the course at one high school during the fall of 1990 ($p < .001$).

Though positive, the CSSP evaluation findings should be viewed cautiously since these findings are presented according to the school and to the semester in which the course was taken. Consequently, when the author asserts that "the majority of students reported that they learned much more in the CSSP than other classes," it is important to keep in mind that this assertion is based on the survey responses of a subsample of students who participated in the course in the spring of 1990. When reviewing the data, it appears that this was the opinion of 97 students. Though other students may have reported similar opinions after having taken the course during other semesters, such information is not provided in this evaluation report. Similarly, when the author asserts that 82 percent of the subsample of participants indicated future plans to continue volunteering, this percentage translates to nine students. Again, other students may have had similar plans after having taken the course during other semesters; however, data indicating this are not provided.

Research on Adventure-Oriented Alternatives

Outward Bound

Outward Bound provides therapeutic camping experiences designed to enhance self-esteem and self-confidence. Founded during World War II in England as part of a national military preparedness effort, it was imported to the United States during the 1960s. Today, Outward Bound USA offers several types of camping experiences in 20 States. Outward Bound's Ascent camping experience targets youth (ages 14 to 17) who have been identified as "at risk" for problem behavior. This wilderness experience ranges in duration from 22 to 28 days and aims to enhance campers' self-esteem and self-confidence, as well as develop specific social skills (e.g., communication, cooperation). It is also a somewhat more structured and challenging camping experience, requiring a great deal of discipline from participants and usually involving backpacking, wilderness navigation, rock climbing, rappelling, and white water canoeing/rafting.

An evaluation of one adapted Outward Bound program in Pennsylvania was conducted to assess the program's effectiveness among adjudicated youth (Wright 1983). In this study, the program lasted 26 days and included 47 participants (35 experimental subjects and 12 control group subjects). Background data indicated that the average age of the subjects was 16.5 years.

Subjects completed a battery of pretests and posttests designed to assess self-concept, internal locus of control, problem-solving ability, expectancy of ability to attain goals, and cardiovascular fitness. *The study did not tempter attitudes toward alcohol and drugs or actual use.* Experimental group participants completed these assessments on the intake day of the program and on the next-to-last day of the program (a 24-day period). Control group participants completed the tests at the initial screening and again 14 to 26 days later.

Study findings indicated that this adapted Outward Bound program produced short-term changes in experimental subjects' self-esteem ($p < .001$), internal locus of control ($p < .001$), expectancy of ability to attain goals ($p < .01$). The camping experience failed to produce changes in participants' problem-solving skills. The degree to which these changes might affect substance abuse problems is unknown. Therefore, the relevance of this evaluation for prevention is questionable.

Research on Alternatives Based on Culturally Specific Models

The Rhode Island Indian Council's (RIIC) Pilot Prevention Program

The RIIC Pilot Prevention Program received funding from CSAP's High-Risk Youth Grant initiative (Parker 1990). Originally designed as an evaluation of a summer jobs program which involved exposure to a widely used drug prevention curriculum and culturally specific alternative activities, the study expanded to examine the differences between this program and another summer jobs program supplemented with only the drug prevention curriculum.

A total of 34 adolescent subjects (14 to 19 years old) participated in the study. In addition to working 25 hours per week, all youth received training as peer assistant leaders. This training was based on Project CHARLIE (CHEMical Abuse Resolution Lies in Education), a drug prevention curriculum used throughout the United States. Project CHARLIE has received praise for its adaptability to different ethnic groups. It should be noted that, for the purpose of this evaluation, the summer jobs component of the program *was not* considered an alternative activity, and the evaluation report did not detail the nature of employment positions.

The 34 subjects included in this study were defined as "high risk" due to the income level of their household (low enough to qualify for Federal assistance). Nine study subjects were Native American, and they comprised the test group. The test group also participated in a cultural traditions program that involved learning about indigenous handicrafts, oral traditions, subsistence patterns, and the prehistory of the Northeast through projects, presentations, and field trips. The remaining 25 participants formed the control group. The control group matched the test group in terms of residential area and household income level. However, none of the control group members were Native American. This confounding of race/ethnicity with group assignment, as well as the small size of the test group, is a serious methodological flaw.

Nevertheless, study findings are sufficiently noteworthy to suggest that more rigorous studies on culturally specific alternatives programs are both possible and warranted.

Parker collected data through three principal research techniques employed prior to the start of the program and following the program's completion. An alcohol and drug survey collected self-report data on alcohol and drug use, and motivations for use. Participants also completed a test designed to measure self-esteem. Finally, Parker interviewed each participant addressing "such questions as knowledge of family or group tradition and participation in community activities." During the program's implementation period, the researcher also collected additional qualitative data through participant observation while on site at each program.

Study findings showed significant differences between the test group which was exposed to culturally specific alternative activities and the control group which participated in only the prevention education curriculum. Eleven of the 25 control subjects did not complete the program, while there was no attrition from the test group. Control group members who indicated the greatest involvement with alcohol and drugs dropped out of the program, while test group members *with similar use patterns* remained in the program. ***This suggested to Parker that the culturally specific alternative activities (the main difference between the two programs) were appealing enough for even the most "at risk" participants to choose to remain in the program. Data also showed a reduced rate of substance use within the test group as well as a correlation between increased cultural affiliation and decreased substance use.*** Noting that it was still too early to determine if these positive outcomes would endure over time, the researcher speculated about the mental process which resulted in these outcomes. Does increased cultural affiliation directly result in decreased substance use, or are there intervening variables?

Test group members indicated that their interest in the prevention curriculum developed secondarily to their interest in the alternative activities component of the program. Moreover, the majority of members of both groups reported little interest in doing prevention work with younger children before the program began, citing the futility of such work in the face of strong peer pressure to use drugs and alcohol. Yet, at the close of the program, test group members were enthusiastic about the possibility of conducting prevention education and related activities with younger children.

Parker draws two conclusions from the study results, both of which support theories presented in the previous section of this report. ***Participation in alternative activities (in this case culturally specific activities) enabled youth to develop a more positive perception of themselves as members of a particular social group. When combined with the knowledge and skills divided from a more traditional prevention education curriculum, alternative activities also contributed to youths' development of a more empowered perception of their abilities and their roles in the community.***

Project GOLD

Project GOLD is a multimodal prevention program designed to increase awareness of the dangers of alcohol and drug use among African-American families (Howard 1993). Based at Virginia Commonwealth University in Richmond, the program received CSAP funding. It currently operates year-round and encompasses both educational and recreational activities. In terms of alternatives, Project GOLD offers an 8-week summer program for youth and their parents; a week-long summer arts program for youth (at the university); a week long youth camp outside of the city; an afterschool program for youth that includes academic, creative, and recreational activities; and a 10-week series of presentations at the Virginia Science Museum. The presentations are designed by museum staff, middle school teachers, and Project GOLD staff to complement school learning experiences.

Many of the youth involved in Project GOLD are considered "at risk" for substance abuse because they come from low-income backgrounds, and substance abuse is frequently a problem within participating families. Project GOLD places strong emphasis on incorporating African-American themes, history, and culture into virtually all aspects of the program. In addition, Project GOLD seeks to have all activities conducted by African Americans in order to provide youth and parents with positive role models. The program also includes counseling for parents and youth, and support groups for recovering parents.

Thirty-seven Project GOLD participants were compared to a control group of 28 students attending the same school as the Project GOLD participants. Youth from both groups completed preintervention and postintervention surveys. In addition, evaluators monitored quarterly grades and school attendance. Project GOLD youth were also monitored within the program through a "point system" recording positive and negative behaviors, incidents requiring disciplinary action, and daily attendance in the program. (Accumulation of many points results in rewards and special privileges.)

Preintervention data indicated that there were "no significant differences in age, grade level, involvement with problem behavior, attitudes toward problem behaviors, exposure to adult and peer models, and family environment variables" between Project GOLD youth and control group youth. Postintervention data demonstrated that Project GOLD participants had significantly less exposure to adult models of alcohol and drug use than members of the control group who had no interaction with Project GOLD staff and volunteers. Data further revealed that Project GOLD youth believed that they were less likely to become involved in drug dealing than members of the control group.

Postintervention alcohol and drug use data indicated that, of those control group members who reported no cigarette use on the pretest, 27.6 percent had initiated tobacco use by the time of the posttest. In addition, of those control group members who had reported nonuse of liquor and marijuana on the pretest, initiation of use was reported on the posttest data by 12.5 percent and 5.9 percent, respectively. In contrast, none

of the Project GOLD youth who were nonusers of tobacco, liquor, and/or marijuana reported use on the posttest

The validity of the Project GOLD evaluation is difficult to determine because only a brief description of the methodology and findings is contained within the program narrative prepared for project funders. *Even so, the findings suggest that a highly intensive multistrategy program with a culturally specific orientation might produce positive outcomes if included in a rigorously designed long-term study.*

Greater Alliance Prevention Systems

Greater Alliance Prevention Systems (GAPS) is a multifaceted, community-based network of prevention programs targeting low-income African-American and Hispanic youth residing on Chicago's West Side. Funded in part by CSAP, GAPS has five local sites, each of which focuses on one of five major program objectives. These objectives are community training, community mobilization, social skills enhancement, substance abuse education, and alternative activities. The first two objectives target adult community members, community leaders, and community groups. The remaining three objectives target youth. Strategies employed to achieve these objectives include dramatic productions, youth leadership development programs, and activities aimed at raising awareness of cultural heritage.

Faculty of the University of Illinois at Champaign-Urbana conducted an outcome evaluation of GAPS in 1990 (Rhodes 1990). The study included a total of 127 youth (69 experimental group subjects and 58 control group subjects). The control group matched the experimental group in terms of ethnic background and socioeconomic status. All study subjects attended the same school.

Study participants completed three identical surveys over the course of 14 months. The survey was designed to assess attitudes toward drug and alcohol use, actual usage, development of cognitive and behavioral skills, and cultural pride.

Through complex statistical analyses (including split plot analysis, t-tests, and multiple regression analysis), researchers noted the following results for the experimental group: *a statistically significant decrease in tobacco use ($t = 2.01, p < .05$); a significant decrease in alcohol use ($t = 2.41, p < .05$); a modest decrease in marijuana use; an increase in assertiveness ($F(1,86) = 6.50, p < .01$); and an increase in cultural pride ($F(1,44) = 2.23, p < .05$). No significant changes from pretest to posttest were detected on any of the variables for the control group.*

Everyday Theater Youth Ensemble

Founded in 1983, the Everyday Theater Youth Ensemble (ETYE) is a professional theater group for youth between the ages of 16 and 24. The ensemble develops and performs original musical productions centered around critical issues faced by residents of the District of Columbia. ETYE conducts

workshops and performs in detention centers, rehabilitation centers, halfway houses, community centers, and schools. With support from CSAP, ETYE also conducts school-based drama programs/classes, afterschool drama programs, and a summer drama program for youth. In all of these programs, a significant portion of participants are considered "at risk" for substance abuse, violent behavior, teen pregnancy, or other problems due to their living in low-income households or their status as teen parents, children of substance abusers, or school dropouts.

An evaluation of the ETYE's school-based, afterschool, and summer drama programs for youth was conducted by faculty at George Mason University (Everyday Theater Youth Ensemble 1993). Youth participating in these programs create and perform plays whose themes frequently touch on aspects of substance abuse. Participants also learn about the history of African-American theater and participate in drug education classes that incorporate attention to the history of substance abuse within participants' families. The evaluation aimed to assess the degree, to which the programs increased self-esteem, increased positive self-identification as African American, and increased youths' ability to cope with negative cultural messages.

Three preintervention and postintervention instruments were administered to 142 program participants within the first week of each program's commencement and upon program completion. Two questionnaires were adapted from the Drug and Alcohol Use Survey and the Hare Self-Esteem/Self-Concept Assessment. The third instrument, the Awareness of Negative Cultural Messages Survey, consisted of a series of scripted and recorded scenarios played for small groups. Group members were encouraged to react to these scenarios, and their responses were tape-recorded and assessed by a team of therapists. The study did not incorporate a control group.

Although data indicated no significant differences between pretest and posttest self-concept and cultural awareness, there were note worthy findings for drug and alcohol use. Those participants categorized as most "at risk" (e.g., teenage parents, children of substance abusers) demonstrated the largest decreases in drug and alcohol use. Summer program participants also demonstrated the greatest decrease in alcohol and drug use among the three program types included in this study. Researchers attributed this finding to the intensity of intervention (five times per week for the summer program versus twice per week for the school-based and afterschool programs). Participants also frequently stated to evaluators during exit interviews that, in spite of the demands placed on them, they found the programs both enjoyable and beneficial to them in substantive ways.

Detailed results and discussion of chi-square analysis of program data were not included in the CSAP report reviewed for this paper.

Community-Oriented Research

Boys and Girls Clubs in Public Housing Developments

Given the high incidence of drug-related activity and crime in public housing developments, Schinke et al. (1992) received funding from CSAP to evaluate the effect of Boys and Girls Clubs (BGCs) in such developments. Boys and Girls Clubs of America is a nonprofit organization founded in 1902 to provide its members with cultural enrichment; social activities; health, physical, and environmental education; and citizenship, leadership, personal, and educational development programs. Boys and Girls Clubs also frequently provide free lunch programs.

In addition to comparing substance abuse and other problem behavior rates between youth who do and youth who do not have access to the clubs, researchers also evaluated the effect of the SMART Moves substance abuse prevention program which operates in some BGCs.⁵ Thus, their study focused on three types of housing developments: (1) those *without* access to BGCs, (2) those *with* access to BGCs, and (3) those *with access to BGCs that also offered the SMART Moves program*.

Data were collected through polls and interviews with local authorities, review of crime statistics, observations of site conditions, observation of club activities, observation of evidence of drug-related activity noted and quantified by evaluators, and semistructured questionnaires distributed to neighborhood residents.

Although the data indicated only slight differences between housing developments with regular BGCs and those with BGCs that also offered the SMART Moves program, ***the data clearly showed significant differences between housing developments with BGCs and those without them. Housing developments with BGCs showed lower rates of substance abuse, drug trafficking and other drug-related crime.*** In explaining these statistical findings, researchers highlighted observational data findings. These data showed that BGCs encourage residents to work collaboratively to improve their community. BGCs also facilitate communication between residents and a variety of governmental and service agencies such as the police department. The study concludes, "This informational interaction and communication is perhaps the most important effect of the BGCs." ***Interestingly, this study does not specifically cite the BGCs' activities as critical substance abuse prevention strategies. Thus, the alternative activities offered by BGCs may not be the crucial factor here. Rather, the existence of the clubs as a focal point for community cooperation and communication might be key to their impact.***

Conclusions and Recommendations

Even in the absence of rigorous research, most people would probably agree that youth are likely to develop fewer substance abuse problems (as well as problems of every other sort) when they are surrounded by caring adults, given loving supervision, and offered age-appropriate challenges and opportunities to grow. Similarly, children and youth whose lives are enriched with a variety of interesting opportunities to learn and develop skills are likely to be better off than those for whom few opportunities exist. In an ideal world, adult contact and opportunities for development would occur as a natural part of daily life for all children. Since, for many children, these advantages are not readily available, more formal programs are created.

Unfortunately, in the development of alternatives programs, we have little other than these common sense notions to guide us. There is little hard research evidence to indicate exactly what types of alternatives programs are likely to be effective with what types of children and youth. We do not know what the essential elements of effective alternatives are. In fact, we have noted instances in which some extracurricular activities and alternatives programs seem to increase the use of alcohol and some drugs for some participants (Stein et al. 1984; Swisher and Hu 1983). ***Most alternatives programs are developed and implemented because they sound like a good idea, not because there is strong research support for a particular approach or even for alternatives in general.***

This situation is unfortunate because alternatives are a very popular approach, easily supported by most communities and thus a flexible vehicle for meeting State funding guidelines. Even in communities where other prevention strategies would be unpopular or even dangerous (for example, direct confrontation with drug dealers and users), alcohol- and drug-free recreation and entertainment for children and youth can be implemented (ACTION 1992). Communities, organizations, and agencies that care about youth will continue to provide alternatives with or without research guidance.

Implicit or explicit in any alternatives program is a particular model of how the program will change the behavior or outcomes of the participants for the better. The specific objective of the program is determined by this model of change. For example, one program developer may believe that too much unsupervised free time leads to substance abuse. Thus, the objective of the program is to provide supervised leisure activities. Another program developer may believe substance abuse results from a lack of skills to resist peer influence. Therefore, the program is designed to help develop resistance skills as part of attractive activities. There are

varying levels of research support for various models of change.

Models of change often noted among underlying rationales for alternatives programming include the beliefs that alcohol and drug use results from youth alienation and anxiety, low self-esteem, or external locus of control. It should be noted, however, that research shows little or no relationship between these factors and substance abuse (Bachman 1975; Jessor and Jessor 1973; Jessor and Jessor 1977; Oetting et al. 1989). On the other hand, there is much research support for models of change based on the notions that attachment to social institutions (e.g., school, church), academic achievement, high educational aspirations, self-control, social competency, and attitudes unfavorable to alcohol and drug use are all generally inconsistent with the use and abuse of alcohol and drugs. All of these factors have been associated with low levels of usage (Akers et al. 1979; Block et al. 1988; Heaven 1993; Hirshi 1969; Jessor 1976; Kandel et al. 1978; Kellam et al. 1982; Ollendick et al. 1989; Shedler and Block 1990; Smith and Fogg 1978). Thus, in addition to direct evaluation of alternatives programs, research can also be used to evaluate the strength of the concept on which the specific program approach is based.

While more systematic research and evaluation of alternatives approaches is certainly called for, it is important to keep in mind that, in many cases, it is unlikely that a specific alternatives program, by itself, will be able to bring about a measurable change in outcomes. Program planners and evaluators must be realistic about the possible results of a given program effort. For most participants in most alternatives programs, the activities they participate in are just one small part of the whole variety of events and activities, good and bad, in their lives. A program may make a positive difference for the children who participate in it and for the community that provides it; however, that difference may be difficult to measure. Questions of true effectiveness can be difficult to answer in the case of alternatives. Therefore, questions of priority and funding accountability can also be difficult. Even though there is only limited evidence to support continued funding of alternatives programs as an alcohol and drug prevention strategy, the value of alternatives should not be discounted. ***In some cases, perhaps alternatives should be viewed as part of the network of resources that any caring community provides, regardless of the possibility of documenting reductions in alcohol or drug use among participants.***

Despite the incomplete and uncertain guidance provided by research, some recommendations can be made based on existing evidence:

- *The appropriateness and effectiveness of alternatives approaches depends in part on the target group.* The research of Tobler (1986) indicates that alternatives are more likely to be effective with high-risk youth who may not have adequate adult supervision and a variety of activities available as part of their normal life

and who have few opportunities to develop the kinds of personal skills needed to avoid behavioral problems. Further research may provide a more refined analysis of the types of target groups that would respond most positively to different types of alternatives.

- *The effectiveness of alternatives approaches depends on the nature of the alternatives offered.* Clearly, if the alternative activity offered is not enjoyable, attractive, or appropriate to the target group, it will not garner participation. Recently, preventionists have attempted to enhance program effectiveness by involving youth in the development of alternatives programming. Appendix A includes several acclaimed programs that rely heavily on the involvement of youth in the planning and implementation of alternatives.
- *More intensive programs seem to be most effective.* Not surprisingly, meta-analyses as well as individual evaluations find that the most effective programs provide intensive interventions, including many hours of involvement in the program as well as other related services.
- *Alternatives should incorporate skills-building components into program design.* Research indicates that youth who have positive personal and social skills and/or a positive sense of their academic abilities are likely to refrain from substance abuse (Block et al. 1988; Jessor 1976; Kellam et al. 1982; Shedler and Block 1990; Smith and Fogg 1978). Prevention practitioners can capitalize on this knowledge by creating alternatives programs that skillfully combine attractive alternative activities with components aimed at developing skills. Such components can include tutoring or communication skills training. Used in this way, purely recreational alternative activities might be seen as a method of facilitating the delivery of other program elements, using popular alternative activities as a way of attracting those youth in need of prevention services.
- *Alternatives should be one part of a comprehensive prevention plan, including other strategies with proven effectiveness.* Research suggests that the effectiveness of alternatives programming is enhanced by the implementation of the alternatives strategy in combination with other strategies (Parker 1990; Schaps et al. 1981). Environmental approaches that reduce the availability of alcohol, tobacco, and drugs appear to be among the more effective strategies.

- *Alternatives provide a natural and effective way of providing prevention services to high-risk youth.* Youth who may already be disengaged from schools (and therefore do not respond to school-based prevention programs) may make use of alternatives programs (especially drop-in centers and the like). The enjoyable activities may provide the incentive for involvement and provide the opportunity for more structured intervention in alcohol and drug use or other high-risk behavior.
- *Alternatives can be part of a comprehensive prevention effort in a community, serving to establish strong community norms against substance abuse.* While one-shot community events may not, in themselves, change the behavior of participants, these events can serve as strong community statements that they support and celebrate a no-use norm. These events also draw public and media attention to substance abuse issues and therefore increase awareness and support for other important prevention efforts. For these alternative activities to be truly effective, however, they must be viewed not as ends in themselves, but rather as a component of an integrated, comprehensive prevention strategy.

In conclusion, we urge State planners and preventionists to consider the fact that alternatives programming appears to be most effective among those youth at greatest risk for substance abuse and related problems. Moreover, this recognition leads to a sobering realization that living conditions considered "normal" for many American youth—such as caring parents or guardians, home and school circumstances that encourage the development of positive self-concept and social skills, and opportunities for personal growth through exposure to the arts and athletics—are "alternatives" in the lives of many high risk youth. Furthermore, because alternatives programs have been shown to develop enhanced personal and social skills, positive self-concept, and a future-oriented outlook among high-risk youth, such programs are worthy of continued research and funding.

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Appendix A

A Sampling of Alternatives Programs

Most practitioners would agree that in the past 25 years, alternatives programming has become a widespread, youth-oriented, prevention strategy. Specific programs may range from several weeks to several months long. Other alternatives programs may occur on an annual basis, like Sober Prom and Graduation celebrations. Programs range from those sponsored by well-established, nationwide institutions like the Boys and Girls Clubs of America to others sponsored by community-based organizations and citizens groups. Some programs are even designed and implemented by individual concerned adults dedicated to improving options for youth.

Below, we provide descriptions of a range of alternatives programs that have not been extensively evaluated, but which appear to be having some positive effect. Our intention is not to confer special recognition on some programs over others. Rather, we simply seek to provide policy-makers and practitioners with an adequate sample of a very broad range of alternatives programs.

Alternatives Events

Sober Prom and Graduation Nights

Community-organized alternatives events for major life celebrations first appeared in the early 1980s. Perhaps the most common of these events are the annual "Sober Prom" and "Sober Graduation" parties, which receive considerable publicity each spring. The events are typically "the party after the party," where youth continue to socialize after the official celebration is over. More importantly, these events were designed to address and to reduce the number of *alcohol-* and drug-related fatalities that coincide with these times of celebration.

The success of alternatives events basically depends on the participation of a large number of youth. High participation, in turn, depends on a number of factors. The most successful events result after a considerable amount of planning, often yearlong. Effective organizers solicit the involvement of youth in order to learn more about the critical elements of a successful party (e.g., types of food, music, theme, entertainment). In soliciting the help of youth, organizers should also target a diverse group of students. That is, the youth group should be composed of roughly equal numbers of females and males, and it should represent all ethnicities and social circles present in the school (e.g., school leaders, athletes, artists, etc.). Such diversity tends to ensure that, through the course of the school year, word of the event will reach a wide range of youth.

The location for Sober Prom and Graduation events is also critical. Successful all-night events have taken place in parks, athletic clubs, recreation centers, college campuses, resorts, hotels, and restaurants. Generally speaking, the more desirable the location, the larger the turnout. For many youth, the event offers them their first opportunity to take advantage of a particularly appealing place.

Sober prom and graduation parties are usually sponsored by school Parent-Teacher Associations that organize fundraisers throughout the school year in order to pay for the events. In some communities, organizers seek business sponsorship. The State governments of Kentucky, Texas, and Virginia have been particularly active in promoting, coordinating, and supporting sober prom and graduation events.

Obviously, while prom and graduation nights are times of particular concern with regard to drinking and driving and other possible drug- and alcohol-related problems, these events only occur on one or two nights out of 365. However, they do make a public statement about community commitment to preventing alcohol use by youth. They may also contribute to a social climate encouraging abstinence and reinforcing the possibility of fun in alcohol- and drug-free environments.

24-Hour Relay Challenge

The 24-Hour Relay Challenge is a community event designed to raise funds for local youth programs. The event itself involves teams of individuals who do laps around an outdoor track for a 24-hour period. These teams include youths, adults, disabled persons, and the elderly. While the relay challenge is a powerful community-mobilizing event, its effects on the youths involved in pre-event planning and post-event distribution of funds are considered even more significant.

A coordinating body of approximately 60 adult and youth community members devote 6 months to planning the event. Working in committees, youth work side-by-side with adults from a wide variety of backgrounds to prepare for refreshments, medical assistance, safety, public relations, and other logistical matters for the approximately 350 to 500 people participating in the relay challenge. In the process, youth learn valuable personal, social, and vocational skills which contribute to a greater sense of personal ability and connection to their community. After the event, youth and adults administer minigrants to youth-organized and/or youth oriented activities. These activities range from alcohol- and drug-free parties to community service projects.

Relay challenges have occurred in 18 States, and events typically raise between \$10,000 and \$20,000. In 95 percent of the communities in which the relay challenge has occurred, it has become an annual event.

Athletic and Recreational Alternatives

Friday Night Live (FNL)

Friday Night Live is a California-based prevention program first piloted in Sacramento in 1985. It began as an effort to provide high school-age youth with alcohol- and drug-free recreational activities. Today FNL operates throughout the State. In most counties, it has also evolved from its original mission to incorporate youth-conceived and youth-implemented social service projects, conferences on a wide variety of topics, and newsletters. In some communities like Santa Barbara, youth have convinced local business owners to periodically offer discounted products to youth possessing FNL identification cards.

Local FNL chapters are based in a variety of community-based organizations (e.g., school, recreational centers) as well as juvenile detention halls. Each chapter has an adult advisor who, rather than planning specific activities, functions as a facilitator sharing information (e.g., how to rent a local space). FNL youth regularly attend regional and State conferences focusing on such things as the development of leadership and peer counseling skills.

The success of Friday Night Live spurred the development of Club Live and Friday Night Live for Kids, similar programs that target junior high and elementary school youth, respectively. These groups also consist of an educational component that focuses on such things as traffic safety issues and the development of leadership and decision-making skills. While Club Live activities tend to consist of recreational activities only (given the age of participants and restrictions on their mobility), Friday Night Live for Kids emphasizes the involvement of parents both through planning and implementing activities for youth and through planning activities which target families.

Funding sources for the Friday Night Live/Club Live programs include the State, Safe and Drug-Free School funds, tobacco industry support, business contributions, grants, and local fundraisers. Friday Night Live for Kids is based in Tulare County, and other counties in the State are exploring ways to implement it in their communities.

Hooked on Fishing

Established in 1988 by the Future Fishermen's Foundation, Hooked On Fishing (HOF) is a drug prevention program that encourages youth to get "hooked on fishing—not on drugs." The program was developed as a school-based curriculum supplemented with recreational activities. HOF exists in 25 States. Most of these States are rural, with an abundance of lakes, rivers, and streams.

Program creators designed the HOF curriculum for grades K-12. It is a flexible curriculum allowing teachers from all subject areas to adapt it to their existing course plans. Through the curriculum, students explore such topics as fish anatomy, differing habitats, time and weather conditions, responsible fishing, the environmental impact of overfishing, and careers in marine and aquatic professions. The curriculum also includes age-appropriate discussions of the dangers of alcohol and drug use. Recreational activities supplement the

curriculum and include fishing outings, fishing expos, "catch and release" days, and tournaments. For all of these activities, equipment is supplied to youth at little or no cost. And for most of these activities, youth (not adults) take the lead role in organizing and implementing these communitywide events.

In West Virginia, where the program was piloted, HOF has been adopted in several school districts, and it has been credited with enhancing self-esteem, developing problemsolving skills, strengthening families, and fostering goal-oriented behavior. HOF has also been widely implemented in Georgia, Texas, and Ohio. In many cases, the program is financed through donations from local Chambers of Commerce, Rotarians, and through school partnerships with local bait and tackle retailers. In some States, school districts have allocated a portion of Drug-Free Schools funding to implement the program.

The Jackie Robinson Center for Physical Culture

Located in Brooklyn, the Jackie Robinson Center for Physical Culture targets youth (ages 8 to 18), most of whom come from low income households. The center provides these youth with four types of after school services: (1) athletic and cultural activities designed to build self-confidence and enhance life skills; (2) remedial education and educational enrichment programs intended, in part, to encourage the development of career goals and a future oriented outlook; (3) counseling and workshops aimed at enhancing life skills, educating about health issues, and increasing awareness of other resources in the community; and (4) special events that expose youth to cultural performances and accomplished individuals and celebrities.

Upon entry into the program, each participant is assigned to a cohort of approximately 25 youth, all of whom are of similar age. This cohort then experiences all four program components according to an established schedule. No activities are available on a drop-in basis. Seventeen intermediate and junior high schools serve as sites for the program, which operates Monday through Friday during the school year.

In addition to fostering positive attitudes and developing skills, this program also seeks to provide youth with mentors and role models. Staff members and volunteers not only act as supervisors of activities but also supplement the work of parents and other family members by taking an active interest in the development of program youth.

The United Community Center's After school Academic and Recreational Program

Located on Milwaukee's South Side, the United Community Center (WCC) is a 40-year-old community-based organization formed to serve the city's Latino population. Its After school Academic and Recreational Program was established several years ago specifically to provide Latino youth with structured, supervised time in an area where family economic circumstances require that parents work well into the evening. The program operates Monday through Thursday throughout the school year and targets children between the ages of 8 and

13 years. Approximately half of the students who participate in the program are Puerto Rican; the other half are Mexican or Mexican American. Though originally planned to serve 35 children, the program now serves at least 60 youth.

Participants are recruited to the program by WCC's prevention specialist, who visits area schools regularly. Students also learn about the program through fliers that are distributed to schools, churches, and other community-based agencies and businesses. All youth spend the first hour of the program working on homework assignments. Students also receive tutoring in problem academic areas when appropriate. Another hour is devoted to recreational activity, and UCC facilities are able to support a variety of recreational activities simultaneously. In addition, youth are provided with nutritious after school snacks.

Many of the students who participate in the after school program also participate in other UCC programs such as folkloric dance groups, dance classes, social clubs, or sports teams. It is also noteworthy that the after school program is primarily a youth-run program. High school students supervise the academic and recreational portions of the program as well as meals. These youth attend weekly training and education sessions intended to develop both their skills working with younger children and their effectiveness in promoting a variety of prevention messages.

The United Community Center sponsors the after school Academic and Recreational Program through a variety of agency funding sources. Funding for the meals that are provided comes from Milwaukee's Social Development Commission.

Adventure-Oriented Alternatives

Adventure Alternatives

Adventure Alternatives is a substance abuse prevention program that consists of alternative activities and counseling for youth, and educational classes for parents. Participants range in age from 9 to 17, and nearly half are either Mexican American or African American. The educational program for parents aims to enhance family communication and to provide parents with more information about age-appropriate discipline strategies.

The program offers two types of alternatives and counseling approaches. The first approach consists of a series of outdoor challenge activities. The challenge "games" occur in conjunction with group counseling sessions and take place over the course of 6 to 10 weeks, after school and on weekends. The games are intended to enhance social skills, foster trust and cooperation, and teach problem-solving skills. They also lead to the identification of specific negative behaviors that are addressed later in the group counseling sessions.

The second approach is a 1- to 2-week wilderness camping excursion. Prior to the trip, youth participate in three

counseling sessions aimed at establishing rapport and at anticipating the physical, mental, and emotional demands that may be placed on them during the course of the camping experience. While camping, youth participate in discussions on a variety of topics related to the difficulties associated with growing up in today's world. They also discuss the day's events and identify things which they hope to improve over the remainder of the camping period. Such things may include changing personal attitudes, improving relationships with other campers, or altering one's style of interaction. Like the challenge games, the camping experience is intended to build self-esteem, enhance social skills, and teach problem-solving skills.

The Ropes Course

The Ropes Course is a multiday series of progressively difficult, physical, above-ground challenges. Obstacles frequently involve cables, logs, ropes, trees, and climbing. The most difficult challenges include maneuvering 50 feet above the ground. Most of these activities are designed to lead to *individual* accomplishments, although individual accomplishment is frequently dependent on group support or cooperation. Participants must rely on their own creativity and inventiveness to develop strategies for overcoming obstacles.

Each day begins with the group meeting to assess the day's obstacles. Individuals then state how they personally plan to meet the challenges and how the group can be supportive to him or her. Overcoming challenges usually requires that the individual trust at least one other person in the group. That is, the success of one person depends on another person's performing a critical support role. At the end of the day, the group meets to discuss thoughts and feelings regarding what occurred during that day's series of challenges.

Many believe that the degree of challenge, trust, stress management, goal setting, risk taking, and accomplishment required by the Ropes Course make it a very powerful therapeutic tool. Over the course of several days, it is believed that most participants develop a greater sense of self-esteem and confidence. Successful handling of the adventure and risk taking aspects of the course are also perceived to lead to participants' realization that thrilling drug-free activities are not only possible but also desirable.

Culturally Specific Alternatives

Corazon de Atzlan

Corazon de Atzlan (Heart of Atzlan) is a youth leadership development program sponsored by Chicanos por la Causa (Chicanos for the Cause) in Tucson, Arizona. The program targets high school-age youth and involves teaching Mexican and Mexican-American youth about their ethnic history, developing leadership skills, and promoting community involvement. Youth who are involved in the program include relatively affluent Mexican Americans, working-class youth, recent immigrants with limited English proficiency, and current and former gang members. Together, these youth engage in a number of activities that program planners hope

will result in a commitment to education and service to the community.

Students are recruited to the program at the eighth grade level when Chicanos por la Causa (CPLC) visits middle schools throughout the city to encourage applications. Each year, at least two students from each of the city's public high schools (approximately 25 youth) are selected to participate. The program begins with a 4-day retreat outside of the city. For most participants and the staff, this is their first personal encounter with each other. During this period, youth learn about their common ethnic history, discuss regional differences among Mexicans and Mexican Americans, participate in activities intended to identify personal strengths and build skills, and discuss the notions of community responsibility and service. At the end of the retreat, youth are presented with a plan for action. The plan involves continued participation in activities like those conducted during the retreat, but with greater focus on practical applications and accomplish meets. This plan represents a commitment that the youth must undertake if they are to remain with the program. Approximately half of the youth who attend the retreat choose to remain with the program, although those who do not remain in the program occasionally return at a later time. It is noteworthy that even when participants are forced to drop out of school for whatever reason, they are invited to remain a part of Corazon de Atzlan. When and if this unfortunate event does occur, CPLC staff assess the reason why and try to connect the youth, or his or her family, with the assistance necessary (e.g., a job) in order for the youth to return to school. Corazon de Atzlan operates on Federal drug forfeiture funds administered through the State.

The Safer Place

The Safer Place opened in Reading, Pennsylvania, in the fall of 1995. It targets Puerto Rican, Dominican, Mexican, and other Latino teens and aims to combat five growing problems: substance abuse; teen pregnancy; HIV infection; academic failure; and gang involvement. The program also trains peer counselors to serve as resources to youth both in area high schools and in informal group settings.

The Safer Place was conceived to serve youth of modest means. In addition to functioning as a recreational center, it sponsors a number of programs intended to celebrate Latino culture. Weekly discussion groups focus on acculturation issues; emphasizing resources for newly arrived immigrants. Periodic workshops address personal and social skills building, time management, and financial management. With adult oversight, peer counselors will soon operate a bilingual youth hotline offering crisis assistance and resource information.

Sponsored by the Hispanic Institute, the day-to-day operation of this program is handled primarily by one staff member and adult volunteers.

Leadership Training Project

Coordinated through the Asian-American Resource Workshop (AARW) in Boston, the Leadership Training Project (LTP) prepares Asian- and Pacific-American youth to take future leadership roles in their communities through participation in a number of AARW initiatives. Now in its third year, project interns have played key roles in educating and organizing communities around political and environmental issues; lobbying against plans that disrupt community cohesion through unfettered development; participating in statewide pan-Asian Pacific American coalitions that seek to protect the interests of Asian/Pacific communities; and organizing pan-Asian Pacific conferences. Each year, LTP interns also organize a series of community-oriented workshops that focus on a selected theme, such as anti-Asian violence. These workshops inform community members about their rights and resources.

The Leadership Training Project works with youth between the ages of 16 and 20. Each spring a new cohort of interns begins the program that lasts through mid-October. In addition to taking key roles in activities like those described above, interns also work in local community-based organizations that serve Asian and Asian-American populations and periodically speak to non-Asian audiences about Asian-American concerns. For example, last summer, interns addressed a group of Boston teachers about their experiences in various State school systems. Interns also attend a series of seminars centered around Asian-American topics. In the past, these topics have included The History of Asian and Pacific Communities in the United States, Asians and the Political System, Multicultural Coalitions, Different Forms of Leadership in Asian and Pacific Communities, and Asian-American "Identity."

Though located in Boston's Chinatown, the Leadership Training Project works with youth from Vietnamese, Cambodian, Korean, and Laotian ethnic backgrounds, as well as Chinese and Chinese-American youth. Collaborating community-based organizations serve similar populations.

Each year AARW seeks grant support to provide interns with modest stipends. Because stipends are small, youth are encouraged to and assisted with seeking sponsorship from other sources such as universities and foundations. In creating this program, AARW hoped to teach young Asian Americans leadership, organizing, and fundraising skills. AARW also seeks to encourage youth to remain committed and connected to their ethnic communities by taking active and visible leadership roles based on grassroots-level involvement and substantive knowledge of their communities.

The Male Puberty Passage Project

Operating on the Navajo Nation, the Male Puberty Passage Project prepares young males for manhood through participation in a rite of passage and frequent contact with mentoring adult males. The project was started by a group of Navajo men who recognized that traditional tribal rites of passage for adolescent boys were no longer a standard aspect of contemporary Navajo life. As a result, these men believed that adolescents were themselves determining when they reach

manhood by engaging in certain practices before they were mentally, emotionally, or financially prepared to accept potential consequences. The program essentially aims to encourage youth to refrain from alcohol and drug use, to remain in school, and to delay sexual activity. The program asserts, "It is easy to father. It is much more difficult to daddy." In other words, manhood is defined by responsible behavior.

Adolescents participate in the program when their families determine that they have reached puberty. Consequently, at any given time the group of youth preparing for the rite of passage may range from the early to late teens. The rite itself consists of a 4-day process during which the group lives in isolation at the base of a mountain held sacred by the Navajo people. During the 4 days, youth learn about various Navajo practices and institutions associated with manhood, such as the Warrior Way. Youth also learn more about their bifurcated identity, which the Navajo believe consists of both "male" and "female" attributes. In addition, youth undergo a purification ceremony in a sweat lodge and construct cradle boards. In the process of creating the boards, stories are told explaining the cultural significance behind the manner in which the boards are constructed, something which is intended to contribute toward a fuller understanding of the responsibilities of manhood.

Upon returning home, the males are then accepted and recognized as men by their families and their communities. These initiates continue to have contact with the adult mentors who run this project. It is hoped that, in the future, they will also lead similar puberty rites of passage for youth.

Rites of Passage Project

Started in 1988, West Dallas Community Center's Rites of Passage Project is an Afrocentric approach to prevention, incorporating a mentoring component, personal and social skills building classes, artistic and cultural activities, and extensive education about African and African-American history and culture. By employing the Afrocentric approach, the project seeks to transmit to youth newfound understanding of themselves as members of an ancient racial and ethnic group. Critical to this understanding is an understanding of the history of struggle. Among many project goals and objectives is the belief that youth must understand how to tap existing personal and extended resources in order to overcome and survive obstacles, just as other African Americans have done before them.

The Rites of Passage Project targets boys and girls between the ages of 6 and 12 and attempts to continue to work with them in some capacity as they move through adolescence to full adulthood (defined as age 24). Many of these older youth participate in job training programs also operating in the same community centers. The project also runs several programs for parents.

The Rites of Passage Project involves a number of innovative activities, each based upon the premise that program "initiates" must pass through several "rites" before

they can assume the status of adult. These rites involve participation in activities, classes, and discussions centered around specific topics. For example, participants of a specific age range study the role of family in African-American culture and then study their own family genealogy. Youth also participate in discussions about such topics as the essence and function of spirituality in African-American culture, the purpose of and responsibility associated with human sexuality, and the significance of cooperation, work, and economics in relation to the household.

The Rites of Passage Project received funding through CSAP's High Risk Youth Grant initiative and is described as a holistic prevention intervention in that it regularly addresses the physical, mental, and emotional needs of youth. Moreover, its parent component further attempts to ensure that the intervention is systemic in its approach rather than focused purely on the individual.

Pan Asian Youth Project

Based in San Diego, the Pan Asian Youth Project is an alcohol and drug prevention program centered around a 10-week series of group discussions about cultural identity and intergenerational differences. The after school project targets youth between the ages of 9 and 13 years and operates out of several San Diego schools. The project primarily serves Hmong, Filipino, Laotian, Cambodian, and Vietnamese youth. The program was developed as a means of reaching the city's Southeast Asian and Filipino youth who, as immigrants or children of immigrants, frequently find themselves torn between the expectations of two very different cultures.

The project's culture-oriented discussions involve youths' researching their own culture, an activity that incorporates attention to language, migration, religion, household responsibilities, work, and education. The discussions also focus on developing multicultural communication skills, that is, the ability to communicate effectively with members of one's own ethnic group, with members of various ethnic groups, and within mainstream American settings. Through these sessions, it is hoped that youth will develop a better understanding of themselves, their parents, and other elders, because intergenerational conflicts within families is perceived to be a significant and uniquely manifested problem among immigrant Asian families.

Another critical element of the Pan Asian Youth Project is its attempt to maintain contact with the youth who complete this semester long program. These youth are invited to continue participating in recreational activities and fieldtrips. Fieldtrips often involve exposing youth to new settings such as a college campus or place of employment. Other project elements include a four-session alcohol and drug education series and academic tutoring for youth who request it.

The Pan Asian Youth Project receives funding from CSAP's High-Risk Youth Grant initiative and the State of California. In the 4 years since its inception, over 1,200 youth have participated in the program. Feedback from parents who compare project youth with older siblings indicate that the

program is having a positive impact on behavior and on academic performance.

Project MARTIN

Mentoring Adolescents at Risk Reduction through Training, Insulation, and Nurturance (Project MARTIN) is a year-round, Afrocentric prevention program involving youth (ages 11 to 14) who attend Martin Luther King, Jr. Middle School in Atlanta, Georgia. These students reside in a low-income, inner-city area that includes two public housing facilities. Many of these students are "latchkey" youth who would, in the absence of the program, have little or no supervision at home during after school hours before parents return from work.

Project MARTIN youth participate in a 12-week program during the academic year, with a new cohort of 24 students taking part in each of the two semesters. The program operates for 2 hours twice a week and 4 hours on Saturdays. After completing the semester, project "alumni" attend a monthly 6-hour booster session and a 9-week day camp in the summer. During the course of the project, youth are tutored in academic subject areas; participate in social skills building classes; learn about the dangers of substance use; engage in conflict resolution workshops; and learn in depth about African American history. This last aspect of the project is perhaps its most significant.

By encouraging a greater understanding of the history, culture, and philosophy of African and African-American peoples, project implementers believe that youth develop a more positive and empowered understanding of themselves as African Americans. This heightened self-concept, in turn, acts as a powerful counterforce to the many negative messages these youth receive both from their immediate social environment and from mainstream American culture.

In addition to the after school and summer programs, Project MARTIN also sponsors a number of programs and activities aimed at strengthening families and encouraging community mobilization on a variety of neighborhood concerns.

Alternatives Programs for High-Risk Youth

Mi Carrera

Mi Carrera (My Career) is a dropout prevention and career development program for low income girls attending West High School on Denver's largely Hispanic west side. Started in 1979 by Mi Casa, a community-based organization serving primarily Mexican and Mexican American women, Mi Carrera sought to address alarming dropout statistics at the high school and among Denver's Hispanic women. Currently, only 43 percent of the school's freshman class make it to senior year, and nearly half of Hispanic women who give birth in Colorado have less than a 12th grade education.

School counselors at the middle school level refer adolescent girls to the program when they are identified at high risk for dropping out of school, getting pregnant, abusing

alcohol and drugs, and/or getting involved with gangs. Early in the freshman year, additional girls may be referred. Each year, approximately 45 young women are selected for the program. Some are teen mothers who have decided to re-enroll in school.

Mi Carrera youth meet in small groups of 8 to 10 in weekly, after school sessions throughout the 4 years of high school. Sessions focus on self-esteem, pregnancy prevention, sexually transmitted diseases, goal setting, leadership development, career awareness, and vocational and post-secondary educational research. Mi Carrera also provides tutoring to enhance academic skills and connects participants with career fairs, conferences, and summer employment opportunities. In addition, Job Start, a collaborative effort of Mi Casa, Curtis Park, and the Boys and Girls Clubs of Metro Denver, Inc., serves as an entrepreneurial program in which many Mi Carrera students participate.

In 1993 and 1994, 100 percent of Mi Carrera's senior year cohorts graduated from high school, and 85 percent of these graduates enrolled in college. For most of these women, they were the first in their families to achieve both goals.

Project Nuevo Ser

Project Nuevo Ser is a multistrategy prevention program for institutionalized youth, youth in foster care, and youth in public housing developments. The yearlong program seeks to increase the protective and resiliency factors of abused and troubled youth through team and individual athletic endeavors, art and culture classes, leadership and social skills development, mentoring, weekend camps, summer camps, and counseling. It received CSAP funding.

Project Nuevo Ser is based at Ciudad Deportiva Roberto Clemente (Roberto Clemente Sports City) in San Juan, Puerto Rico. Approximately 100 youth (ages 6 to 18) participate in the program. Two-thirds of these youth are male. Preprogram assessments indicate that many of these youth have been victims of physical, sexual, or emotional abuse or engaged in delinquent or violent behavior. Approximately one-quarter of participants have already engaged in alcohol or drug use.

The objectives of the sports and recreation components of the program are to develop leadership and teamwork skills and to decrease antisocial behavior through anger control. The social skills activities are group activities that focus on developing critical thinking, problem solving, and communication skills; increasing positive values and self-concept; and learning new and more positive ways of managing negative feelings. Project Nuevo Ser's intensity of delivery is perceived to be the only effective way to counteract the negative messages to which youth are subjected in their home environments. Ultimately, program planners believe, Project Nuevo Ser enables youth to subordinate their need for immediate gratification to more long-term goals.

Comprehensive African-American Adolescent Services Program

The Comprehensive African-American Adolescent Services Program (CAAASP) was a prevention program sponsored by the Alcoholism Clinic in Cincinnati, Ohio. CAAASP operated from 1987 to 1993 through CSAP's High-Risk Youth Grant funding. Today, several CAAASP components continue to operate through money received from Federal, State, and private funding sources.

The original goals of CAAASP were to reestablish norms and values vis-à-vis alcohol and drug use at three levels: among youth, within families, and in the larger community context. Among youth, CAAASP components emphasized personal and social skills building, and identity enhancement through positive acknowledgment of youths' status as African Americans. The specific alternative activities that continue to operate today are a jobs training course, an entrepreneurial venture (ice cream parlor) operated completely by youth, and an academic after school program that includes learning and celebrating African American history and culture. These activities operate at full capacity and involve approximately 125 youth.

Youth also have frequent contact with respected members of the community who serve as mentors and role models. These community members are collectively known as the Wazir, the Swahili term for Council of Elders. The Wazir sets standards of behavior among participating youth as well as youths' family members who are involved in other programs sponsored by The Alcoholism Clinic. The Wazir also serves as "street court" arbiters. Street courts are informal community assemblies which program participants have established as an acceptable community-based means of resolving problem behavior.

The Alcoholism Clinic's youth-oriented prevention efforts have received nationwide attention. Skills development through entrepreneurial ventures is still a relatively uncommon alternatives strategy. Intergenerational alternatives strategies that go beyond weekly or monthly mentoring opportunities are equally rare.

Entrepreneurial Alternatives

Food From the Hood™

Established in the wake of the 1992 Los Angeles riots, Food From the Hood™ is a student owned and operated business that was started as a community vegetable garden on an abandoned lot near Crenshaw High School. At the time, students wanted to do something to help rebuild their community, and their science teacher wanted them to get some "hands-on" science experience. Students planted flowers, herbs, and vegetables which they later donated to needy neighborhood families and sold at local farmers markets. Within 2 years and with the assistance of several business leaders, the Food From the Hood™ youth had developed their own commercially distributed salad dressing. "Straight Out' the Garden" salad dressing is now sold in over 2,000 stores in 23 States. Profits from the venture (estimated to be over \$60,000 in 1995) are channeled toward college scholarships.

The only stipulation for participating in this venture is that the 39 student-owners refrain from any type of drug-related activity. Youth administer all aspects of their business, from growing and selling the products to writing business plans and creating marketing campaigns. The group is currently considering franchising their logo to other youth groups around the country that are interested in launching similar food-based ventures.

Food From the Hood™ youth have organized SAT preparation classes for their members and regularly meet with accomplished business professionals. To date, 10 Food From the Hood™ seniors have been accepted to 4-year colleges. These youth credit their experience with having developed in them both practical job-related skills and a future-oriented outlook. Just as important is their service to the needy and their serving as proof that youth from embattled areas have the ability and the desire to make positive contributions to their community.

Community Service and Service Learning Alternatives

NIYLDP Search and Rescue Program

The National Indian Youth Leadership Development Project sponsors a number of community service programs in northwest New Mexico. The Search and Rescue Program was established in 1992 on Zuni Pueblo with a team of 15 youth. Since that time, over 50 youth have participated in the program, and rescue teams are now based in the several pueblos and on the Navajo reservation. The program has received certification from the State of New Mexico as a licensed search and rescue organization. Teams regularly answer calls to rescue lost hikers and crash victims. In the 3 years since its establishment, the team has saved several lives.

Before receiving certification, youth must complete 110 hours of training and participate in a simulated search and rescue mission. All team members are high school age, although junior high school students may participate in the training exercises. Members of the Zuni team who maintain high grades in school are released from school should a rescue call be received during the school day. The Zuni school district allows youth involved in any aspect of this program to receive course credit for their community service work.

The effects of this program are many. Immediate effects include rescued persons and saved lives in areas where previously such assistance was unavailable or much delayed. Youth also develop valuable personal and social skills, and enjoy respected status in their communities. Long-term effects include raising youths' educational aspirations and broadening their career plans.

KIDS As Planners/KIDS NET

KIDS (Kids Involved Doing Service) As Planners/KIDS NET (in New England Towns) engages youth in community

problem-solving efforts as part of academic curricula. The program brings together students, school personnel, municipal leaders, and others to enable youth to carry out service projects that have significant and long-lasting impacts in the community. It is an example of a service-learning program that engages youth in civic-minded, community service work while also teaching them valuable skills.

KIDS As Planners/KIDS NET has implemented a variety of service projects, all of which seek to be progressively challenging and interdisciplinary. For example, a Maine-based environmental protection project involved mapping local wetlands, monitoring soil and water quality, conducting environmental impact studies, taking inventory of natural resources, and restoring native vegetation. Other projects have focused on documenting local history through archival research and surveys, and reducing solid waste through conservation measures.

KIDS As Planners/KIDS NET is operated by KIDS Consortium, a nonprofit organization working to improve life options for youth through programs that build skills and foster the future-oriented outlooks. KIDS As Planners/KIDS NET receives Federal funding through the Corporation for National Service.

Artistic or Creative Alternatives

AnimAction Workshops and Training Program for Young Adults

AnimAction was started in 1989 by two animation artists who sought to use this art form as a means of engaging Los Angeles' inner-city youth in positive and creative endeavors. The AnimAction Workshop is a 2-day, educational and creative experience that exposes youth (ages 11 to 19) to animation art. Working in groups of 10, participants explore challenging topics (e.g., alcohol- and drug abuse prevention, violence prevention, HIV/AIDS awareness) while creating a 30-second animated public service announcement (PSA). Given the collaborative nature of this creative process, youth are forced to use and develop their negotiating, consensus building, and communication skills. A sense of accomplishment spurred by the completion of the PSA is also viewed as contributing to increased self-esteem among participants.

The AnimAction Training Program for Young Adults was started as an outgrowth of the workshops, when it was realized that many of the youth who attended the workshops demonstrated promising talent as animation artists. The program involves a maximum of 75 young adults (in their late teens and early twenties) in 12 months of *indepth* animation training, computer animation training, and "LifeSearch" learning laboratories. In addition to studying such things as perspective drawing, cell painting, and film/video post-production, these young artists attend workshops (laboratories) in which they learn how to communicate more effectively, transform negative energies into positive results, and explore career alternatives. LifeSearch laboratories also

focus on wellness and nutrition, personal finances, and goal setting.

During the 12-month period, multimedia professionals volunteer their time to work with the young adults in the program. Program implementors also help "alumni" attain internships with a variety of locally based animation production companies. In addition to nurturing talent and enhancing vocational and social skills, AnimAction hopes to enrich the world of animation art by diversifying its pool of talent.

Teens Nix Tobacco Mural Project

Based in Napa County, California, the Teens Nix Tobacco Mural Project (TNT) seeks to counteract tobacco advertising messages through the creation of antitobacco murals. Funded by the State of California's Proposition 99 (which earmarks tobacco tax monies for anti-tobacco-use education), TNT has been locally implemented at schools, parks, community "hubs," and one juvenile detention center. Among elementary and middle schools, the project targets youth who tend to be on the periphery with respect to classroom activity and who do not participate in established extracurricular activities.

Before beginning the design of the mural, youth participate in several sessions in which they learn about tobacco advertising and the personal and social effects of tobacco use; engage in refusal, decision-making, problemsolving, and skills-building exercises; participate in a team-building "challenge course"; and meet the "Winston Man." The Winston Man is a former Winston cigarette model who now suffers from a tobacco-related illness and works to raise awareness about the dangers of cigarette smoking. Once they have received this training, youth work with a professional artist in small groups of approximately 12 to develop a theme and then their mural. Most of the actual painting is done after school and on weekends in order to provide structure to youths' free time.

In conjunction with TNT's community mural awareness campaign, the project is perceived to have an impact outside of the immediate group of youth participants. Moreover, the mural and the creative process is credited with contributing to a sense of pride and neighborhood ownership among participating youth as well as residents. Finally, a 1995 TNT calendar featuring 12 completed murals was produced and distributed to all schools in the district and many local businesses.

Drop-In Centers

Orion Multi-Service Center

The Orion Multi-Service Center is a Seattle based center for "street youth." Clients range between the ages of 11 and 21. Runaways under the age of 15 are referred to State social service agencies so as to lessen the influence that older, troubled youth have on these particularly impressionable individuals. Many of the youth who visit the Center are prostitutes.

The Center is open during daytime hours during the week and on Saturday until 9 p.m. The Center is essentially a large, informal, recreational center where youth can listen to music, watch television, play games, or just "hang out." Anyone who enters the Center is greeted by a staff member who explains the Center's rules: no drugs, no sex, and no violence. Youths carrying a weapon may check the weapon at the front desk and retrieve it when they leave.

The staff's first goal is to establish rapport with youth in this recreation-oriented setting. Neither one-on-one counseling sessions nor intake assessments are required. It often takes several months for trust to develop between youth and staff, but once it does, the Center begins to replace the street as the focal point of the youth's life. Counselors/caseworkers then begin to employ more standard intervention measures, engaging youth in sensitive topic oriented conversation (e.g., current difficulties) and connecting them with services and resources. The ultimate goal is to foster in youth the desire and will to abandon street life and all associated problem behavior.

The Door

The Door is one of the oldest youth drop-in centers in the country. Located in Manhattan, the center operates 5 days per week between the hours of 2 p.m. and 10 p.m. The youth who access the center range in age from preteen to early twenties, represent a myriad of ethnic backgrounds, and come from all over New York City. Many are economically disadvantaged, do not attend school, and do not live at home with family.

The center offers seven types of services: educational and vocational training; crisis intervention assistance; individual and group counseling; health programs; prenatal and postnatal education and support groups; reproductive health and awareness services; and creative and athletic recreational activities.

Any youth who enters the center is immediately assigned a counselor who connects the youth with the desired type of service. Most youth access The Door for one or two specific services. Many continue to visit the center even after their initial needs have been met. Through a nonconfrontational and nonjudgmental approach, staff and volunteers encourage youth to explore The Door's other services and take advantage of the safe haven. The neutral nature of recreational activities and educational classes make them ideal contexts in which these youth can begin to address and resolve their difficult life circumstances.

Appendix B

Active Programs Cited in This Report

Adventure Alternatives

Austin Wilderness Counseling Services
1300 West Lynn Street, Suite 100
Austin, TX 78703

AnimAction

1424 Second Street
Santa Monica, CA 90401
(310) 260-4888

Boys and Girls Clubs of America/SMART Moves

1230 West Peachtree Street
Atlanta, GA 30309
(404) 815-5700

Chicanos por la Causa

1525 North Dracle Road, Suite 101
Tucson, AZ 85705
(520) 882-0018

Comprehensive African-American Adolescent Services Program

The Alcoholism Clinic
311 Martin Luther King Drive
Cincinnati, OH 45219
(513) 475-5357

The Door

555 Broome Street New York, NY 10013
(212) 941-9090

Everyday Theater Youth Ensemble

P.O. Box 70570
Washington, DC 20024-0570
(202) 554-3893

Food From the Hood™

Crenshaw High School
5010 Eleventh Street
Los Angeles, CA 90043
(213) 295-4842

Friday Night Live/Club Live

State Department of Alcohol and Drug Programs
1700 K Street
Sacramento, CA 95814
(916) 445-7456

Friday Night Live for Kids

Tulare County Office of Education
County Civic Center
Visalia, CA 93291-4581

(209) 730-2633

Greater Alliance Prevention Systems (GAPS)

Bobby E. Wright Comprehensive Community Mental Health Center (Lead Agency)
9 South Kedzie Street
Chicago, IL 60612
(312) 722-7900

Hooked on Fishing

Future Fisherman Foundation
1033 North Fairfax Street, Suite 200
Alexandria, VA 22314
(703) 519-9691

The Jackie Robinson Center for Physical Culture

1424 Fulton Street
Brooklyn, NY 11216
(718) 773-3456

KIDS As Planners/KIDS NET

KIDS Consortium
Southern Maine Technical College
2 Fort Road
South Portland, ME 04106
(207) 767-9696

Leadership Training Project

Asian-American Resource Workshop
160 Kneeland Street
Boston, MA 02111
(617) 426-5313

The Male Puberty Passage Project

Northwest New Mexico Fighting Back, Inc.
919 Metro Avenue
Gallup, NM 87301
(505) 863-9953

Mi Carrera

Mi Casa Resource Center for Women
571 Galapago Street
Denver, CO 80204
(303) 573-1302

NIYLDP Search and Rescue Program

National Indian Youth Leadership Development Project
650 Vandenbosch Parkway
Gallup, NM 87301
(505) 722-9176

Orion Multi-Service Center

1020 Virgina Street
Seattle, WA 98101
(206) 622-5555

Outward Bound USA

Route 90
R2 Box 280
Garrison, NY 10524-9757

(800) 243-8520

Pan Asian Youth Project

Union of Pan Asian Communities
1031 25th Street
San Diego, CA 92102
(619) 563-9602

Project GOLD

P.O. Box 26887
Richmond, VA 23261
(804) 644-5109

Project MARTIN

250 Georgia Avenue SE, Suite 213
Atlanta, GA 30312
(404) 221-0044

Project Nuevo Ser

Ciudad Deportiva Roberto Clemente
P.O. Box 262677
San Juan, PR 00936-2677
(809) 750-2100

Rhode Island Indian Council, Inc.

444 Friendship Street
Providence, RI
(401) 331-4440

Rites of Passage Project

West Dallas Community Centers, Inc.
8200 Brookriver Drive, Suite N704
Dallas, TX 75247
(214) 630-6281

The Safer Place

Hispanic/Latino Institute
225 North Fourth Street
Reading, PA 19601
(610) 376-3748

TNT Mural Project

Napa Valley Unified School District
2425 Jefferson Street
Napa, CA 94558
(707) 253-3444

24-Hour Relay Challenge

Community Matters
P.O. Box 14816
Santa Rosa, CA 95402
(800) 716-2877

Selected Related CSAP Publications

Breaking New Ground for Youth At Risk: Program Summaries. OSAP Technical Report 1. (1990). 137 pp.

Communicating About Alcohol and Other Drugs: Strategies for Reaching Populations At Risk. OSAP Prevention Monograph 5. (1990). 402 pp.

Guidelines and Benchmarks for Effective Prevention Programming. CSAP Implementation Guide. Rockville, MD: Center for Substance Abuse Prevention, in press.

Preventing Adolescent Drug Use: From Theory to Practice. OSAP Prevention Monograph 8. (1991). 181 pp.

Prevention in Action: Exemplary Alcohol and Other Drug Prevention Programs. (1991). 20 pp.

Prevention of Mental Disorders, Alcohol and Other Drug Use in Children and Adolescents. OSAP Prevention Monograph 2. (1989). 478 pp.

The Prevention Pipeline. Bimonthly journal.

Prevention Primer: An Encyclopedia of Alcohol, Tobacco, and Other Drug Prevention Terms. (1993). 135 pp.

Signs of Effectiveness II: Preventing Alcohol, Tobacco, and Other Drug Use: A Risk Factor/Resiliency Based Approach. (1994). 93 pp.

Stopping Alcohol and Other Drug Use Before It Starts: The Future of Prevention. OSAP Prevention Monograph 1. (1989). 99 pp.

Working With Youth in High-Risk Environments: Experiences in Prevention. CSAP Prevention Monograph 12. (1992). 210 pp.

If you would like to order materials on substance abuse, please contact the National Clearinghouse for Alcohol and Drug Information (NCADI) at 1-800-729-6686 or TDD 1-8004874889.

If you have access to the Internet, visit us at our PREVline World Wide Web home page at <http://www.health.org> or send us an e-mail message at info@prevline.health.org. Our Web page provides graphical representations of statistics on substance abuse and costs, formatted publications, the Information on Drugs and Alcohol database, and hyperlinks to other Federal agencies and national organizations involved in substance abuse prevention and treatment.

If you don't have access to the Internet but you have a modem, tap into the PREVline electronic bulletin board system (BBS). Join the 5,000 users who are already exchanging knowledge and obtaining immediate access to new developments in the substance abuse prevention and treatment field. Users can be parents looking for information to help them talk to their kids about drugs, community leaders who are motivated to stop drug abuse in their neighborhood, or prevention specialists researching the role drugs play in violence.

To access the PREVline BBS, simply dial 301-770-0850 and set your modem at N-8-1 (speed up to 14400 baud). After connecting to PREVline, for USER ID, type "new" to create your account.

Most NCADI services are available online including:

- Approximately 1,800 downloadable files concerning prevention;
- A public forum where questions and comments can be posted;
- A key word searchable online library of research data, scientific studies, and other prevention information;
- NCADI publications catalog;
- Access to information specialists who can answer questions and place orders for materials.

NCADI is a one-stop access point to the most up-to-date, comprehensive information developed for the prevention and treatment of substance abuse.

NCADI is provided on behalf of the Center for Substance Abuse Prevention, a service of the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.