



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
OMB Approved

PR/Award # (11 characters): **Q184A070010**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Objective 1: To increase the percentage of secondary students who disapprove of alcohol abuse (GPRA).

| 1.a. Performance Measure | Measure Type | Quantitative Data | | | | | |
|--|--------------|-------------------|-------|---|-------------------------|------------|------|
| There will be a measurable increase in students who disapprove of alcohol abuse after receiving classroom prevention instruction, as evidenced by pre and post test student surveys-baseline (baseline). | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | / | / | / | 3,424 | 3,424/4910 | 69.7 |

| 1.b. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| There will be a measurable increase in students who disapprove of alcohol abuse after receiving classroom prevention instruction, as evidenced by pre and post test student surveys – year end. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | / | / | / | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a and 1b. Aggregating all data (across schools, grades, and curriculum) under the Project ZAP grant:

- The number of baseline students who, indicated that they disapproved of alcohol abuse: 3,424
- The number of baseline students responding to the question on whether they disapprove of alcohol abuse: 4,910
- The number of follow up students who indicated that they disapproved of alcohol abuse: To be reported June 30
- The number of follow up students responding to the questions on whether they disapprove of alcohol abuse: be reported June 30



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2. Project Objective Check if this is a status update for the previous budget period.

Objective 2: To increase the percentage of secondary students who believe that alcohol abuse is harmful to their health (GPRA 2).

| 2.a. Performance Measure | Measure Type | Quantitative Data | | | | | |
|--|--------------|-------------------|-------|---|-------------------------|----------|------|
| There will be a measurable increase in students who believe that alcohol abuse is harmful to their health after receiving classroom prevention instruction, as evidenced by pre and post test student surveys- baseline. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | / | | 978 | 978/2033 | 48.1 |
| | | | | | | | |

| 2.b. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| Each grant year there will be a 10% increase in students who believe that alcohol abuse is harmful to their health after receiving classroom prevention instruction, as evidenced by pre and post test student surveys- year-end. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | / | | | / | |
| | | | | | | | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a and 2b. The number of students surveyed during the baseline year for GPRA 2 differed from the other GPRA's. This was because in 2006-2007, students were not surveyed regarding their belief on whether alcohol abuse was harmful to their health. Thus, current baseline data only reflects Project Northland students (n = 2,041) and not students who received the Life Skills curriculum.

- The number of baseline students who indicated that they believe that alcohol abuse is harmful to their health: 978
- The number of baseline students responding the question on whether alcohol abuse is harmful to their health: 2,033
- The number of follow up students who, indicated that they believe that alcohol abuse is harmful to their health: To be reported in June 30 report.
- The number of follow up students responding to the question on whether alcohol abuse is harmful to their health: To be reported in June 30 report.



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3. Project Objective Check if this is a status update for the previous budget period.

Objective 3: To decrease the prevalence of alcohol consumption, including binge drinking (five or more drinks in a row) among secondary students (GPRA 1).

| | | | | | | | |
|--|---------------------|--------------------------|--------------|----------|--------------------------------|--------------|----------|
| 3.a. Performance Measure | Measure Type | Quantitative Data | | | | | |
| The percentage of students who show a measurable decrease in binge drinking- baseline. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | | | | | |
| | | | / | | 381 | 381/4862 | 7.8 |

| | | | | | | | |
|--|---------------------|--------------------------|--------------|----------|--------------------------------|--------------|----------|
| 3.b. Performance Measure | Measure Type | Quantitative Data | | | | | |
| The percentage of students who show a measurable decrease in binge drinking- year-end. | GPRA | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|--|---------------------|--------------------------|--------------|----------|--------------------------------|--------------|----------|
| 3.c. Performance Measure | Measure Type | Quantitative Data | | | | | |
| Each grant year there will be a 10% decrease in the percentage of secondary students who consume alcohol in the past month after receiving classroom prevention instruction, as evidenced by pre and post test student surveys- baseline | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | | | | | |
| | | | | | 1237 | 1237/4917 | 25.2 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

| 3.d. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| Each grant year there will be a 10% decrease in the percentage of secondary students who consume alcohol in the past month after receiving classroom prevention instruction, as evidenced by pre and post test student surveys- year-end. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | | | | | |

3a and 3b.

- The number of baseline students who indicated that they engaged in binge drinking: 381
- The number of baseline students responding to the binge drinking question: 4,862
- The number of follow up students who indicated that they engaged in binge drinking: To be reported in June 30 report.
- The number of follow up students responding to the binge drinking question: To be reported in June 30 report.
- Data on overall number of students surveyed, both for baseline and follow up: BASELINE: 4,918 ; FOLLOW-UP: To be reported June 30.
- Data on the number of students who completed a survey, both for baseline and follow up: BASELINE: 4918 ; FOLLOW-UP: To be reported in June 30 report.
- The wording of each of the three GPRA survey questions: Section C contains the survey used for the Project ZAP grant.



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4. Project Objective Check if this is a status update for the previous budget period.

Objective 4: To support and expand alcohol prevention activities so that secondary students are receiving a systemic and cohesive district-wide message on alcohol prevention

| 4.a. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|----|-------------------------|-------|---|
| A minimum of 80% of 7 th and 9 th grade teachers from Project Northland participating schools will receive training and curriculum materials. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 32/40 | 80 | | | |

| 4.b. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|----|-------------------------|-------|-----|
| A minimum of 80% of YSC Coordinators from participating schools will receive Project Northland Super Charged training and prevention materials. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 27/34 | 80 | | 34/34 | 100 |

| 4.c. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|----|-------------------------|-------|----|
| At least 75% of trained teachers at participating schools will implement Project Northland with their 7 th and 9 th grade students. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 19/26 | 73 | | 20/26 | 77 |

| 4.d. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|-----|-------------------------|-------|-----|
| By the end of year one, a minimum of 80% of 7 th and 8 th grade teachers from <i>Life Skills Training</i> participating schools will receive training and curriculum materials. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | | 8/8 | 100 | | 8/8 | 100 |

| 4.e. Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|--------------|-------------------|-------|-----|-------------------------|-------|------|
| The project will provide for 20 parent workshops each grant year and provide printed prevention materials in order to educate parents about the prevalence of alcohol abuse among secondary students and give them information on how they can help reduce underage drinking. | Project | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| | | 20 | 20/20 | 100 | 21 | 21/20 | 105% |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4a. A total of 41 teachers at 28 schools were trained as of April 15, 2008. There were 8 middle schools, 14 high schools, and 4 specials schools. It was expected that a total of 40 schools in the district were going to use the Amazing Alternatives/Powerlines curriculum (the remaining used Life Skills). Two of the schools trained on the Amazing Alternatives curriculum chose to implement Life Skills, resulting in a total of 26 schools trained on the curriculum. Thus, the 26 trained schools represented 65% (26/40) of schools that were targeted to be trained on the Amazing Alternatives or Powerlines curriculum. It is expected most of the remaining schools will be trained by Summer of 2008. Final numbers will be in the June 30 report. Feedback from the teachers trained on the Amazing Alternatives/Powerlines curriculum was collected utilizing a participant survey based on Guskey's model of participant learning. Overall, feedback on the training was extremely positive as indicated in the data in Section C.

4b. Family Resource and Youth Services Centers (FRYSCs) were established in 1990 to support students and families in overcoming educational barriers. In order to have an FRYSC coordinator, schools must have at least 20 percent of the student population eligible for free/reduced-price lunch. A total of 34 of the 40 schools targeted to use Amazing Alternatives/Powerlines had a FRYSC coordinator. As of April 15, 2008, 100% of eligible schools had their FRYSC coordinator trained on Project Northland Supercharged activities. Feedback from the teachers trained on the Supercharged curriculum was collected utilizing a participant survey based on Guskey's model of participant learning. Overall, feedback on the training was extremely positive as indicated in the data in Section C.

4c. Implementation of Project Northland curriculum was assessed utilizing a multi-method approach consisting of teacher surveys, observations, and teacher interviews/contacts. Teacher implementation data from the Fall of 2007 was assessed using a web-based survey developed on the JCPS on-line survey system. Implementation data from the Spring was collected via observations and teacher interviews/contacts, and an additional implementation survey will be administered in May 2008. The results from the first implementation survey (Fall 2007) is in Section C.

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4d. All schools that chose to implement the Life Skills curriculum received training and curriculum materials.

4e. As of April 15, 2008, a total of 21 parent events/activities related to alcohol prevention had been held. A summary of the event/activities is in Section C.



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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Budget expenditures under 8b of the ED 524B Cover Sheet total \$381,653.00. GAPS drawdown as of 3/31/08 is \$203,789.00. Current expenditure totals \$226,294.00 leaving a balance of \$164,359.00. The following is the way the budget looks with 2.5 months left on the first year budget:

| Item | Budgeted Amount | Expended |
|---------------|---------------------|---------------------|
| Personnel | \$166,020.00 | \$118,584.08 |
| Fringes | \$ 35,791.00 | \$ 22,758.98 |
| Travel | \$ 15,400.00 | \$ 7,023.21 |
| Subcontracts | \$ 56,175.00 | \$ 13,475.79 |
| Other | \$ 77,677.00 | \$ 54,781.84 |
| Indirects | \$ 24,731.00 | \$ 8,023.60 |
| Stipends | \$ 11,959.00 | \$ 1,679.16 |
| TOTALS | \$390,653.00 | \$226,326.66 |

We expect to expend all line items except stipends. An additional small amount of stipend will be used at the end of the year; we would like to carryover approximately \$9000.00 in stipend for next year. We had a larger than expected need for professional development credit and therefore did not use the stipend. However, we can use the teacher stipend next year to do focus groups about the curriculum and do presentations with parent groups.

Indirects – based upon the rates negotiated through the Kentucky Department of Ed. When the grant was written, the negotiated rate was 7.29% but the negotiated rate for this year is 3.71% leaving an overage of approximately \$11,000. We would like to use some of this overage for program supplies such as additional paper for teachers to reproduce worksheets and exercises from the Northland curriculum and for the Youth Services Center Coordinators to provide handouts for parents at various events (\$30.00/case of copy paper X 45 schools = \$1,350.00). We would also like to use some of the overage for parent/student supplies for school readiness for 9th graders transitioning into high school who cannot afford school supplies.

Regarding the other line items:

Personnel – the clerical money was not fully used because the district’s policy in hiring parttime personal delayed the process. Per conversation with Amalia, we will use the excess clerical money for additional days for the program liaisons as the start-up, recruitment of teachers, training of teachers and Youth Services Center Coordinators, and the implementation of the curriculum and programs was more time intensive than anticipated for the first year.

Travel – current expenditure does not reflect the latest Technical Assistance conference for the Southeast and Western regions conducted in Williamsburg, VA. We had three (3) people attending the conference. We have some local travel expenses that will continue until the end of the funding cycle.

Subcontracts – will be expended in full by the close of the funding cycle. There was an overage with Hazelden of \$250.00 due to trainer travel distance from Oregon.

Other – there are some supplies yet to be purchased for the end of school activities planned by the Youth Services Centers in preparation for summer events and for opening of school next year. Since we have several year-round schools, the planning and execution of these events overlap the closing of the funding cycle. Therefore, all plans and purchases are being processed together to allow for continuous and consistent programming for parents at both the close of school with students entering summer leisure time and the opening of the next school term.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Additional Information for 4a. Professional development feedback from trained 7th and 9th grade teachers

Project ZAP Professional Development Evaluation: 7th Grade Teachers 2007-2008

- A total of 17 middle school teachers completed the evaluation. Teachers represented 8 different middle schools.
- The following data combines the responses across all trainings.
- About 82% of the participants would like follow-up training to reinforce the learning objectives presented the PD session. One individual would not like follow-up training (6%) and two individuals (12%) did not respond to this question.

Project ZAP Professional Development Evaluation: 9th Grade Teachers 2007-2008

- A total of 24 high school teachers completed the evaluation. Teachers represented 18 different high schools and alternative schools.
- The following data combines across all professional development trainings.
- Teacher ratings were extremely positive.
- About 92% of the participants would like follow-up training to reinforce the learning objectives presented the PD session. Only one individual would not like follow-up training (8%).

| Results from 7th grade Teachers: | Average (1 = Strongly Disagree to 5 = Strongly Agree) |
|---|--|
| 1. I can use this training to positively impact my students. | 4.94 |
| 2. The content of this PD is relevant to my professional responsibilities. | 4.88 |
| 3. This PD session will extend my knowledge, skills, and performances. | 4.82 |
| 4. This PD session supports my school's comprehensive plan. | 4.71 |
| 5. This PD supports my Professional Growth Plan. | 4.65 |
| 6. New practices were modeled and thoroughly explained. | 4.76 |
| 7. Sufficient time was provided for guided practice and tasks. | 4.88 |
| 8. The PD activities were carefully planned and well organized. | 4.88 |
| 9. The PD goals and objectives were clearly specified. | 4.88 |
| 10. The PD included a variety of learning activities relevant to the topic. | 4.82 |
| 11. The facilitators were knowledgeable and helpful. | 4.94 |
| 12. The facilitators were well prepared. | 4.94 |
| 13. The facilitators helped me understand how to implement my learning. | 4.81 |
| 14. The instructional techniques used facilitated my learning. | 4.82 |
| 15. The materials used were accessible and enhanced my learning. | 4.88 |
| 16. Time was used efficiently and effectively. | 4.71 |
| 17. I have a clear understanding of how this program will be implemented at my school. | 4.59 |
| 18. I have a better understanding of the alcohol prevention strategies to use with my students. | 4.71 |
| 19. I have a better understanding of how to interpret student attitudes about alcohol and drug use using the Safe & Drug Free survey. | 4.63 |
| 20. I feel adequately prepared to implement the Northland program. | 4.59 |
| 21. I have a clear understanding of how to use a strategic prevention framework to implement this program. | 4.53 |
| 22. Rate your skill & knowledge of Project ZAP BEFORE this session. | 2.24 |
| 23. Rate your skill & Knowledge of Project ZAP AFTER this session. | 4.53 |
| 24. Rate your overall evaluation of this session. | 4.82 |

| Results from 9th grade Teachers: | Average (1 = Strongly Disagree to 5 = Strongly Agree) |
|---|--|
| 1. I can use this training to positively impact my students. | 4.96 |
| 2. The content of this PD is relevant to my professional responsibilities. | 4.96 |
| 3. This PD session will extend my knowledge, skills, and performances. | 4.92 |
| 4. This PD session supports my school's comprehensive plan. | 4.67 |
| 5. This PD supports my Professional Growth Plan. | 4.54 |
| 6. New practices were modeled and thoroughly explained. | 4.71 |
| 7. Sufficient time was provided for guided practice and tasks. | 4.83 |
| 8. The PD activities were carefully planned and well organized. | 4.79 |
| 9. The PD goals and objectives were clearly specified. | 4.83 |
| 10. The PD included a variety of learning activities relevant to the topic. | 4.88 |
| 11. The facilitators were knowledgeable and helpful. | 4.88 |
| 12. The facilitators were well prepared. | 4.92 |
| 13. The facilitators helped me understand how to implement my learning. | 4.92 |
| 14. The instructional techniques used facilitated my learning. | 4.83 |
| 15. The materials used were accessible and enhanced my learning. | 4.92 |
| 16. Time was used efficiently and effectively. | 4.96 |
| 17. I have a clear understanding of how this program will be implemented at my school. | 4.67 |
| 18. I have a better understanding of the alcohol prevention strategies to use with my students. | 4.71 |
| 19. I have a better understanding of how to interpret student attitudes about alcohol and drug use using the Safe & Drug Free survey. | 4.75 |
| 20. I feel adequately prepared to implement the Northland program. | 4.67 |
| 21. I have a clear understanding of how to use a strategic prevention framework to implement this program. | 4.71 |
| 22. Rate your skill & knowledge of Project ZAP BEFORE this session. | 1.83 |
| 23. Rate your skill & Knowledge of Project ZAP AFTER this session. | 4.50 |
| 24. Rate your overall evaluation of this session. | 4.83 |

Additional Information for 4b. Professional development feedback from trained Family Resource and Youth Service Center (FRYSCs) coordinators

- A total of 33 individuals completed the evaluation.
- The training occurred over a 2-day period and most (86%) attended both days. Two individuals only attended one of the two days, and two individuals left this item blank.
- About 79% of the participants would like follow-up training to reinforce the learning objectives presented the PD session. Three individuals would not like follow-up training (9%) and four individuals (12%) did not respond to this question.

| Results from FRYSCs Coordinators: | Average (1 = Strongly Disagree to 5 = Strongly Agree) |
|---|---|
| 1. I can use this training to positively impact my students. | 4.31 |
| 2. The content of this PD is relevant to my professional responsibilities. | 4.39 |
| 3. This PD session will extend my knowledge, skills, and performances. | 4.09 |
| 4. This PD session supports my school's comprehensive plan. | 3.82 |
| 5. This PD supports my Professional Growth Plan. | 4.06 |
| 6. New practices were modeled and thoroughly explained. | 4.15 |
| 7. Sufficient time was provided for guided practice and tasks. | 4.21 |
| 8. The PD activities were carefully planned and well organized. | 4.21 |
| 9. The PD goals and objectives were clearly specified. | 4.13 |
| 10. The PD included a variety of learning activities relevant to the topic. | 4.36 |
| 11. The facilitators were knowledgeable and helpful. | 4.48 |
| 12. The facilitators were well prepared. | 4.48 |
| 13. The facilitators helped me understand how to implement my learning. | 4.21 |
| 14. The instructional techniques used facilitated my learning. | 4.09 |
| 15. The materials used were accessible and enhanced my learning. | 4.24 |
| 16. Time was used efficiently and effectively. | 4.18 |
| 17. I have a clear understanding of how this program will be implemented at my school. | 3.33 |
| 18. I have a better understanding of the alcohol prevention strategies to use with my students. | 3.85 |
| 19. I have a better understanding of how to interpret student attitudes about alcohol and drug use using the Safe & Drug Free survey. | 3.61 |
| 20. I feel adequately prepared to implement the Northland program. | 3.36 |
| 21. I have a clear understanding of how to use a strategic prevention framework to implement this program. | 3.52 |
| 22. Rate your skill & knowledge of Project ZAP BEFORE this session. | 1.91 |
| 23. Rate your skill & Knowledge of Project ZAP AFTER this session. | 3.85 |
| 24. Rate your overall evaluation of this session. | 4.18 |

Additional Information for 4c: Implementation Survey Results from Fall 2007 (Spring 2008 to be collected in May)

A total of 33 teachers were trained on Project Northland Alcohol Prevention curricula in the Fall of 2007. Fourteen of the 33 teachers were trained on Amazing Alternatives and 19 teachers were trained on the Powerlines curriculum. A teacher implementation survey was sent to trained teachers in the Winter of 2007 to assess their implementation of the alcohol prevention curriculum.

In total, 13 of the 33 teachers (39%) used the alcohol prevention curriculum in the fall of 2007. Implementation surveys were returned by 11 of the 13 teachers who utilized the curriculum for a return rate of 85%. An additional 10 surveys were returned by teachers who did not utilize the curriculum for a total response rate of 64% (21 of the 33).

Amazing Alternatives

- Two of the 14 trained teachers (14.3%) utilized the Amazing Alternatives curriculum in the Winter of 2007.
- The remaining teachers either reported they did not utilize the program (7 of the 14 teachers; 50%) or did not respond to inquiries on whether they used the program or not (5 of the 14 teachers; 36%).
- Both of the teachers who utilized the Amazing Alternatives curriculum completed the Implementation survey.

Powerlines

- 13 of the 19 trained teachers (68%) utilized the Powerlines curriculum in the Winter of 2007.
- The remaining teachers reported they did not utilize the program (6 of the 19 teachers; 32%).
- 11 of the 13 (85%) teachers who implemented the Powerlines curriculum returned Implementation surveys.

The following implementation data are for the 11 teachers (2 Amazing Alternatives and 9 Powerlines) that completed Implementation surveys.

Question 3: How much did you like implementing the curriculum?

- 9% (n = 1) Neither liked nor disliked
- 73% (n = 8) Liked the curriculum
- 18% (n = 2) Strongly liked the curriculum

Question 4: Did your training on the curriculum prepare you adequately for presenting the material and concepts you needed to teach?

- 64% (n = 7) Mostly adequate
- 36% (n = 4) Very adequate
- 18% (n = 2) Strongly liked the curriculum

Question 5: Approximately how many days did you spend covering the curriculum?

- Teachers ranged from spending 2 days to 20 days covering the curriculum.
- On average, teachers spent 8.5 days covering the curriculum.
- 7 teachers (64%) spent between 7 and 10 days covering the curriculum.
- 3 teachers (27%) spent 6 or fewer days covering the curriculum.
- 1 teacher (9%) spent 20 days covering the curriculum.

Question 6: Degree of Implementation By Session

| Amazing Alternatives/ Powerlines Session | Not implemented | Somewhat implemented | Fully implemented |
|---|-----------------|----------------------|-------------------|
| a. Session 1 | 9% (n = 1) | 27% (n = 3) | 64% (n = 7) |
| b. Session 2 | 18% (n = 2) | 18% (n = 2) | 55% (n = 6) |
| c. Session 3 | 9% (n = 1) | 27% (n = 3) | 64% (n = 7) |
| d. Session 4 | 18% (n = 2) | 9% (n = 1) | 73% (n = 8) |
| e. Session 5 | 9% (n = 1) | 27% (n = 3) | 64% (n = 7) |
| f. Session 6 | 9% (n = 1) | 36% (n = 4) | 55% (n = 6) |
| g. Session 7 | 9% (n = 1) | 55% (n = 6) | 36% (n = 4) |
| h. Session 8 | 9% (n = 1) | 55% (n = 6) | 36% (n = 4) |

Question 7: What described the level of student responsiveness to the curriculum?

- 82% (n = 9) responded students were moderately responsive
- 18% (n = 2) responded students were very responsive

Question 8: Degree of Implementation Overall

- 55% (n = 6) responded that they 'mostly followed the curriculum'
- 27% (n = 3) responded that they 'very closely followed the curriculum'
- 18% (n = 2) responded that they 'somewhat followed the curriculum'

Question 9: Do you plan to use the curriculum in the Spring of 2008?

- 73% (n = 8) responded 'yes'
- 27% (n = 3) responded 'no'
- For teachers who responded 'no', 1 teacher was not teaching health in the spring, 1 teacher was not going to have new students in the spring, and 1 teacher felt the curriculum was appropriate for 6th graders and was going to switch the implementation to 6th grade next school year.

Other General Comments/Suggestions:

- CDs would be much more user-friendly than the tapes.
- At times it appeared that there was too much teacher dialogue as opposed to student led activities/instruction. Time seemed to go by too fast; frequent down time.
- It was a challenge for me to make sure small groups are on task. Students tend to get off track at times in small groups.
- The projects were not good for in class completion.
- At first the students did not buy into the program but in the end they came through. Thank you

for your help and time.

- The training was very good.
- Thanks for the information. I appreciate anytime someone tries to give me new information on implementing Healthy Decision Making Influences.

Additional Information for 4e: Parent Outreach by Family Resource and Youth Service Center Coordinators (FRYSCs)

- Number of Parent Outreach Events/Activities: 21
- Number of School Represented: 16
- Average length of event: 1 ½ hours
- Total Number of Parents: 5,673
- Events Were In the Context Of:
 - 7th grade transition night
 - Town meeting; parents picking up grade reports
 - Parent-teacher conferences
 - Family Portrait Night
 - 7th and 8th girls' night
 - Event to discuss the challenge of raising young men in today's world
 - Family Night
 - Towne Hall meeting

Alcohol Prevention Activities

- Putting sheet of construction paper on wall and markers and having parents & students put on drug and alcohol free activities
- Explained the ZAP grant, introduced "geo-map" info
- Use of hand-outs and asked parents to express concerns about their teenagers
- Parents were given a packet of information that included alcohol and drug prevention, tip sheet, website links, and an article.
- Parent fact sheet/talk sheet and geo-mapping
- Distributed newsletter with Parent Points article- discussed ATOD issues and safety for spring break and prom
- Off the Wall Alternatives (Amazing Alternatives)
- Parent talk sheets and geo-mapping
- Guest speakers and informational handouts
- Informational drug and alcohol points for parents
- Shared dangers of alcohol with teenagers and best practices of parenting teenagers

Overall Rating of Event/Activity (1 = Not well, 5= Excellent): 4.1

Additional Information: Questions for the GPRA

The following section shows the questions utilized to calculate the GPRA data.

| 1. How many occasions (if any) have you: | 0 Times | 1-3 Times | 4-6 Times | 7 or More Times |
|---|---------|-----------|-----------|-----------------|
| d. Had five or more drinks of alcohol in a row in the past 30 days? | | | | |

| 2. How much do people risk harming themselves (physically or in other ways) if they: | No Risk | Slight Risk | Moderate Risk | Great Risk |
|--|---------|-------------|---------------|------------|
| Drink alcohol (<i>beer, wine or hard liquor</i>) regularly? | | | | |

| 3. How wrong do you think it is for someone your age to: | Not Wrong At All | A Little Bit Wrong | Very Wrong |
|---|------------------|--------------------|------------|
| Drink alcohol (<i>beer, wine or hard liquor</i>) regularly? | | | |

Additional Information: Quality Assurance

Project ZAP incorporates a strong feedback loop among the project staff and stakeholders. The project director, coordinator, liaisons, and evaluator communicate and share information frequently via formal and informal contact. Formal meetings are held monthly among the project staff and stakeholders (representatives from FRYSC, teacher, parents, and students) in order to share training, implementation, successes, and challenges. The meetings always include a portion dedicated to evaluation. During this time, the evaluator shares data (such as the information in Section C) with the committee. Informal contacts among project staff and stakeholders are regularly communicated, often daily, to continuously share information about the project. In total, since July 2007, a total of 8 Advisory Council Meetings have been held. In total, it is expected that 10 meetings will be held by June 2008.

Additional Information: Accomplishments/Additional Activities

In sum, Project ZAP has provided the Jefferson County Public School district the ability to support a systemic, district-wide alcohol prevention program. Students in middle and high schools are receiving a cohesive message regarding alcohol prevention, and over 5,500 parents have participated in workshops or received information related to alcohol prevention. A "Parent Points" handout regarding alcohol prevention was developed by the Project ZAP coordinator. As a result of the success of this handout, the district is going to expand the "Parent Points" handout into a professionally printed brochure and will use the prototype to develop additional brochures on topics such as drug prevention, bullying, gangs, etc.

Also, as a result of the district-wide initiative on alcohol prevention, schools have implemented specific activities for their population of students. Examples of additional activities related to alcohol prevention are listed below:

- 25 Leadership for Tomorrow youth presented with information on alcohol prevention and African American males
- Cohort of 10 middle school students participated in 6-week after-school prevention program (alcohol, drugs, and tobacco) in collaboration with South Jefferson Neighborhood Place, Seven Counties and Department of Human Services.