

An Alcohol and Other Drug Abuse
Program Grant Proposal for
The State of Wisconsin

by

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A Grant Proposal Project Report
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Education

Approved: 2 Semester Credits



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July, 2010

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Title: *An Alcohol and Other Drug Abuse Program Grant Proposal for the State of Wisconsin*

Graduate Degree/ Major: MS Education

Research Adviser: Dr. James Lehmann, Ph.D.

Month/Year: July, 2010

Number of Pages: 59

Style Manual Used: American Psychological Association, 6th edition

Abstract

The purpose of this grant is to reduce the amount of students that report underage drinking and binge drinking. Statistics prove that western Wisconsin is a problem area when it comes to alcohol abuse. The YRBS survey reported that Osseo-Fairchild students are well above the state and national averages when considering underage drinking and binge drinking. In order to reduce the amount of underage alcohol use and abuse this program was designed to enhance and expand the comprehensive school health program of Osseo-Fairchild school district. The project focuses on three areas; student education and support, parent awareness and education programs, and staff education. Through a combination of evidence based curriculum, structured Alcohol and Other Drug Abuse (AODA) activities outside of the classroom, opportunities for parents to get involved and staff professional development an AODA program will be formed in efforts of reducing underage drinking and increasing education, not only to the students, but to

their parents as well, of the dangers of underage drinking. There will be continuous added input from teachers, parents, and law enforcement to develop the curriculum and activities needed to form an effective fit for our community and make the program a success.

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Acknowledgments

I would like to thank my family and friends for being so patient with me during the process of writing this grant proposal. I would like to acknowledge my research advisor Dr. James Lehmann for helping me out with every aspect of this paper even when he was in Ecuador. The time he spent helping me through this entire process is greatly appreciated.

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Chapter I: Introduction

The Osseo-Fairchild School District is located in rural Osseo, WI. The district is home to two elementary schools one is located in Osseo and one in Fairchild, WI. In 6th grade students enter the middle school which is a joined building with the high school in the city of Osseo, WI. The district covers several counties including Clark, Trempealeau, Eau Claire and Jackson counties. The Osseo-Fairchild School District educates just over 1,000 students in these buildings. The Osseo-Fairchild School District serves students who live in several counties including Clark, Trempealeau, Eau Claire and Jackson counties making the district at a distinct disadvantage for funding of substance abuse programs.

An example of this inadvertent geographical discrimination is the DARE program. In the years before 2008, the DARE program was made available to 5th grade students at both Osseo Elementary and Fairchild Elementary through funding from Trempealeau County. When funding from the state for these types of programs was reduced, there was not enough money to provide for all of the existing DARE programs that the county funded. In order to save some of the existing DARE programs, Trempealeau County cut funding of the DARE program to the Osseo-Fairchild School District because the program would then service students from the surrounding counties as well.

Another example of the disadvantages that Osseo-Fairchild faces in terms of funding is even though Osseo-Fairchild serves students in Eau Claire County, the schools themselves are not located in Eau Claire County. This is a disadvantage because Eau Claire School District is a large district and has its own Alcohol and Other Drug Abuse (AODA) coordinator that is trained in grant writing. Smaller Eau Claire area schools like Augusta and Fall Creek that is located are

Eau Claire County are able to utilize the AODA coordinator's grant writing services and often funding from the grants that Eau Claire AODA Coordinator writes.

Unfortunately, regardless of the lack of funding, students in the Osseo-Fairchild School District need these programs. The district has struggled with issues related to underage alcohol abuse. The Youth Risk Behavior Survey (YRBS) is a national survey that the Osseo-Fairchild School District participates in bi-annually. The results of the YRBS administered in 2009 showed that percentages of answers to questions addressing underage alcohol use were at least 5% above the state average in the categories of binge drinking, drinking and driving or riding in a car with someone who had been drinking, and attending parties where alcohol is present.

The results from the survey reflect a serious problem in regards to underage drinking and reveal a need for programs to reduce and prevent the prevalence of underage drinking in the Osseo-Fairchild School District. This chapter will address the need for Alcohol and Other Drug Abuse (AODA) programs, express a purpose of the proposed AODA grant programs, definitions of common AODA terms, and a methodology of the grant proposal.

Statement of the Problem

Alcohol use constitutes one of the most serious public health issues for young people in the United States. (SAMHSA, 2010). In fact, according to the National Youth Risk Behavior Survey (YRBS) released in early June, alcohol remains the substance with the highest rate of use among high school students at 72.5%. Tragic health, social, and economic problems result from the use of alcohol by youth. Underage drinking is a causal factor in a host of serious problems, including homicide, suicide, traumatic injury, drowning, burns, violent and property crime, high risk sex, fetal alcohol syndrome, alcohol poisoning, and need for treatment for alcohol abuse and dependence. Approximately 5,000 young people under the age of 21 die as a result of underage

drinking each year. Wisconsin ranks 26th highest among the 50 states for the cost per youth of underage drinking. Underage drinking cost the citizens of Wisconsin \$1.3 billion in 2007 (National Institute on Alcohol Abuse and Alcoholism, 2010). Schools constitute the primary public institutions with access to youth under 20 years of age. Thus, the most common prevention strategy for youth is education--especially school-based prevention. Research has demonstrated the effectiveness of specific school-based strategies, and the benefits of school-based drug prevention are thought to exceed the costs (Bell, 2005). It is imperative that schools are on the front line fighting to educate students of the dangers of underage alcohol use and implement programs to prevent underage drinking.

Purpose of the Grant Proposal

The goal of this grant proposal is to fund and sustain programs that will aid in lowering the amount of students in the Osseo-Fairchild School district that report engaging in risky behaviors regarding underage alcohol use. The programs will be aimed at not only reducing the amount of students who report underage drinking but will also focus on preventing activities that include underage drinking. Funding for the program will include Osseo-Fairchild School District employees, students and parents.

Definition of Terms

AODA. The acronym AODA, as used in this grant proposal, stands for alcohol and other drug abuse. The acronym has commonly been combined as ATODA in the state of Wisconsin to incorporate alcohol, tobacco and other drug abuse.

YRBS. The acronym YRBS, as used in this grant proposal, stands for Youth Risk Behavior Survey. The Wisconsin YRBS is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation's high

school students. These behaviors, in turn, result in the most significant causes of both mortality and morbidity during youth and adulthood. The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition and exercise.

STARS. The acronym STARS stands for start taking alcohol risks seriously. Start Taking Alcohol Risks Seriously for Families is a health promotion program for preventing alcohol use among at-risk middle and junior high school youth (11 to 14 years old). The goal of STARS for Families is to have all youth postpone alcohol use until adulthood. STARS for Families matches media-related, interpersonal, and environmental prevention strategies to each child's specific stages of alcohol initiation, stages of readiness for change, and specific risk and protective factors. This innovative program has been shown to result in avoidance of, or reductions in, alcohol use among participating youth (SAMHSA, 2010).

Methodology

The AODA program grant will fund programs that aim at reducing and preventing underage alcohol use through the adoption of evidence based programs including STARS, DARE, Love and Logic and other successful AODA interventions. Many of the activities that this program will encompass also will have positive side effects on the other issues revealed in the YRBS and the Search Institute Survey including raising self esteem, a more apparent caring school environment, increased academic performance and improved relationships with classmates, school staff and the community. The program will focus on reducing alcohol use by implementing programs for students, staff and parents in the Osseo-Fairchild School District. The following chapters will discuss the importance of AODA programs and how through grant

funding Osseo-Fairchild School District aims to achieve the goal of reducing and preventing underage alcohol use in the district.

Chapter II: Literature Review

Introduction

This chapter addresses consequences of acute impairment and the long term consequences of underage drinking. The chapter covers a literature review of adolescent health risks of acute impairment including alcohol poisoning, sexual activity, drinking and driving, and violence including; homicide, suicide, and unintentional injuries. The chapter also reviews a number of the long term consequences of underage drinking including effects of brain development and alcohol use disorders.

Alcohol use among school aged students is becoming a national health concern. According to the 2007 National Youth Risk Behavior Survey, 44.7% of student's surveyed grades 6th through 11th had had at least one drink of alcohol on at least one day during the thirty days before the survey, and 75% of the students had had at least one drink at least one day during their life. Almost a quarter of those students reported having their first drink before the age of thirteen (Eaton et al. 2008). "Many adults may assume that the risks and potential consequences of underage drinking are more or less the same as they are for adults, but research suggests that the dangers of youth drinking are magnified" (Bonnie & O'Connell, 2004). Alcohol is now the most commonly used drug among youths and is linked to many different health outcomes (Swahn, Bossarte, & Sullivant, 2008). In addition to personal negative health outcomes, the annual social cost of underage drinking is \$53 billion (Mosher, Hingson, Bunker, & Bonnie, 2005).

Consequences of Acute Impairment

Binge Drinking and Alcohol Poisoning. "Most adverse health effects from underage drinking stem from acute intoxication resulting from binge drinking... Binge drinking, typically defined as consuming more than 5 drinks on an occasion, is a common pattern of alcohol

consumption among youth” (Miller, Naimi, Brewer, & Jones, 2007, p. 77). Binge drinking is the most common pattern of alcohol consumption among high school youth who drink alcohol and is strongly associated with a wide range of other health risk behaviors (Miller et al, 2007).

According to the 2007 National Youth Risk Behavior Survey, “26.0% of students had had five or more drinks of alcohol in a row (i.e., within a couple of hours) on at least 1 day during the 30 days before the survey (i.e., episodic heavy drinking)” (Eaton et al. 2008 p. 14).

Binge drinking can lead to several short term health effects. Frequent binge drinkers were eight times more likely than non-binge drinkers to miss a class, fall behind in schoolwork, get hurt or injured, and damage property. Nearly one out of every five teenagers (16 %) has experienced black out spells where they could not remember what happened the previous evening because of heavy binge drinking. There is also an association of binge drinking during high school resulting in frequent binge drinking in college. Binge drinking may be associated with mental health disorders such as compulsiveness, depression or anxiety, or early deviant behavior. (SAMHSA, 2010)

Along with these less severe health risks, binge drinking is associated with the possibility of alcohol poisoning. Alcohol poisoning is a severe and potentially fatal physical reaction to an alcohol overdose. Alcohol poisoning is very serious because when a great deal of alcohol is consumed, the brain is deprived of oxygen. The combination of body’s struggle to get oxygen and filter out alcohol’s toxins will eventually cause the brain to shut down the voluntary functions that regulate breathing and heart rate (SAMHSA, 2010).

Although binge drinking carries serious consequences including blackouts and alcohol poisoning, underage drinking’s health risks are not limited to the young frequent heavy drinker. Moderate or casual drinkers are also susceptible to risky behaviors. Statistics gathered from

research by Miller et al. found that even current underage drinkers who did not binge drink were much more likely to engage in risky health behaviors than non-drinkers (2007).

Sexual Activity. Sexual violence and unplanned and unprotected sexual activity constitute yet another set of alcohol-related problems (Bonnie & O'Connell, 2004). Alcohol impairs judgment. Adults often make decisions while under the influence that they would not make sober. Because the decision making part of an adolescent's brain is not fully developed, alcohol makes it even more difficult for young people to think clearly under the influence of alcohol (McQueeney et al., 2009). This raises concerns when dealing with the issue of youth sexual activity. Research suggests that alcohol use leads to an increased likelihood of sexual intercourse among adolescents, and a significant portion of female adolescents report some alcohol use before intercourse (Deardorff, Gonzales, Christopher, Roosa, & Millsap, 2005). A study performed by the National Institute on Alcohol Abuse and Alcoholism found that 44% of sexually active Massachusetts teenagers said they were more likely to have sexual intercourse if they had been drinking, and 17 percent said they were less likely to use condoms after drinking (2010).

According to the 2007 National Youth Risk Behavior Survey "among the 35.0% of currently sexually active students nationwide, 22.5% had drunk alcohol or used drugs before last sexual intercourse" (Eaten et al., 2008, p.22). That means that over 64% of young people that are sexually active have made choices about sex while under the influence. This is supported by research performed by the Kaiser Family Foundation that states, that young people are "more likely to engage in consensual sexual activity after drinking and report that they 'do more' sexually while using alcohol than they had planned" (2002, p.1).

Early sexual initiation has been found to relate to multiple sexual partners before adulthood, higher rates of sexually transmitted disease, increased emotional distress, and higher rates of pregnancy termination, pregnancy complications, and preterm delivery. Moreover, it is conceivable that risk for these outcomes is further enhanced when sexual behavior is initiated in combination with early alcohol use. (Deardorff et al., 2005, p. 1454)

In 2005, the US reported to have the highest rate of teenage pregnancy among developed nations and numerous studies have confirmed that early alcohol use is linked to sexual behavior, and pregnancy (Deardorff et al., 2005). The National Institute of Health and United Nation Children Fund (UNICEF) also have studies that show that the US has the highest birth rate of teenagers in the developed world.

The Federal Trade Commission released a report about underage drinking at its risks saying, “Alcohol use increases the likelihood that teens will engage in sexual activity, including unprotected sexual activity. That, in turn, increases their risk of sexually transmitted disease and pregnancy” (2007, p. 1). The National Institute on Alcohol Abuse and Alcoholism also supported the previous statements reporting that

research has associated adolescent alcohol use with high-risk sex (for example, having multiple sexual partners, failing to use condoms, and having unplanned sex). The consequences of high-risk sex also are common in this age group, particularly unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS (2010 p. 1).

Drinking and Driving. The impact of alcohol on life is particularly evident among youthful drinkers. The alcohol-related highway death rate among drivers under twenty one is almost twice that of people over twenty-one years of age and alcohol is cited as a factor in at

least one-half of all fatal vehicular accidents Fatal vehicular accidents resulting from drunk driving is the number one cause of death among the 15-24 year old age group (Little & Clontz, 2001). Youths who drive after drinking are more likely to be in a crash than youths who have not had a drink, and the crashes underage drinkers are involved in tend to be more severe than those of adults, resulting in a greater number of deaths and more serious injury. Underage drinkers present greater risks than adults when driving, even at lower BAC levels (National Highway Traffic Safety Administration, 2002).

The rate of death from alcohol-related car crashes is so high among the fifteen to twenty-four year old group that it has been cited as a principal reason why life expectancy has improved over the past seventy-five years for every age except the fifteen to twenty-four year olds. (Little & Clontz, 2001, p. 40)

The topic of underage drinking and driving has received media attention and policy responses. There have been curriculum changes to adapt driver's education to cover the topic along with laws that aim at underage driving blood alcohol levels to be near zero. Even with all of this attention, youth are still overrepresented in alcohol related traffic fatalities compared with older populations (Bonnie & O'Connel, 2004).

In 2000, 69 percent of youths who died in alcohol-related traffic fatalities involved young drinking drivers. It remains a very serious issue with extreme consequences, not only for the young driver but also for innocent victims. While only 7 percent of licensed drivers in 2000 were aged 15 to 20, they represented approximately 13 percent of drivers involved in fatal crashes who had been drinking. (Bonnie & O'Connel, 2004, p. 60)

The 2007 National Youth Risk Behavior Survey reported that 10.5% of students nationwide had driven a car or other vehicle one or more times when they had been drinking

alcohol. The driver is not the only one endangered by drinking and driving. The same survey reported that nearly 30% of students surveyed had ridden one or more times in a car or other vehicle driven by someone who had been drinking alcohol (Eaton et al., 2007). If these riders have been drinking and get into the car, they also tend to make poor decisions with their own safety. For example, “young people who have been drinking are less likely to wear a safety belt” (Bonnie & O’Connell, 2004 pg. 60). Given the above findings it is not surprising to learn that our nation’s youngest drivers are disproportionately represented among all people arrested for driving while impaired and the estimated cost of drunk driving accidents within this age group was estimated at \$25 billion in 2001 (Little & Clontz, 2001).

Violence, Homicide, Suicide and Other Unintentional Injuries. Even though underage drinking and driving receives a lot of attention, alcohol is a factor in large amounts of unintentional deaths and injuries caused by other forms of dangerous behavior than driving. “Underage drinking contributes to the three leading causes of death (unintentional injury, homicide, and suicide) among persons aged 12 to 20 years” (Miller et al., 2007). According to the Surgeon General’s Call to Action to Prevent and Reduce Underage Drinking, nearly 5,000 people under 21 years of age die every year from alcohol related injuries (Bonnie & O’Connell, 2004).

A study completed by the Division of Violence Prevention and Injury Response along with the National Centers for Disease Control and Prevention examined the connection between alcohol and violence. The study examined six negative outcomes; dating violence, victimization and perpetration, peer violence victimization and perpetration, suicidal ideation and suicide attempts. The study showed that preteen alcohol use was “significantly associated with involvement in all 6 violent outcome behaviors, relative to nondrinkers, after controlling of age,

gender and race/ethnicity” (Swahn et al. 2008, p. 300). These findings suggest that early alcohol use is an important risk factor for both self-directed violence and dating violence victimization, independent of both peer and parental influences (Swahn et al., 2008).

Although it is difficult to establish a separation of alcohol use from other possible contributing factors, like depression, emerging evidence demonstrates a link between alcohol and suicide. Frequent heavy alcohol use is associated with increased feelings of “hopelessness, suicide ideation, and suicide attempts” (Bonnie and O’Connell, 2003, p. 61). Nationwide, 14.5% of students had seriously considered attempting suicide during the 12 months before the 2007 Youth Risk Behavior Survey (Eaton et al., 2008). Cases of suicide completion have high rates of positive blood alcohol levels as intoxicated people tend to attempt suicide using more lethal methods (Sher, 2006).

Long Term Consequences of Underage Alcohol Use

Alcoholism. Alcohol consumption early in life has long term behavioral consequences such as increasing the probability of adult-onset alcohol dependency. More and more research provides evidence that drinking at an early age predisposes kids to addiction. According to research performed by the National Longitudinal Alcohol Epidemiological Study the adolescents studied who “had their first drink at age 12 or younger had a prevalence of lifetime alcohol dependence that was over 40%. This was then compared to the 10% of lifetime alcohol dependence of adults who had their first drink at age 21 or older” (Roy-Bornstein, 2009, p.11).

Binge drinking teens are of particular interest as it is estimated that more than 30% of minors who begin drinking before age 16 will develop alcohol dependence. Studying non-disordered adolescent drinkers is of substantial import due to the increased risk for

binge drinking teens to transition into an alcohol use disorder by adulthood. (McQueeney et al., 2009)

Alcoholism, an addiction also has been observed to decrease the life-span of a person by ten to twenty years (Little and Clontz 2001).

Brain. Understanding how the adolescent brain develops and also the impact of early alcohol exposure on adult behavior and brain functioning is very important. Brain development is not complete until a person is in his mid 20s. In particular, the frontal lobe, responsible for inhibition, emotional regulation, planning and organization, continues to develop into young adulthood. “Brain scans show abnormalities in structure and volume in patients who began drinking at an early age” (Roy-Bornstein, 2009, pg. 11).

These abnormalities in structure can be seen looking at research of the mesolimbic pathway. The mesolimbic pathway has been a focus of recent research in adolescents. The mesolimbic pathway is known to be involved in memory and motivating behaviors through regulation of specific chemicals in the brain (Badanich, Maldonado, & Kirstein, 2007). Research has examined the interaction of alcohol exposure during adolescence and the changes related to the brain. These studies have shown that there is “greater alcohol-induced brain damage...following repeated ethanol exposure” (Badanich, Maldonado, & Kirstein, 2007, p. 895).

A separate study performed by McQueeney et al. showed samples that revealed that teen binge drinkers exhibited lower white matter integrity and volume of the brain (2009). White matter is the tissue through which messages pass between different areas within the nervous system. The study regulated controls based on age, gender, IQ, ethnicity and socioeconomic status. Despite the demographic similarities, wide-spread reductions in quality white matter in

the brain were reported in heavy episodic drinkers, suggesting the possibility of compromised white matter integrity in major fiber tract pathways in several regions in the brain (McQueeney et al., 2009).

The hippocampus, the center part of the brain that plays a large role in long term memory and special navigation, is also vulnerable to the effects of alcohol, particularly during adolescence (McQueeney et al, 2009 p. 1282). Adolescents with alcohol use disorders have demonstrated struggles with learning and memory. These impairments in learning and memory suggest that changes in structural connectedness of the hippocampus leads to “functional aberrations” in teenage drinkers (McQueeney et al., 2009, p. 1282).

Summary

The consequences, both immediate and long term, are evident with underage drinking. Drinking impairs an adolescent’s perceptual and motor skills. This impairment clearly increases the risk of a car crash if one drives after drinking. The effect of underage alcohol use also results in impaired judgment increasing violence and risky sexual behaviors. The link between alcohol use and has been researched over and over. The evidence shows a clear connection between underage drinking and the health risks related to underage drinking. These problems are not short lived however, that is the earlier that young people start drinking the more likely they are to have problems in their adult lives.

Chapter III: Project Goals and Objectives

According to the Substance Abuse and Mental Health Services Administration (SAMHSA) in 2006, northwest Wisconsin in particular is very active in alcohol use among persons aged 12 to 20, and also very active in binge alcohol use in the past month among persons 12 or older. The Center for Disease Control stated in 2005 that the percentage of men and women who consume five or more drinks on one occasion is double in Wisconsin compared to nationwide statistics.

Having seen this information it is no surprise that Osseo-Fairchild students fall into a similar trap. The Youth Risk Behavior Survey (YRBS) given to Osseo-Fairchild students in spring 2009 showed that the percentage of 9th grade students that reported having five or more drinks of alcohol in a row, within a couple of hours, one or more days in the past 30 days as 31%. This statistic is 6% higher than the state average of 9th graders on the same survey. Not only is the binge drinking occurring with a third of our 9th grade students but the YRBS also reported that most of the students felt that it was okay to have five or more drinks of alcohol in a row, that is, within a couple of hours once or twice each weekend.

The YRBS also showed that the percentage of 9th grade students that had at least one drink of alcohol in the past 30 days was 47%, 6% higher than the state average for that age. 11% of our 6th graders reported having a drink of alcohol (more than just a few sips) in the past 30 days on the same survey. The number of students in grades 6-12 reporting on the Search Institute Survey that they have attended one or more parties in the last year “where other kids your age where drinking” was 36%. This is over a third of our middle and high school student population. The Search Institute Survey also administered in 2009 showed that the number of students who

have attended one or more parties in the last year where other kids their age were drinking was 36%.

After examining the results of the YRBS and the Search Institute Survey, it is apparent that actions against underage drinking need to be taken. In comparison to the state and to the nation Osseo-Fairchild's underage and binge drinking serves as a focal point in the AODA grant proposal. A community that embrace programs that adopt alcohol free activities, family and community support, effective curriculum, and alternative alcohol free activities in order to reduce the amount of underage drinking and its harmful effects on youth is very important. The following goals and objectives are based on statistics from the 2009 administration of the YRBS and the Search Institute Survey.

AODA Program Grant Goal 1: Reduce the Amount of Underage Drinking Reported in Middle School and High School Students on the YRBS and Search Institute Surveys.

The overarching goal of all of the programs that the AODA grant will fund is to reduce and prevent underage drinking. The assessments that can evaluate the risk behaviors are the YRBS and the Search Institute Surveys that are given by the Osseo-Fairchild School District.

Objective 1: Reduce the percentage of 9th and 6th grade students taking the YRBS that report that they have had at least one drink of alcohol in the past 30 days from 47% to 42% for 9th graders and 11% to 5% for 6th graders by April 2013. The first objective focuses on students reporting having only one drink of alcohol in the last 30 days. The objective is that each grade that is surveyed (6th and 9th) should reduce reporting this risk 5% after a 3 year period. The YRBS will be distributed in April 2011 and again in April 2013.

Objective 2: Reduce the percentage of 9th and 6th grade students taking the YRBS that report that they have had five or more drinks of alcohol in a row within a couple hours

one or more times during the past 30 days from 31% to 25% for 9th graders and from 5% to 3% for 6th graders by April 2013. This objective focuses on the risk of binge drinking among underage students. The date chosen of April 2013 allows the programs to get established and start educating the students before being assessed.

Objective 3: Reduce the number of students in grades 6-12 reporting on the Search Institute Survey that they have attended one or more parties in the last year where other kids their age were drinking from 36% to 25% by April 2013. This goal focuses on students who may not drink but are surrounded by students who drink. The objective encourages alternative activities to drinking and parties where drinking is taking place.

Chapter IV. Project Methodology

The main focus of this grant proposal is to fund programs that will reduce the amount of underage drinking related activities reported on the Youth Risk Behavior Survey (YRBS) and the Search Institute Survey in the Osseo-Fairchild School District. Many of the activities that this program will encompass also will have positive side effects on the other issues revealed in the YRBS and the Search Institute Survey including raising self esteem, a more apparent caring school environment, increased academic performance and improved relationships with classmates, school staff and the community. Through a combination of student programs, staff programs and parent programs the entire community will be involved with the effort of reducing underage alcohol abuse in the Osseo-Fairchild school district. The following action plan and timeline, evaluation plan, dissemination plan and proposed budget will address how the grant money will be used to help with this process.

Action Plan and Timeline

The following section addresses the activities, people responsible and timeframe aligned to the goal of reducing underage drinking. Through a mixture of student, staff and parent activities, the program's activities encourage healthy choices and attitudes regarding underage alcohol use. Each activity is aligned with the objectives for Osseo-Fairchild youth of reducing the percentage of 9th and 6th grade students taking the YRBS that report that they have had at least one drink of alcohol in the past 30 days from 47% to 42% for 9th graders and 11% to 5% for 6th graders by April 2013, reducing the percentage of 9th and 6th grade students taking the YRBS that report that they have had five or more drinks of alcohol in a row within a couple hours one or more times during the past 30 days from 31% to 25% for 9th graders and from 5% to 3% for 6th graders by April 2013, and reducing the number of students in grades 6-12 reporting on the

Search Institute Survey that they have attended one or more parties in the last year where other kids their age were drinking from 36% to 25% by April 2013.

The action planned is organized in order of summer activities (July and August), first semester activities (September through January), and second semester activities (February through May). Each program is briefly explained and an estimated cost of the program is suggested. The budget will be covered in a more detailed manner in the budget section later in chapter four. Related tables are located in Appendix C (summer activities), Appendix D (first semester activities), and Appendix E (second semester activities) that display the timeline for the programs involved in the grant proposal.

Summer activities. Most of the funding from this grant will be to support student programs which will be outlined in more detail below. Through funding from the grant, the district will be able to implement several programs to reach students, staff and parents in the community. It is important to start the planning of the Alcohol and Other Drug Abuse (AODA) activities in the summer months to be prepared well before the students enter the school building. The following narrates and explains the steps that will take place in the summer months of July and August 2010. Refer to table 1 in Appendix C for a listed representation of the summer activities.

Grant funded summer AODA activities for staff. In order for any educational program to work, it is important that there is support from the staff in the district. There are several opportunities for the staff of Osseo-Fairchild to get involved in the AODA program in the summer months. The first preparatory activity is to create a curriculum for the high school health elective. Currently, in the Osseo-Fairchild School District the students stop taking health classes after their sophomore year. The 18-20 year old age group encounters its own set of

problems as students are now on their own to enter the job force, college or other post high school activities.

Studies show that by the ages of 18 to 20, the rate of any alcohol use in the last 30 days is identical with the rate for adults over 26, but among those who drink, the proportion of 18- to 20-year-olds that drinks heavily is significantly higher than that of adults over 26. (Bonnie & O'Connell, 2004, p. 39)

With the dangers and increased amount of 18-20 year old reporting drinking heavily it is important that the district is able to offer some sort of refresher course and other activities that deal with alcohol use and other behavior choices that the student will have to confront when they enter their lives after high school. To accomplish this, the grant proposal includes funding the development of a high school health elective. The elective will include an alcohol abuse prevention unit and be offered to upperclassmen (juniors and seniors). The elective will impact an estimated 30 students a semester resulting in 60 students a year influenced by AODA information. Students who do not take the elective can still receive the information through after school activities, community projects, and other student programs. The cost to create curriculum for a high school health elective is estimated at \$2,400 and includes professional development and curriculum time for the high school health teacher and the purchase alcohol related media for the classroom.

Another opportunity for staff to become involved in the summer months is through development of the STARS program. Through grant funding, the Osseo-Fairchild School District wants to purchase and implement STARS for families. The acronym STARS stands for Start Taking Alcohol Risks Seriously. The STARS curriculum is a researched-based model program evaluated by SAMHSA. One year will be spent by a committee headed by the AODA

Coordinator to study and develop the curriculum for middle school students. The program targets prevention of early alcohol use, specifically postponement of alcohol use until adulthood. In order to be effective, STARS involves a brief consultation by a nurse, key facts postcards sent to parents on what to say to their child about staying away from alcohol, and four weeks of take-home lessons, with facts and activities on how kids can avoid alcohol, for parents / guardians and children to complete and return. After the first year of development some of the STARS ideas will be implemented into the middle school homeroom, as well as the middle school after school program. This will result in the entire middle school population of over 200 students impacted by the STARS alcohol educational message. The AODA Coordinator, Health Teacher, and Middle School Guidance Counselor will use professional development time in the summer months to be trained in the STARS curriculum, develop the curriculum, and recruit a committee of staff, parents, and community volunteers to follow and aid in the STARS completion. Throughout the year the AODA Coordinator and the Middle School Counselor will continue with the planning of the next year's stars implementation with two hours a week outside of school time (37 weeks of school) creating activities and meeting with the STARS committee. The cost of the initial development of the STARS curriculum includes STARS training, professional development time, and curriculum purchase and is estimated at \$8,130.

All staff pK through grade 12, regular and special education, will receive a one day in-service on maintaining a positive school climate and integrating changes into curriculum and teaching styles provided by a professional AODA speaker. Time will also be used at this in-service to review the results of the 2009 YRBS and Search Institute Survey. Collaboration with other local schools can help save money on speakers who require travel costs. Most professional AODA speakers cost close to \$1000, but joining with neighboring school districts including

Eleva Strum, Fall Creek, and Augusta will lower travel costs for the speaker resulting in a smaller fee.

Grant funded summer AODA activities for students. Although there is not a large percentage of students involved in school sponsored activities in Osseo-Fairchild School District there are still opportunities for Alcohol and Other Drug Abuse (AODA) messages to reach the students during the summer months. All students who participate in a fall sport (basketball, cross country, dance team, girl's golf, volleyball and football) are required to attend an athletic code meeting held by the athletic director. During this meeting, rules about alcohol consumption and being at events where alcohol is present are addressed. Through grant funding, Osseo-Fairchild would bring in a speaker from the American Athletic Institute. The American Athletic Institute is a Sport Consulting Firm that focuses on the education of athletes and the dangers of drugs and alcohol. The presenters are substance abuse professionals who were also once professional and world class athletes.

The Pure Performance presentation illustrates the negative physical, psychological and physiological effects of drugs and alcohol on the athlete. By showing scientific research done exclusively on top athletes and presented by people who have competed at the highest levels of sport, the impact is significant. (American Athletic Institute, 2006, Brochure)

Cost for this presentation would be decreased through a partnership with Eau Claire School District. This would be also advertised to community members and neighboring school districts. Estimated cost for the Peer Performance if coupled with other school districts \$2000.

Another opportunity to address Alcohol and Other Drug (AODA) issues is through freshman orientation. The 2009 Youth Risk Behavior for Osseo-Fairchild School district

reported that 47% of 9th grade students in the district had a drink in the 30 days before the survey and 31% of those same 9th graders reported binge drinking. Reducing these two statistics are included part of the goals of this grant proposal so incoming freshmen are of particular interest. Freshman orientation includes an average class size of 60 students. The orientation helps to acclimate the students at Osseo-Fairchild with high school activities and some of the issues that high school students deal with. The orientation will include a speaker to address AODA issues specifically encountered by high school students. The speaker will be chosen from a compilation of AODA speakers that can be found within the Wisconsin Department of Public Instruction. To bring this speaker to talk to the freshman students would cost around \$500.

Grant funded summer AODA activities for parents. “Many adults may assume that the risks and potential consequences of underage drinking are more or less the same as they are for adults, but research suggests that the dangers of youth drinking are magnified” (Bonnie & O’Connell, 2004, p. 59). This misconception expresses how important it is to educate parents as well as adolescents in the Osseo-Fairchild School District. Parents are a vital part of this proposed programs success. The Osseo-Fairchild requires parents to attend the fall athletic rules meeting along with their student athlete. The parents will then also receive the message provided by Pure Performance that the athletes will hear during the athletic code meeting.

Most often freshmen students cannot drive so the parents will have to drive their child in for the school’s freshmen orientation. The district will use this time to bring in the Osseo Police Department to address issues of underage drinking focusing on parents who allow children to drink at their homes. Parents who allow underage drinking in their home can not only be criminally prosecuted under the law but they can also be sued civilly for any damages caused by hosting or allowing teens to drink alcohol in their home. These issues, local statistics and more

will be addressed by the police department's presentation. The cost for a presentation from the Osseo Police Department is estimated at \$300.

First Semester Activities. As the school year starts the opportunities for students to receive Alcohol and Other Drug Abuse (AODA) messages will increase. Along with the increase of face to face time with the students, staff will receive many opportunities for professional development through conferences. Students and parents will also continue to be informed and educated through AODA opportunities. The first semester is the time where the preparation from the summer months gets put into practice. The following is a description of the AODA activities that will begin in the first semester (September through January). Refer to table 2 in Appendix D for a listed representation of the first semester activities.

Grant funded first semester AODA activities for staff. During the school year there are several opportunities that will increase staff awareness of AODA issues. Throughout the first semester there are four different conferences that would address AODA issues along with other pertinent educator information. The first conference is offered by Wisconsin Association of Health, Physical Education, Recreation and Dance (WAHPERD). The grant would provide our middle and high school physical education teachers along with the district's health teacher the opportunity to learn about AODA and other health issues at its annual convention. Another opportunity for professional development through conferences is the Wisconsin Department of Public Instruction's Heart of Successful Schools conference. Through grant money, the district would be able to send its three elementary guidance counselors along with the middle school guidance counselor to this valuable conference. The third opportunity for education on AODA related issues is the Adolescent and Families Conference held at UW Eau Claire. The middle school guidance counselor would be able to attend this conference through grant money. The

final conference that would be funded through this grant is the Love and Logic Conference aimed at the three elementary school guidance counselors. In order to inform more than just the selected staff that attended the conferences, the attendees are required to do a short presentation to staff and school board about what was learned. The presentations will be held during in-service time in the second semester. The amount of money requested for these conferences is \$2,420 and covers travel, lodging, and registration costs.

Grant funded first semester AODA activities for students. In the United States, a 2002 Census survey reported 5.8 million of all children between the ages of five and fourteen years living with a mother, care for themselves an average of 6.3 hours per week and 65% of those children spent between 2 to 9 hours home alone (Bonnie & O'Connell, 2004). One solution to this unstructured time alone is to occupy this time with after school programs. Studies show that participation in prevention activities in the non-school hours was related to a lower likelihood of alcohol use among high school students (Afterschool Alliance, 2005). After school programs not only keep youth busy during the hours that they are most likely to get into trouble, but the programs also provide young people with access to caring adults who provide the support they need to succeed. This support varies from homework help to learning how to say no to drugs. As a result, children and youth who regularly attend quality afterschool programs have better grades and conduct in school (Afterschool Alliance, 2005). Successful after school programs cannot just be made out of thin air. Quality afterschool programs, like schools themselves, need quality staff, effective curricula and community collaboration in order to succeed. However, these criteria come with a monetary cost. In order to fund a middle school after school program for one day a week, an elementary after school program for two days a month, and high school

after school AODA programs sporadically throughout the school year it will cost an estimated \$7,210. This amount includes supervision and planning of the activities and general supplies.

Osseo-Fairchild had in previous years offered Drug Abuse Resistance Education (DARE) to its 5th grade students. DARE's primary mission is to provide children with the information and skills they need to live drug and violence free lives. The mission is to equip kids with the tools that will enable them to avoid negative influences and instead, allow them to focus on their strengths and potential. Because of funding issues, DARE was discontinued in 2008. It is important that youths know how to use refusal strategies to prevent alcohol and other drug use. In order to reinstate this program within our 5th grade classes, an officer in the Osseo Police Department needs to be trained and DARE curriculum materials needed to be bought. The estimated cost for the DARE program is \$1000.

Another opportunity for the Alcohol and Other Drug Abuse message to get through to students is with peer to peer interaction. Peer to peer education is important within effective substance prevention based programs. A "meta-analysis comparing peer-led and adult-led drug prevention programs indicated that the peer-led programs were somewhat more effective than the adult-led programs" (Boulter, 2005 p. 5). One approach to using peer education is to allow the middle school student council to create anti-alcohol public service announcements to be aired on the school wide TV channel. The commercials will be aired during homeroom, nutrition break, and lunch break in the middle school and high school and during lunch in the elementary school. In order to complete this task funds are requested in the amount of \$200 to be used for supplies.

Grant funded first semester AODA activities for parents. "Parental monitoring also is a key factor in reducing the likelihood that young people will drink" (Bonnie & O'Connell, 2004, p. 433). In order for parents to monitor young people, the adults need to first be informed about

the issue of underage alcohol and its dangers. The guidance counselor will be providing information and articles about Alcohol and Other Drug Abuse (AODA) issues. The AODA issues will be both national and local using surveyed data. Each month in the school newspaper, The Outlook, will represent this information. The outlook is distributed to students, parents and public places in the community for dispersal. The cost for this service is nothing.

Another opportunity for AODA information to the parents is through the Love and Logic program at Osseo-Elementary. The Love and Logic program's motto is 'helping parent and teacher's raise responsible kids'. Love and Logic classes are attended by parents of children ages preschool to 12 years old and offer tips and techniques to parents about raising responsible children. Osseo-Fairchild school district owns the curriculum already and offers these classes to parents. These programs are in jeopardy because of the budget cuts in the district. In order to continue offering classes in the district it would cost \$1,940. This estimate includes facilitator's costs and supplies.

Second Semester Activities. Although many of the programs will wrap up towards the end of the semester there are still plenty of Alcohol and Other Drug Abuse (AODA) activities that will be offered to the staff, students, and parents in the second semester. Second semester includes any AODA activities completed in February through May. As the programs are starting to develop into regular educational opportunities the programs will be evaluated for strengths and weaknesses and structured to fit the district's needs and interests. Refer to table 3 in Appendix E for a listed representation of the second semester activities.

Grant funded second semester AODA activities for staff. Staff AODA program opportunities will shift in the second semester from conferences and conventions to evaluation and program continuation. The staff will be using the AODA assessment tool to evaluate the

programs that had been in place in the first semester. A graphic of the student programs assessment page of Wisconsin's Department of Public Instruction AODA assessment tool can be found in Appendix I. STARS will continue to be developed and the after school programs will be continually molded to become strong programs so they can be extended into the future years.

Grant funded second semester AODA activities for students. Along with the peer education example of student council producing anti-alcohol commercials is work of the Teens Against Destructive Decisions (TADD) group. TADD is a high school club that deals with making healthy choices and encouraging classmates to do the same. TADD was created as a combination of Students Against Drunk Driving (SADD) and Teens AIDS Prevention Program (TAPP). TADD's biggest feat throughout the school year comes in second semester with their large group performance. TADD creates and rehearses skits about AODA and other health issues. The idea is to portray a message of making healthy choices as a teenager. The reason that the TADD performances are so effective in getting the students to talk about several health issues is due to TADD's training in presentations. TADD brings in a group called Cornerstone Productions that trains students to share health-related messages with their peers through acting. TADD not only performs their presentation to the middle and high school students but also has performance for the community to view as well. The cost for the TADD group's presentation is \$2,500 to pay for the training, facility and supplies.

Although prom is an exciting time in a high school student's life it also poses a risk when it comes to underage drinking. The national organization of Students Against Drunk Driving did a study that showed traffic deaths among teens during typical prom season weekends (March 1 to May 31) are higher than any other time of year, and in 2003, more than half of all fatal car crashes on typical prom weekends involved alcohol (SADD, 2007). One possible solution to this

problem is offering an alternative to drinking parties. The district will also invite the Osseo Police Department to give a presentation about underage drinking. Most of the money for the post prom party is fund raised but the amount requested for AODA related supplies and a speaker for a substance free post prom party is \$1100.

As the first year of the AODA grant expires it is important to evaluate the programs. Osseo-Fairchild School District using surveys to evaluate health risk behaviors of its student's bi annually. The year 2011 will be an on year for surveying. Using the Youth Risk Behavior Survey (YRBS) is a great tool as it is used both locally and nationally. The YRBS is free to school district. Osseo-Fairchild School District also uses the Search Institute Survey to evaluate health risk behaviors of its students. The cost of the Search Institute Survey is \$2000.

Grant funded second semester AODA activities for parents. The new opportunity for parents to be involved in the second semester AODA activities is the town supper. The town supper is a way to communicate with parents and the community the results and concerns found on the results of the Youth Risk Behavior Survey and the Search Institute Survey. The town supper is also a good place to discuss programs aimed at lowering specific statistics from the survey that may seem alarming.

Evaluation Plan and Tools

The plan to gather and analyze data to determine the effectiveness of this program is to distribute the YRBS every two years to middle and high school students. The next two surveys will be taken in 2011 and 2013. 6-12th grade students will also take the Search Institute Survey. The Search Institute Survey will also survey the elementary students. The AODA coordinator, guidance counselors, building administrators, school board, and TADD student group will review the results of the survey. Results will be compared to the desired objectives to evaluate

the effectiveness of this program. The objectives of the proposed program are to reduce the percentage of 9th and 6th grade students taking the YRBS that report that they have had at least one drink of alcohol in the past 30 days from 47% to 42% for 9th graders and 11% to 5% for 6th graders by April 2013, reduce the percentage of 9th and 6th grade students taking the YRBS that report that they have had five or more drinks of alcohol in a row within a couple hours one or more times during the past 30 days from 31% to 25% for 9th graders and from 5% to 3% for 6th graders by April 2013, and reduce the number of students in grades 6-12 reporting on the Search Institute Survey that they have attended one or more parties in the last year where other kids their age were drinking from 36% to 25% by April 2013. The results will also be compared to state and national statistics. Parent surveys will also be distributed to assess the parent component. These surveys will be discussed with the AODA coordinator, staff, and building administrators. Each part of the plan will be constantly overseen and evaluated by the AODA Coordinator. Attendance for every proposed alcohol education activity including after school activities, post prom, funded speakers, Love and Logic parent meetings, athletic code meetings, and in-services will be recorded as well as the number of DARE graduates. All speakers that present will be followed by discussion and a short written survey of the perceived effectiveness according to alcohol prevention. Any conferences or workshops that will be attended by staff will be followed up with a short employee presentation at school sponsored in-services about the alcohol related concepts presented at the workshop. The school district will also collaborate with the police department to analyze and compare statistics of underage drinking tickets, DUI tickets, selling to minor fines and other alcohol related statistics. The Wisconsin's Department of Public Instruction assessment tool will also be continued at the end of the year to evaluate success and/or additional needs.

Dissemination Plan

Dissemination of the AODA program will occur throughout the grant timeline. During in-service time, survey results will be discussed with the school district staff. Our TADD, Teens Against Destructive Decisions, student committee will also be involved in survey result discussion and comparison with previous results. The TADD student committee will make a presentation to the community school board at town supper. Quarterly reports of the activities within the AODA program including participant numbers, pre and post survey results, and upcoming activities will be presented in a report to the local newspaper, the Tri-County News. These will also be copied into the school newspaper. The end of the year report will also be submitted to the grant agency along with corresponding statistics. There will be an end of the year presentation to the parents, community and students at the final student led conferences of the final YRBS and Search Institute statistics. The AODA coordinator will also present to the 30 surrounding schools' AODA coordinators at the CESA 10 AODA coordinators meetings for discussion about the results.

Budget

The grant requests a category breakdown of the budget as follows; district hired personnel (school staff), purchased services (contracted personnel, travel postage, printing, consultants etc), and non-capital objects (materials, supplies and media). There will be quite a deal of planning required to creating and implement programs that will accomplish the goal and objectives of the proposed AODA program. Funds are also requested to pay for agencies outside of the school to train and make presentations about Alcohol and other Drug Abuse topics. Money will be required to pay staff to supervise and make quality programs; money is also needed for general supplies and curriculum purchases.

Osseo-Fairchild staff will be reimbursed for planning time and supervision time of the program's activities outside of the contracted school day. Table 4, located in Appendix F, lists the employees that will be paid from this project. The majority of the planning time includes summer hours and up to two hours per week maintaining the programs included in the action plan and timeline. All Staff Salaries include hourly rate plus fringe as stated in staff contract. Osseo-Fairchild's admissible hourly rate is \$22.50 per hour. This is included in the \$22.50 previously stated. All staff must hold appropriate licensure from the state of Wisconsin.

Purchased services include any agency that will be paid through this grant outside of district employees. Table 5, located in Appendix G, displays the purchased services money requested. Most of the purchased services money is requested for conferences, speakers, trainings for the staff. The amount also includes the Pure Performance Presentation and TADD group training, DARE program facilitation, and the Search Institute Survey. The category of purchased services accounts for most of the money requested; about 44% of the total funds asked for in the grant proposal fall into this category.

The non-capital objects category includes paper supplies, curriculum materials, educational media and videos, and other educational models. Table 6 located in Appendix H, lists the non capital objects requested through grant money. All STARS curriculum materials, afterschool program supplies, the Teens Against Destructive Decisions group's performance supplies, supplies needed for post-prom, high school elective supplies, and middle school student council commercial supplies are requested under this category.

Below, table 7 shows the totals for each budget category. Total funds requested for the grant proposal comes to \$32,000. Table 7 also shows that the majority of the money requested

falls into the category of purchased services. Purchased services consume 44% of the requested funds from the grant.

Table 7

Budget Totals Summary

Budget Category	Amount Requested	% of Total Requested
District Hired Personnel	\$10,980	34%
Purchased Services	\$14,020	44%
Non-capital Objects	\$7,000	22%
Total Fund Amount Requested	\$32,000	

Summary. Through a combination of staff programs, student programs, and parent programs Osseo-Fairchild will work towards reducing underage drinking with the students in the district. The mixture of evidence based curriculum, staff trainings and education, positive alternative activities, and professional speakers will aid in the efforts. It is important for the Osseo-Fairchild School District to address the increasing problem of underage drinking in order to fulfill its mission statement, “To Motivate, Educate and Empower Students for Successful Living”.

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Appendix A: Cover Letter

Cover Letter Osseo-Fairchild School District AODA Program grant

Brenda Jennings
AODA Consultant
Wisconsin Department of Public Instruction
125 S. Webster Street
PO Box 7841
Madison, WI 53707-7841

Dear Brenda Jennings,

Osseo-Fairchild School District is pleased to submit an application for the 2010 AODA program grant. As AODA program grant efforts request, Osseo-Fairchild School District's proposed AODA program will work with school and community members to encompass both prevention and intervention services in regards to underage alcohol abuse. The AODA program is designed to help students avoid or minimize future problems related to alcohol, while intervention programs are designed to help students who are already experiencing problems.

As you read our letter of intent, you'll note that we have successfully used grant money in the past years from the AODA program to fund several thriving programs at our school district. The programs' success has encouraged the community to continue these programs through different sources of funding. Several community based organizations have graciously contributed to our efforts of keeping students off of drugs and alcohol. These organizations include the optimist club, lions club, parent organizations and other clubs in the community. Without the support of the community none of these programs would be possible.

The proposed campaign will be a community wide campaign that identifies the prevalence of underage drinking. After examining the results of the YRBS and the Search Institute Survey, it is apparent that actions against underage drinking need to be taken. In comparison to the state and to the nation Osseo-Fairchild's underage and binge drinking serves as a focal point in the AODA grant proposal.

Thank you for your consideration of our letter of intent. Please contact Tera Opperman (OFSD AODA coordinator), to answer any questions or provide further information. Ms. Opperman's phone number is 715-596-3141 ex 1241 or email topperman@ofsd.k12.wi.us. We look forward to hearing from you.

Sincerely

Tera Opperman
AODA Coordinator
Osseo-Fairchild Middle Senior High Health Educator

Appendix B: Grant Foundation Proposal Request

Alcohol and Other Drug Abuse (AODA) Program--SSPW

The Department of Public Instruction's (DPI) AODA program, first authorized under Chapter 331, Laws of 1979, is designed to help local school districts utilize their staff and program resources to develop comprehensive AODA programs. The DPI provides assistance to school districts to develop comprehensive AODA programs which encompass both prevention and intervention services. Prevention programs are designed to help students avoid or minimize future problems related to alcohol and other drug use, while intervention programs are designed to help students who are already experiencing problems. Resources are provided to districts in four general categories: training, technical assistance, information dissemination, and grants. In 1988, the Department formed the Wisconsin Alcohol, Tobacco, and Other Drug Education Network (WATODEN) which operates through the combined efforts of DPI and facilitators hired by the twelve regional CESAs. The Network facilitates the department's efforts to accomplish many legislated responsibilities.

Eligibility

Single districts or consortia can apply

Range of awards by district size

No faxes, no electronic files

3-year funding cycle

Award notification: On or about June 1

Maximum Awards

(MPS)	100,000 students	\$280,000
(Class A)	10,000 + students	\$140,000
(Class B)	3,000-9,999 students	\$64,000
(Class C)	1,000-2,999 students	\$40,000
(Class D)	999 and under	\$20,000

Consortium \$15,000 *with no maximum*

Appendix C: Action Plan Timeline Summer Months

Table 1.

Osseo-Fairchild's AODA Program Grant Proposal Timeline for Summer Months

Month	Activity	Person Responsible
June - August	Curriculum developed for junior / senior health elective	High School Health Teacher
	STARS curriculum development	AODA Coordinator, Middle School Guidance Counselor, Social Worker
	STARS training	AODA Coordinator, Middle School Guidance Counselor
	One day staff in-service on maintaining a positive school environment and integrating changes into curriculum and teaching styles / speaker	High School Principal
	Create staff based committee to arrange healthy and fun after school activities for high school students (including AODA activities)	High School Guidance Counselor, Health Teacher, Athletics Director
	Informational meeting about the athletic code according to drinking and being at a party where drinking is occurring	Athletic Director
	Freshman orientation / open house / teacher greet / speaker addressing alcohol and parent penalties for holding a party with alcohol	High School Principal

Appendix D: Action Plan Timeline First Semester

Table 2

Osseo-Fairchild's AODA Program Grant Proposal Timeline for First Semester

Month	Activity	Person Responsible
September	After school AODA and homework help for middle school students begins	Middle School Guidance Counselor
	STARS Committee Meeting	STARS Committee
	Elementary after school program focusing on multiple skills including refusal skills	Elementary Guidance Counselor, Community Volunteers
	DARE program starts for grade 5	Osseo Police Department
	AODA after school weekend activities for high school students	Guidance Counselor, Health Teacher, Athletics Director
	Monthly articles begin to school newspaper (Outlook)	Guidance Counselors and AODA Coordinator
	Student Council begins to create anti-alcohol commercials	Student Council Advisor
	STARS Committee Meeting	STARS Committee
October	October Outlook Articles	Guidance Counselors and AODA Coordinator
	Wisconsin Health and PE Conference	District PE and Health Teachers
	November Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
	STARS Committee Meeting	STARS Committee

	Love and Logic classes for parents PK to 12 years old begin	Elementary Guidance Counselor, Love and Logic Coordinator
November	Department of Public Instruction Heart of Successful Schools Conference	District Guidance Counselors
	STARS Committee Meeting	STARS Committee
	Love and Logic classes for parents PK to 12 years old	Elementary Guidance Counselor, Love and Logic Coordinator
	December Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
December	Middle school after school program speaker (alcohol)	Middle School Guidance Counselor
	UW-Eau Claire Adolescent and Family Conference	Middle School Guidance Counselor
	STARS Committee Meeting	STARS Committee
	January Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
	Parents and junior class supervisor will begin meeting to plan substance free post prom party	Junior Class Supervisor, AODA Coordinator
January	Love and Logic conference	Elementary Guidance Counselors

Appendix E: Action Plan Timeline Second Semester

Table 3

Osseo-Fairchild's AODA Program Grant Proposal Timeline for Second Semester

Month	Activity	Person Responsible
February	February Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
	STARS Committee Meeting	STARS Committee
	Love and Logic classes for parents PK to 12 years old	Elementary Guidance Counselor, Love and Logic Coordinator
	Student Council airs anti-alcohol commercials on school TV channel	Student Council Advisor
	Middle school substance free valentines dance	Student Council Advisor
	YRBS and Search Institute Surveys administered	AODA Coordinator
March	STARS Committee Meeting	STARS Committee
	March Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
	2 day training for Teens Against Destructive Decisions (High School Group) for performing facilitation	TADD Advisor
	Short TADD presentation and AODA activities for elementary school students	TADD Advisor
April	STARS Committee Meeting	STARS Committee

	Love and Logic classes for parents PK to 12 years old	Elementary Guidance Counselor, Love and Logic Coordinator
	April Outlook Articles	Middle School Guidance Counselor, AODA Coordinator
	Osseo police department presentation to high school student about underage drinking before prom	Osseo Police Department
	Osseo-Fairchild substance free after prom party	Junior Class Supervisor, AODA Coordinator
	TADD large group presentation and town supper to discuss survey results	TADD Advisor, AODA Coordinator
May	STARS Committee Meeting	STARS Committee
	DARE graduation for 5th grade students	Osseo Police Department
	Middle school substance free end of year dance	Student Council Advisor
	May Outlook Articles	Middle School Guidance Counselor, AODA Coordinator

Appendix F: District Hired Personnel Budget

Table 4

Grant Requested Funds for District Hired Personnel

Description	Quantity / Cost	Budget Request
Junior Senior Health Elective Curriculum Development, Health Teacher	40 hrs / \$22.50	\$900
STARS Summer Curriculum Work, Middle School Guidance Counselor	20 hrs summer planning time and 2 hours a week prep (37 weeks) / \$22.50	\$2,115
STARS Summer Curriculum Work, AODA Coordinator	20 hrs summer planning time and 2 hours a week prep (37 weeks) / \$22.50	\$2,115
Middle School After School Program Coordination, Middle School Guidance Counselor	33 Mondays that are School Days, 2 hrs a day / \$22.50	\$1,485
Middle School After School Program Coordination, Staff Member	33 Mondays that are School Days, 2 hrs a day / \$22.50	\$1,485
Elementary School After School Program Planning, Osseo Elementary Counselor	2 hrs a day, 2 days a month 8 months a year / \$22.50	\$720
Elementary School After School Program Planning, Osseo Elementary Counselor	2 hrs a day, 2 days a month 8 months a year / \$22.50	\$720
Love and Logic Program Planning, Osseo Elementary Counselor	2 hrs a day, 2 days a month 8 months a year / \$22.50	\$720
Love and Logic Program Planning, Osseo 4K Teacher	2 hrs a day, 2 days a month 8 months a year / \$22.50	\$720

Total = \$10,980

Appendix G: Purchased Services Budget

Table 5

Requested Funds for Purchased Services

Description	Quantity / Cost	Budget Request
STARS Training by SAMHSA	2 / \$1200	\$2,400
American Athletic Institute Peer Performance	\$2,000	\$2,000
DPI Heart of Successful Schools Conference Registration	4 / \$250	\$1,000
Love and Logic Conference Registration	3 / \$250	\$750
WAHPERD Conference Registration	3 / \$175	\$420
Adolescent and Families Conference	\$250	\$250
TADD Training Facility, Osseo Evangelical Lutheran Church	2 / \$100	\$200
TADD Training Days, Cornerstone Productions	2 / \$900	\$1,800
DARE Program , Osseo Police Department	1 / \$1000	\$1,000
In-Service Speaker, To Be Determined	\$300	\$300
Grade 9 Orientation Speaker, To Be Determined	\$500	\$500
Parent Orientation Speaker, Osseo Police Department	\$300	\$300

After Prom Party Speaker, To Be Determined	\$800	\$800
Middle School After School Speaker, AODA Speaker	\$300	\$300
Search Institute Survey	\$2,000	\$2,000

Total = \$14,020

Appendix H: Non-Capital Objects Budget

Table 6

Requested Funds for Non Capital Objects

Description	Quantity / Cost	Budget Request
TADD Performance Supplies	\$500	\$500
Middle School After School Program Supplies	\$1,000	\$1,000
Osseo-Elementary After School Program Supplies	\$500	\$500
High School After School Program Supplies	\$1,000	\$1,000
Love and Logic Supplies	\$500	\$500
After Prom Party Supplies	\$300	\$300
STARS Curriculum Materials	\$1,500	\$1,500
High School Elective Supplies	\$1,500	\$1,500
Student Council Commercial Supplies	\$200	\$200
		Total = \$ 7,000

Appendix I: Student Program Assessment Page Taken from Wisconsin Department of Public Education's AODA Assessment Tool

School District: _____

AODA Assessment Tool

School Building: _____

We will focus on the following over the next 2 years planning cycle: (Leave blank if you plan to focus on another Component)

1. _____
2. _____
3. _____

C. Student Programs	2	1	0	Don't Know	Example(s) of this in your district or building	Comments
<i>1. The district/school offers the following related to AODA prevention:</i>						
1a a peer educators program						
1b youth leadership						

School District: _____

AODA Assessment Tool

School Building: _____

C. Student Programs	2	1	0	Don't Know	Example(s) of this in your district or building	Comments
Id. enrichment opportunities (athletics, the arts, vocational education, student clubs, etc.)						
Ie. community service opportunities						
If. adult mentoring/adviser-advisee program						
Ig. a Student Assistance Program						

School District _____

AODA Assessment Tool

School Building _____

C. Student Programs	2	1	0	Don't Know	Example(s) of this in your district or building	Comments
<i>2. The district/school offers programs for students</i>						
2a. with a history of AOD use/abuse						
2b. returning from treatment or alternative placements due to AODA issues						
2c. with a family member experiencing AODA issues						

School District: _____

AODA Assessment Tool

School Building: _____

C. Student Programs	2	1	0	Don't Know	Example(s) of this in your district or building	Comments
2d. with other mental or social problems that might put them at risk for AOD use						
3. The district/school implements AODA prevention programs that contain strategies/approaches that have evidence of effectiveness						
4. The district/school evaluates their AODA prevention program on a regular basis (e.g. every 2 years)						

School District _____

AODA Assessment Tool

School Building _____

Student Programs Component Summary

We're doing well in these areas (rating of 2)

- 1. _____
- 2. _____
- 3. _____

We've done some work in these areas, but they need more attention (rating of 1).

- 1. _____
- 2. _____
- 3. _____

We have the following gaps in our AODA Prevention Program (rating of 0)

- 1. _____
- 2. _____
- 3. _____