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**GRAA FINAL PERFORMANCE REPORT
CFDA # 84.184A
PR/Award # Q184A070010
Budget Period # 3
Report Type: Final Performance**

OMB No. 1894-0003, Expiration Date: 02/28/2011

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

PR/Award #: **Q184A070010**

SECTION A - Project 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.
To decrease the prevalence of alcohol consumption, including binge drinking (five or more drinks in a row) among secondary students.

1a. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees whose target students show a measurable decrease in binge drinking. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			205 / 3604	6
1b. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees whose target students show a measurable decrease in binge drinking. (Actual)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			251 / 4753	5

Explanation of Progress (Include Qualitative Data and Data Collection Information)
In order to address project objective 1, student surveys were administered to participating students prior to instruction and 30 days post instruction in all participating schools. The data were analyzed using frequency statistics. The survey items can be found in Section C.

Aggregating all data (across schools, grades, and curriculum) under the Project ZAP grant the results are as follows:

?The number of baseline students who, indicated that they participated in binge drinking: 205

?The number of baseline students responding to the question on whether they participated in binge drinking: 3604 (5.68%)

?The number of follow up students who indicated that they participated in binge drinking: 251

?The number of follow up students responding to the questions on whether they participated in binge drinking: 4753 (5.28%)

As indicated by the results, the data indicates that a .40% decrease in the percentage of participating students who reported that they engaged in binge drinking. Survey data were shared with key stakeholders on the implementation committee.



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

2 . Project Objective Check if this is a status update for the previous budget period.
To increase the percentage of secondary students who believe that alcohol abuse is harmful to their health.

2a. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees that show a measurable increase in the percentage of target students who believe that alcohol abuse is harmful to their health. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			1587 / 3604	44
2b. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees that show a measurable increase in the percentage of target students who believe that alcohol abuse is harmful to their health. (Actual)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			2529 / 4753	53

Explanation of Progress (Include Qualitative Data and Data Collection Information)
In order to address project objective 2, student surveys were administered to participating students prior to instruction and 30 days post instruction in all participating schools. The data were analyzed using frequency statistics. The survey items can be found in Section C . Aggregating all data (across schools, grades, and curriculum) under the Project ZAP grant the results

are as follows:

?The number of baseline students who indicated that they believe that alcohol abuse is harmful to their health: 1587

?The number of baseline students responding the question on whether alcohol abuse is harmful to their health: 3604
(44.03%)

?The number of follow up students who, indicated that they believe that alcohol abuse is harmful to their health:2529

?The number of follow up students responding to the question on whether alcohol abuse is harmful to their health: 4753
(53.20%)

As indicated by the results, there was a sizeable increase (9.17%) in the number of students who believe alcohol abuse is harmful to their health ? from 44.03% to 53.20%. Survey data were shared with key stakeholders on the implementation committee.



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

3 . Project Objective Check if this is a status update for the previous budget period.
To increase the percentage of students who disapprove of alcohol abuse.

3a. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees that show a measurable increase in the percentage of target students who disapprove of alcohol abuse. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			2471 / 3604	69
3b. Performance Measure	Measure Type	Quantitative Data					
The percentage of grantees that show a measurable increase in the percentage of target students who disapprove of alcohol abuse. (Actual)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			3440 / 4753	72
3c. Performance Measure	Measure Type	Quantitative Data					
Each grant year there will be a 10% decrease in the percentage of secondary students who consume alcohol	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

in the past month after receiving classroom prevention instruction, as evidenced by pre and post test student surveys (Baseline).			/			385 / 3604	11
3d. 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 (Actual).	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			494 / 4753	10

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

In order to address project objective 3a and 3b, student surveys were administered to participating students prior to instruction and 30 days post instruction in all participating schools. The data were analyzed using frequency statistics. The survey items can be found in Section C .

Aggregating all data (across schools, grades, and curriculum) under the Project ZAP grant, the results are as follows:

- ?The number of baseline students who indicated that they disapproved of alcohol abuse: 2471
- ?The number of baseline students responding to the question on whether they disapprove of alcohol abuse: 3604 (68.56%)
- ?The number of follow up students who indicated that they disapproved of alcohol abuse: 3440
- ?The number of follow up students responding to the questions on whether they disapprove of alcohol abuse: 4753 (72.37%)

As indicated by the results, there was an increase (3.81%) in the % of students who disapprove of alcohol abuse ? from 68.56% to 72.37%. Survey data were shared with key stakeholders on the implementation committee.

In order to address project objective 3d and 3c, student surveys were administered to participating students prior to instruction and 30 days post instruction in all participating schools. The data were analyzed using frequency statistics. The survey items can be found in Section C.

Aggregating all data (across schools, grades, and curriculum) under the Project ZAP grant, the results are as follows:

?The number of baseline students who, indicated they consumed alcohol in the past month after receiving classroom prevention instruction: 385

?The number of baseline students who responded to question about consuming alcohol in the past month 3604 (10.68%)

?The number of follow up students who, indicated they consumed alcohol in the past month after receiving classroom prevention instruction:494

?The number of follow up students who responded to question about consuming alcohol in the past month 4753 (10.39%)

As indicated by the results, there was a slight decrease in the % of students who consumed alcohol 30 days post instruction ? from 10.68% before instruction to 10.39% one month (30 days) post instruction. Survey data were shared with key stakeholders on the implementation committee and identified this as an area in need of particular attention in our schools.



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

PR/Award #: **Q184A070010**

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

4. Project Objective Check if this is a status update for the previous budget period.
To support and expand alcohol prevention activities so that secondary students are receiving a systemic and cohesive district-wide message on alcohol prevention.

4a. 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.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		20	/		32	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Throughout this reporting period (year 3 of the grant), the number of parent events/activities has remained consistently high. Between July, 2009 and April, 2010, a total of 55 parent events/activities were held wherein parents received printed prevention materials in order to education them about the prevalence of alcohol abuse among secondary students and give them information on how they can help reduce underage drinking. However, actual performance data provided here reflect 32 because during 32 of the 55 (58%) activities/events, parents were engaged in a presentation, workshop, or discussion that could be considered high intensity events. 23 (42%) of the 55 events/activities included the distribution of printed prevention materials to parents during other events where parents were in attendance. The events/activities took place in 32 Jefferson County Public Schools, and 1 local community meeting place.

Overall, a total of 15,799 parents participated in activities/events and/or received printed prevention materials. Additionally, 58,000 parents were reached in July with alcohol abuse prevention and resource information contained in the Parent Connection Newsletter distributed by the district. The ongoing involvement of the Family Resource and Youth Services Center coordinator in the ZAP grant coupled with the monthly implementation meetings with key ZAP stakeholders and personnel are responsible for the large number of parent events/activities.



**U.S. Department of Education
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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Budget

File : C:\Documents and Settings\jvander5
\Desktop\ZAP\FinalGPRAreport\budget524BSectionBC.doc

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

Title : Longitudinal Results

File : E:\ZAP\FinalsSept30\Other524BSectionBC.doc



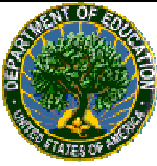
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SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

Per the approval of Phyllis Scattergood, our final budget will be submitted after the Jefferson County Public School September 2010 payroll is processed.



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

The primary objectives of Project Zeroing in on Alcohol Prevention (ZAP) are (1) support and expand the current alcohol prevention activities so that secondary students are receiving a systemic and cohesive district-wide message on alcohol prevention, (2) increase the percentage of students who disapprove of alcohol abuse, (3) increase the percentage of students who believe that alcohol abuse is harmful and 4) decrease the prevalence of alcohol consumption, including binge drinking among secondary students.

Project Success and Impact:

Evaluation results from the project evaluation grant indicate that the primary objectives listed above have been achieved. Data reveal that project ZAP has had a positive impact on the reduction of alcohol use among the secondary students district wide. Widespread implementation of the project has facilitated a commitment in JCPS middle and high schools to continue to educate students about the dangers of alcohol use. Additionally, the project is responsible the implementation of other alcohol prevention initiatives including one that encourages students to take the lead in efforts to prevent alcohol use among teens while incorporating even earlier safety prevention efforts for elementary students.

Student Survey Data

Over the life of the grant, pre- post student survey data indicate that the project impacted student perceptions, beliefs and behaviors related to alcohol. While there was some variation from year to year, overall the change remained consistent and in the right direction as presented in Tables 1-4 below. Data reveal there was a decrease in the percent of students reporting they engaged in binge drinking from pre to 30 days post receiving the project Northland curriculum each grant year, As shown Table 1, the aggregate total change in the percent of students reporting binge drinking went from 9.62% to 8.07% representing an average 1.55% decrease over the life of the grant.

Table 1: The percentage of students reporting binge drinking pre- 30 days post curriculum

	Baseline	Actual	Change
2007	8.40% (463/5511)	6.11% (265/4332)	-2.29%
2008	14.69% (606/4124)	13.81% (524/3793)	-0.88%
2009	5.68% (205/3604)	5.28% (251/4753)	-0.40%
Total	9.62% (1274/13239)	8.07% (1040/12878)	- 1.55%

Student survey data reveal there was an increase in the percent of students perception of harm-reporting a belief that alcohol is harmful to their health -from pre to 30 days post receiving the project Northland curriculum each grant year, As shown Table 2, the aggregate total increase in

the percent of students reporting a belief that alcohol is harmful to their health went from 25.5% to 53.7% representing an average 28.2% increase over the life of the grant.

Table 2: The percent of students that report a belief that alcohol is harmful to their health

	Baseline	Actual	Change
2007	47.0% (1232/2619)	49.4% (725/1468)	2.4%
2008	45.2% (1863/4124)	56.0% (2123/3793)	10.8%
2009	44.0% (1587/3604)	53.2% (2529/4753)	9.2%
Total	25.5% (4682/18347)	53.7% (5377/10014)	28.2%

Student survey data reveal there was an increase in the percent of students reporting disapproval of alcohol abuse -from pre to 30 days post receiving the project Northland curriculum each grant year, with the exception of Year 1 (2007). As shown Table 3, the aggregate total change in the percent of students reporting disapproval of alcohol abuse went from 68.1% to 71.1% representing an average 3.0% increase over the life of the grant.

Table 3: The percent of students that report of disapproval of alcohol abuse

	Baseline	Actual	Change
2007	68.6% (3771/5498)	66.8% (2883/4319)	-1.8%
2008	67.0% (2765/4124)	74.5% (2826/3793)	7.5%
2009	68.6% (2471/3604)	72.4% (3440/4753)	3.8%
Total	68.1% (9007/13226)	71.1% (9149/12865)	3.0%

Student survey data reveal there was a decrease in the percent of students reporting that they consumed alcohol -from pre to 30 days post receiving the project Northland curriculum each grant year, with the exception of Year 2 (2008) where there was no change. As shown Table 4, the aggregate total increase in the percent of students reporting that they consumed alcohol went from 25.6% to 17.9% representing an average decrease of nearly 8% over the life of the grant.

Table 4: The percent of students that report consumption of alcohol

	Baseline	Actual	Change
2007	24.7% (1362/5505)	12.2% (525/4332)	-12.5%
2008	33.0% (1639/4124)	33.8% (1282/3793)	.08%
2009	10.7% (385/3604)	10.4% (494/4753)	-0.3%
Total	25.6% (3386/13233)	17.9% (2301/12878)	-7.7%

Student Suspensions for Alcohol Related Offenses

Student suspension data was also collected and analyzed to (a) inform advisory council of schools with a high number of students being sanctioned for alcohol use, and (b) for evaluation purposes. Student suspensions for possession of alcohol in school or on school property as well as suspensions for being under the influence of alcohol in school are shown in Table 5. Overall there was a large decrease in the number of alcohol related suspensions from Year 1 (2007) to Year 2 (2008) and then a slight increase, yet the number of sanctions did not return to the high level that existed in Year 1.

Table 5: Total number of students sanctioned for alcohol possession or under influence of alcohol by school category

	708	809	910
Middle/High split school	2	2	0
Alternative School	4	1	1
All Middle	11	6	16
All High	88	47	65
total	105	56	82

Importantly, as illustrated on Table 6, there was wide variation between schools in the trend of alcohol related suspensions. Some schools decreased each year while others increased or remained stable. The schools not listed did not have any alcohol related sanctions.

Table 6: students sanctioned for alcohol offenses by school name (n=27)

Row Labels	708	809	910
ATHERTON HIGH SCHOOL	0	2	1
BALLARD HIGH	7	8	4
BUTLER TRADITIONAL TECH HIGH	4	3	1
CENTRAL HIGH SCHOOL	4	0	0
CARRITHERS MIDDLE SCHOOL	0	0	3
DOSS HIGH	1	0	0
DUPONT MANUAL HIGH	11	3	7
EASTERN HIGH	27	5	2
FAIRDALE HIGH SCHOOL MCA	0	1	7
FERN CREEK TRADITIONAL HIGH*	3	4	12
FREDERICK LAW OLMSTED ACADEMY SOUTH	2	0	9
FROST MIDDLE	0	0	2
IROQUOIS HIGH	2	1	5
IROQUOIS MIDDLE SCHOOL	8	0	0
JEFFERSONTOWN HIGH SCHOOL	3	5	0
KAMMERER MIDDLE	0	3	1
LIBERTY HIGH SCHOOL	2	1	1
LOUISVILLE MALE HIGH SCHOOL	11	7	12
MARY RYAN ACADEMY	2	0	0
MOORE TRADITIONAL SCHOOL	2	2	0
MYERS MIDDLE SCHOOL	0	1	0
PLEASURE RIDGE PARK HIGH	3	3	2
SENECA HIGH	1	1	4
SOUTHERN HIGH SCHOOL	1	1	3

VALLEY TRADITIONAL HIGH	6	0	5
WESTERN HIGH SCHOOL	4	3	0
WESTERN MIDDLE	1	2	1

Student Focus Group Results

In response to some feedback from teachers implementing the Northland curriculum coupled with an effort towards sustainability, a focus group was conducted in April 2010 with students who received the old curriculum and students who were given the new revised version of the curriculum as a pilot. The results indicate that some of the components of the old curriculum had a great impact (videos) yet that some aspects of the new curriculum (activities) were more engaging for students and some components (characters) felt more authentic and related better to their life experience. The students had several recommendations for improvement with both the old and new curriculum as well. Teachers trained in the summer of 2010 were trained using the new curriculum.

Group 1- Received Old Curriculum: (n=7) Males: 2 Females: 5

Group 2-Received New Curriculum: (n=4) Males: 1 Females: 3

1. About how many days did you receive the curriculum?

GROUP 1: Old Curriculum	GROUP 2: New Curriculum
approximately 3	3-4 days

2. In general, what are your feelings about the curriculum?

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Explicit – direct and that’s good “no sugar coating” • Interesting – learning the facts (2) • Learned more; knew some of the physiological problems, but not all (3) • Remembered the “black stuff”(charcoal) • “big impact” 	<ul style="list-style-type: none"> • Looking at the story of Jason Wright – hard to know what to think; you can see both sides about not wanting students to get away with things, but you also don’t want to let down the team. You can see it doesn’t just effect biology and physically, but also each other, you know community • I thought it would be automatic suspension

2a. What were your favorite activities/sessions

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Making own 30 sec videos (alcohol related) • Reading the stories and then deciding the fate (1 additional in agreement) • The video people acting; generic, but still okay 	<ul style="list-style-type: none"> • Goggles/throwing things at the target (all agreed) • Two said video was good, but could not give specifics

2b. What were your least favorite activities/sessions

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Not realistic, like names • Make it thematic like our lives, not generic (2) • Bad acting; looked like they were reading a script • Needs to be updated; this is 2010 it looks like it’s from the 90’s 	<ul style="list-style-type: none"> • The story of Jason Wright occurred off-school grounds/ This is not a school problem; why is school related to him getting arrested • The two videos were almost the same, except sport used (3) • Didn’t like getting asked what should

<ul style="list-style-type: none"> • We're freshmen and the video was talking about Senior Prom and driving, we're still 2 years away from that (3) • Survey okay as long as anonymous 	<p>happen; Not my problem, don't know school policies</p> <ul style="list-style-type: none"> • Not completely irrelevant with older students since one day we will be there • Need better perspective; I can say one thing in class, but around friends and understanding cultures could change the way one answers • Depends on who you are with and who you are (individual and culture)
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2c. What do you think would improve the curriculum?

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Update video • Better actors • Think who audience is; focus needs to change; a lot of freshmen don't hang out with 21 year olds • Really generic • I don't want to remember the video because of the bad acting • Discussed the what would happen show, crash, hospital, funeral (3) • The black stuff was memorable; "looked nasty, her teeth were all black" • Make video more subtle and develop characters and plot a little more to get message across 	<ul style="list-style-type: none"> • More activities • Additional activities with the goggles • Additional recent videos

3. Do you feel like the curriculum made a difference in your perceptions of alcohol use?

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Yeah (2) • I already knew a lot of what was given; did learn more facts • Not a drastic impact • People in video drank a lot; Some of that may be culture driven (2) 	<ul style="list-style-type: none"> • How it affected the brain (goggles); chance to see what it is like • When I watched the video, I realized it did a lot more damage that I didn't know about • Hard to say as a teenager; Teens think it won't happen to me – have to make it so that teens see that it can happen to them

4. Is there anything else you would like to share?

Old Curriculum	New Curriculum
<ul style="list-style-type: none"> • Most said probably will not remember 3-4 years from know • Will probably remember facts, but not sure if it will matter (2) • More interesting • I kind of wanted to fall asleep (3) • More games/interactive (like the dice or goggles) (2) • Like "Protecting You, Protecting Me"; good if merge programs (2) • Too repetitious • "Every school should have this program – if the improvements are made." 	<ul style="list-style-type: none"> • ZAP program supports class project (30 sec commercial) really well • Very repetitive – new information • Charcoal scene in video very memorable (brought back memories from a middle school program) - Better to hear from actual professionals and not just your teacher • Makes you think, it may help some, but others will ignore • Use real stories instead of making things up (2)

Parent Outreach through Project

A total of 147 parent events, activities and communication efforts for the prevention of alcohol abuse took place over the life of the grant. The activities took place in a variety of contexts including open house, student orientation, parent teacher conferences, special events, student nights out, town hall meetings, etc. Also, widespread distribution of information for parents occurred throughout the entire grant utilizing publications sent out by JCPS. In 2010 58,000 parents were reached through the *Parent Connections Newsletter*.

As shown in the table below, the numbers of parents served as a result of the grant through coordination with the Youth Service Centers increased steadily from the onset of the grant until the end and totaled 116,626 parents.

Table 8. Total number of parents served over the grant period

2007-2008	2008-2009	2009-2010	TOTAL
6,987	35,849	73,790	116,626

With respect to the continuation and sustainability of parental involvement and communications related to alcohol abuse, during 2010, a binder of *Activities and Resources for Parents: Preventing Underage Drinking* for Youth Service Center Coordinators was developed and distributed. Fifty of these were distributed to middle and high school youth service center coordinators in the district. A training program was held for the coordinators so they could become familiar with the contents of the binder and continue outreach and education for parents.

Teacher Professional Development

Teacher Profession Development on the curriculum occurred during the spring, summer and fall of each grant year. All (100%) of district middle and high schools (23 middle, 19 high 2 combined and 1 alternative) were represented by teachers attending the professional development sessions. Approximately 30% of teachers attended more than one training over the course of the grant. The survey results from the PD sessions were averaged for each grant year. As shown in Table 9, survey data from the teachers indicated that the trainings were effective and extremely positive.

Table 9. Teacher Professional Development Survey Results

(Scale 1-5)

Survey Item	2007-2008	2008-2009	2009-2010
I can use this training to positively impact my students.	4.95	5.00	5.00
The content of this PD is relevant to my professional responsibilities.	4.92	4.93	5.00

This PD session will extend my knowledge, skills, and performances.	4.87	4.82	5.00
This PD session supports my school's comprehensive plan.	4.69	4.71	4.60
This PD supports my Professional Growth Plan.	4.60	4.89	4.60
New practices were modeled and thoroughly explained.	4.74	4.75	5.00
Sufficient time was provided for guided practice and tasks.	4.86	4.89	4.60
The PD activities were carefully planned and well organized.	4.84	4.96	5.00
The PD goals and objectives were clearly specified.	4.86	4.93	4.80
The PD included a variety of learning activities relevant to the topic.	4.85	4.96	5.00
The facilitators were knowledgeable and helpful.	4.91	4.96	5.00
The facilitators were well prepared.	4.93	5.00	5.00
The facilitators helped me understand how to implement my learning.	4.87	5.00	4.80
The instructional techniques used facilitated my learning.	4.83	4.86	5.00
The materials used were accessible and enhanced my learning.	4.90	4.96	5.00
Time was used efficiently and effectively.	4.84	4.93	5.00
I have a clear understanding of how this program will be implemented in my classes.	4.63	4.61	4.80
I have a better understanding of the alcohol prevention strategies to use with my students.	4.71	4.79	4.80
I have a better understanding of how to interpret student attitudes about alcohol and drug use using the Safe & Drug	4.69	4.86	4.60
I feel adequately prepared to implement the Powerlines/Amazing Alternatives program.	4.63	4.71	4.40
I have a clear understanding of how to use a strategic prevention framework to implement this program.	4.62	4.82	4.40
Rate your skill & knowledge of Project ZAP BEFORE this session.	2.04	2.89	3.20
Rate your skill & Knowledge of Project ZAP AFTER this session.	4.52	4.68	4.60
CHANGE IN KNOWLEDGE	+2.48	+1.79	+1.40
Rate your overall evaluation of this session.	4.83	4.93	4.80

During the last let of teacher trainings that occurred during the summer of 2010, the teachers were given the new curriculum materials. The teachers responded to open ended survey questions

regarding their perceptions of the new curriculum and implementation. Below are the results from the teacher open responses. The data reveal that overall, the teachers were positive towards this curriculum, believe students will be receptive to it, and expressed no reservations. However a few teachers noted that the length was a concern.

Do you feel that your students will be receptive to this alcohol prevention curriculum?

- Yes
 - “It is a relevant topic for them.”
 - “They love to participate and give their views.”
 - “I believe many only do it to fit in or impress certain people.”
- No
 - “They view themselves as being more mature than they really are.”

Do you have any reservations about teaching this curriculum?

- All teachers had no reservations.

What do you think is the most valuable aspect of this curriculum?

- Real-life scenario
- Role-play presentation model

What do you think is the least valuable aspect of this curriculum?

- Length
-

Advisory Counsel

The Project ZAP Advisory Council met on a regular consistent basis throughout the 3-years of operation of the project. At the start of the project the meetings occurred bi-monthly and moved to quarterly during 2nd and 3rd year for a total of 15 meetings. The advisory council consisted of two representatives from the Youth Service Centers; a representative from our partner, Seven Counties, our regional mental health organization; the JCPS Practical Living Specialist; our Project Evaluator; all full and p/t program coordinators; Director of the Youth Service Center; Director of Safe and Drug Free Schools; and a participating teacher. Its function was to set policy and procedure for the operation of the grant as well as provide oversight for implementation. During the last year, the Council focused on sustainability. Actions and decisions that have been made by the advisory council include:

- Distribution of copies of geomaps of crimes and liquor stores in areas around ZAP schools
- Strategies for marketing Amazing Alternatives and PowerLines to teachers
- Ongoing review of district drug and alcohol student survey data
- Strategies for how the Youth Service Centers and ZAP teachers can connect and work together in schools
- What ZAP information should be on the agenda for the upcoming Youth Service Center meeting
- Approved information from an outside presenter on teens and alcohol before making the person a resource to the Youth Service Centers and teachers
- Developed the idea of making and distributing an Alcopops DVD to schools
- Oversaw the plans for the Alcopops presentation to JCPS administrative staff
- Oversaw the ZAP plans for teacher's summer institute
- Ensuring activities for sustaining grant efforts after funding including things such as website development, continued partnership commitments among stakeholders, other alcohol prevention program and purchasing new curriculum for continued implementation by teachers.

Project Sustainability:

The project facilitated capacity building for continuation of activities to reduce underage drinking and prevent alcohol abuse through a variety of means. In addition to providing and training teachers with the new curriculum, additional programs and resources have been put into place that will sustain the efforts towards alcohol abuse prevention. The 4 key initiatives include *Alcopops* campaign, *Protecting You Protecting Me*, REEL action student video project, and a district website for easy access of information for parents and school staff.

Alcopops

With the assistance of JCPS Health teachers, an Alcopops curriculum was developed and aligned with the JCPS health curriculum. This curriculum informs teachers of the marketing and use of energy drinks that have alcohol. In the spring, 2010, approximately 50 health teachers were trained in the curriculum. The curriculum is in notebook format with a power point presentation on a flash drive. The notebook also includes all hand-out which accompany the power point. The curriculum suggests a three-day curriculum for Alcopops. One of the authors has been invited to present the curriculum at the state teachers of health curriculum, held in Lexington in November 2010. She will have 35 copies of the curriculum to distribute.

Protecting You Protecting Me

Protecting You Protecting Me® (PY/PM) is a unique program that provides high school students the opportunity to teach young children about vehicle and alcohol related safety issues. PY/PM combines service and learning objectives with the intent of impacting both the high school students and elementary school students. High school students are engaged in the curriculum within their classrooms. Following, they teach interactive lessons to the elementary students in both large and small groups. The primary goals of the program are to reduce and prevent alcohol abuse and occurrences of unsafe driving/riding vehicle incidents among youth. This program has been piloted in year 2 and 3 of Project ZAP and is set to be implemented during the 2010-2011 school year (Spring). Below are results from the 2009-2010 program implementation.

Participants

- The program served a total of 116 high school students and 199 elementary students.
- The program was implemented in 2 JCPS elementary schools, 2 high schools and 1 combined school.
- Among the high school participants, 60% were in 9th grade, 20% were in 10th grade, 6% were in 11th grade and 14% were in 12th grade.
 - 25% of participants were African American, 58% were White, and 17% represented other ethnicities.
 - 61% were female and 39% were male.
- All of the elementary participants were in K – 3rd grade.

Results

- Vehicle Safety
 - *Texting While Driving*: Due to rapid increase in teen accidents as a result from texting while driving, this component was added to the PY/PM curriculum. Data revealed a large decrease in students' reporting riding with someone who texts while driving (Pre-35% - Post 20%).
- Alcohol
 - *Driving under the influence*: There was a significant decrease (11%) of students' reporting driving under the influence from 42% pre to 31% post program.
 - *Riding with someone under the influence*: There was an increase in students' reporting they believe it is wrong to ride with someone under the influence from 81% pre to 83% post. After the program 94% of the elementary students understood they should tell a trusted adult if they are with an unsafe driver.
 - *Alcohol Use*: As shown on the figure, there was a decrease in alcohol use from 31% pre to 25% post. There was a 9% increase in students' perceived risk of harm from regular alcohol use from pre to post program.
 - *Knowledge*: There was a dramatic increase in students' pre-post knowledge of alcohols impact on the brain from 58% pre to 82% post
- *Perception/Open-Ended Responses*: Student responses to open ended questions revealed several key themes:
 - Enjoyed most – working with and teaching children; engaging in teaching/learning activities with them.
 - Enjoyed least – Not enough time; some elementary student behavior challenges.

- Most important lessons learned: dangers of alcohol; impact of alcohol on the brain; and importance of teaching children safety lessons.
 - Suggestions for improvement- Increase length of program; additional hands-on activities.
- Discussion
- Overall, the results demonstrate that the program had a positive impact on high school participants' alcohol use and driving/riding safety knowledge and behaviors; as well as positively impacting elementary participant's knowledge.
 - Recommendations: Add other ways for students to communicate outside of face to face time, and match them with "buddies" according to comfort level

REEL Action

Plans have been put in place for JCPS's Safe and Drug-Free Schools Office to continue the partnership with the community mental health organization - Seven Counties for the continuation of the video contest, *Reel Action: Teens Preventing Underage Drinking...Reel by Reel*. This is a content wherein students create and submit commercials for the prevention of underage drinking that culminates with a showing of the winners and a celebration.

Website for information distribution to prevent alcohol abuse

During Project ZAP, a website for the Jefferson County Public Schools Office of Safe and Drug Free Schools was developed. There were two main target audiences: school based staff and JCPS parents. Though the information highlights alcohol, other ATOD and violence prevention topics are included. The website address is:
http://www.jefferson.k12.ky.us/Departments/SafeDrugFreeSchools/employees/employees_general.html

Barriers

Throughout the life of the grant, the primary barrier that was encountered was related to the time constraints and accountability concerns facing teachers which limited their willingness to implement the full curriculum. This was observed during the first grant year. In order to address this challenge, the advisory council decided – after consultation with curriculum developers- to modify the Powerlines and Amazing Alternatives curriculum to go from an 8 day to a 3 day program. This enabled teachers to implement the curriculum with more flexibility in the face of increasing time constraints and instructional pressures due to accountability testing.

Pre-Post Student Survey Items

The survey items used to measure the GPRA's are shown below:

GPRA 1 (Binge drinking)

How many occasions (if any) have you had five or more drinks of alcohol in a row?	0 Times	1-3 Times	4-6 Times	7 or More Times
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GPRA 2 (Perception of Harm)

How much do people risk harming themselves (physically or in other ways) if they Drink alcohol (<i>beer, wine or hard liquor</i>) regularly?	No Risk	Slight Risk	Moderate Risk	Great Risk
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GPRA 3 (Disapproval)

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

Alcohol Use

Had alcohol to drink in the past 30 days? (<i>beer, wine or hard liquor—more than just a few sips</i>)	0 Times	1-3 Times	4-6 Times	7 or More Times
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Parental Acceptance

How wrong do your parents/ guardians feel it would be for you to: Drink alcohol (<i>beer, wine or hard liquor</i>) regularly?	Not Wrong At All	A Little Bit Wrong	Very Wrong
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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: **Q184A070010**

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 2102990

(See instructions. Up to 12 Characters.)

3. Project Title: Project Zeroing in on Alcohol Prevention (ZAP)

(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):* Jefferson County Public Schools

5. Grantee Address *(See instructions.)* VanHoose Education Center

P.O. Box 34020 - 3332 Newburg Road

City: Louisville State: KY Zip:40232 Zip+4:4020

6. Project

Director *(See instructions.)* First Name: Last Name: Title:

Ann Ferriell Director, JCPS Office of Safe & Drug Free Schools

Phone #: Fax #: Email Address:

(502)485-3260 (502)485-3611 ANN.FERRIELL@JEFFERSON.KYSCHOOLS.US

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 4/1/2009 To: 9/30/2010 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0.00	0.00
b. Current Budget Period	1.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	10.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? Yes
 No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes
 No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To:
(mm/dd/yyyy)

Approving Federal agency: ED Other (Please specify):

Type of Rate (For Final Performance Reports Only): Provisional Final Other
(Please specify):

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

Is included in your approved Indirect Cost Rate Agreement?

Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes
 No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Sheldon W Berman	Title: Superintendent
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary
File : E:\ZAPFinalsSept30\ED524BExecSummary.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: (Please Enter)

The primary objectives of Project Zeroing in on Alcohol Prevention (ZAP) were to (1) support and expand the current alcohol prevention activities so that secondary students are receiving a systemic and cohesive district-wide message on alcohol prevention, (2) increase the percentage of students who disapprove of alcohol abuse, (3) increase the percentage of students who believe that alcohol abuse is harmful and 4) decrease the prevalence of alcohol consumption, including binge drinking among secondary students.

The project was implemented for 3 years between 2007-2008 to 2009-2010 and served students in all of Jefferson County Public Schools (JCPS) middle and high schools as well as 2 combined and 1 alternative school for a total of 45 schools. The population of students served varied by school. On average across the schools, 61 percent of the students receive free/reduced lunch. The primary activities included district-wide professional development on Project Northland curriculums (Amazing Alternatives, Powerlines, Life skills) for middle and high school teachers, pre- and post- assessments of students who received the Project Northland curriculum, and numerous events/activities for students as well as parents of middle and high school students to educate them about the prevalence and prevention of alcohol abuse among secondary students.

Outcomes and Performance Measures

Evaluation results from the project evaluation grant indicate that the primary objectives listed above have been achieved. Data reveal that project ZAP has had a positive impact on the reduction of alcohol use among the secondary students district wide. Widespread implementation of the project has facilitated a commitment in JCPS middle and high schools to continue to educate students about the dangers of alcohol use. Additionally, the project is responsible for the implementation of other alcohol prevention initiatives including one that encourages students to take the lead in efforts to prevent alcohol use among teens while incorporating even earlier safety prevention efforts for elementary students.

Over the life of the grant, pre- post student survey data indicate that the project impacted student perceptions, beliefs and behaviors related to alcohol. While there was some variation from year to year, overall the change remained consistent and in the right direction. Data reveal there was a decrease in the percent of students reporting they engaged in binge drinking from pre to 30 days post receiving the project Northland curriculum each grant year, the aggregate total change in the percent of students reporting binge drinking went from 9.62% to 8.07% representing an average 1.55% decrease over the life of the grant.

Student survey data reveal there was an increase in the percent of students reporting a belief that alcohol is harmful to their health. The aggregate total increase in the percent of students reporting a belief that alcohol is harmful to their health went from 25.5% to 53.7% representing an average 28.2% increase over the life of the grant.

There was an increase in the percent of students reporting disapproval of alcohol abuse. The aggregate total change in the percent of students reporting disapproval of alcohol abuse went from 68.1% to 71.1% representing an average 3.0% increase over the life of the grant.

With respect to actual drinking, there was a decrease in the percent of students reporting that they consumed alcohol -from pre to 30 days post receiving the project Northland curriculum each grant year, with the exception of Year 2 (2008) where there was no change. The aggregate total increase in the percent of students reporting that they consumed alcohol went from 25.6% to 17.9% representing an average decrease of nearly 8% over the life of the grant.

Professional Development

District wide teacher profession development on the curriculum occurred during the spring, summer and fall of each grant year. Feedback from the teachers trained on the Amazing Alternatives/Powerlines curriculum was collected utilizing a participant survey based on Thomas Guskey’s model of participant learning. Feedback was extremely positive with an average rating of 4.85 on a 5 point scale over the entire course of the grant. Approximately 30% of teachers attended more than one training over the course of the grant. During the last year of teacher trainings that occurred during the summer of 2010, the teachers were given the new curriculum materials. The teachers responded to open ended survey questions regarding their perceptions of the new curriculum and implementation. The data reveal that overall the teachers were positive towards this new curriculum and believe students will be receptive to it.

Parents Served and Informed

The numbers of parents served as a result of the grant through coordination with the Youth Service Centers increased steadily from the onset of the grant until the end and totaled 116,626 parents. This total includes indirect contact through publications and newsletters. A total of 147 parent events, activities and communication efforts for the prevention of alcohol abuse took place over the life of the grant. The activities took place in a variety of contexts including open house, student orientation, parent teacher conferences, special events, student nights out, town hall meetings, newsletters, etc.

2007-2008	2008-2009	2009-2010	TOTAL
6,987	35,849	73,790	116,626

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 were held bi-monthly to quarterly in year 3 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. Due to the ongoing success of program implementation and the solidified processes, communications and relationships among stakeholders generated activities and efforts to help sustain district efforts towards preventing alcohol use beyond this funded program.

Contribution to knowledge and practice

The project director was invited to speak to other grantees regarding the research and evaluation model used to evaluate the impact of the program. Copy of the surveys and observation protocol

were distributed to other grantees in attendance. Additionally, the program has contributed to practice in the schools through the increased awareness and commitment of teachers to address the issue of alcohol abuse with students.

Sustainability

The project facilitated capacity building for continuation of activities to reduce underage drinking and prevent alcohol abuse through a variety of means. In addition to providing and training teachers with the new curriculum for the 2010-2011 school year, additional programs and resources have been put into place that will sustain the efforts towards alcohol abuse prevention. These include:

1. *Alcopops* campaign: An *Alcopops* (i.e., new energy drinks being marketed towards youth that contain alcohol) DVD was designed and produced along with other materials which was distributed to the school counselors and the Youth Services Centers (YSC) coordinators to use for school staff meetings and parent events. This project continues to be a tremendous success with participating middle/high school staffs and parents.
2. *Protecting You Protecting Me*: This program was piloted for 2 of the 3 grant years and is continuing in implementation in the 2010-2011 school year. It utilizes the alcohol prevention Hazelden curriculum with high school students and incorporates a service learning component. Evaluation results from both pilot program participants reveal a strong impact on the reduction of alcohol use and riding with others who are under the influence.
3. *REEL Action student video project*: Plans have been put in place for JCPS's Safe and Drug-Free Schools Office to continue the partnership with the community mental health organization called *Reel Action: Teens Preventing Underage Drinking...Reel by Reel*. This is a content wherein students create and submit commercials for the prevention of underage drinking that culminates with a showing of the winners and a celebration.
4. *District website*: During Project ZAP, a website for the Jefferson County Public Schools Office of Safe and Drug Free Schools was developed. There were two main target audiences: school based staff and JCPS parents. Though the information highlights alcohol, other ATOD and violence prevention topics are included.

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 116,000 parents have participated in workshops or received information related to alcohol prevention. Student data reveal a significant impact on student's perceptions towards alcohol as well as their self reported actual drinking behaviors. The project has also contributed to efforts that will ensure the program efforts are sustained beyond this grant.