

2013 SENATE GOVERNMENT AND VETERANS AFFAIRS

SB 2301

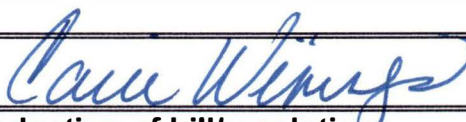
2013 SENATE STANDING COMMITTEE MINUTES

Senate Government and Veterans Affairs Committee Missouri River Room, State Capitol

SB 2301
01/31/2013
Job Number 18060

☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act relating to grants from the governor's prevention and advisory council; and to provide for an appropriation.

Minutes:

Vice Chairman Berry: Opened the hearing on SB 2301.

Senator Andrist: See Attached #1 for Testimony as sponsor and in support of the bill.

(4:58) Senator Murphy, District 20: Testified as sponsor and in support of the bill. See Attachment #2 for testimony brought on behalf of Lee Erickson. (Senator Murphy read Lee Erickson's testimony.)

(12:01) Senator Schaible: Is the Governor aware of this and have you gotten his input?

Senator Murphy: Last session there were some of us Senators and Representative that went in with Lee Erickson and met with the Governor and we have always felt supported. He wants to know what can be done. This session, we did not meet with the Governor. I would presume that he still supports it. I don't know otherwise though.

Chairman Dever: Can we expect that someone will be discussing the budget.

Senator Murphy: Yes.

(13:29) Beth Ryan, Junior at Jamestown College: See Attachments #3A, #3B, and #3C for testimony in support of the bill.

(20:36) Chairman Dever: You say that you are the positive person that you are because if SADD; it sometimes seems to me that the people that are involved in SADD are positive people anyway.

Beth Ryan: I think that it attracts positive people as well as creates them. It gives you a different perspective on the world that you may have not otherwise had.

Vice Chairman Berry: It is so refreshing to hear and see the energy of optimism of youth. So much of our time at the legislature is spend discussing issues and a lot of times things become pretty cynical and it is refreshing to hear your involvement. It lets all of harken back to a time that we too often forget. Can you relate any experiences that you have seen personally of the outreach of SADD to maybe someone you wouldn't have thought would be involved. Maybe the personal changes you have seen for those individuals. Half a million dollars, when it comes to touching lives and saving lives, is worth it. I think we are talking about many more lives than that.

Beth Ryan: I have a friend named Liz from Minot, North Dakota. I met her through SADD, but not because she was in sad. This was a very troubled young woman. She had many mental and emotional issues and she tries her hardest to deal with those every day. She had a friend die and we were having an advisory board meeting and one of our mutual friends was there and they brought her with her because she did not trust her to be alone. This is a sad story but wonderful in the end. She was devastated and sad and she was in a broken place. She joined SADD the next year and became part of the Northern Lights SADD advisory board and went on to the national conference and became a leader in the Bishop Ryan High School in Minot, North Dakota. She is still involved today with those students. She was a heavy alcohol user before she joined SADD and she had substance abuse problems. She is clean and sober and supporting high school student where she grew up now.

Vice Chairman Berry: Thank you.

Senator Marcellais: I thank you for you services. What are your plans for the future?

Beth Ryan: I am currently studying mass communications and public relations. I love government and business. I am looking for an internship in New York next summer and I hope to work in North Dakota ultimately. I will be interning in Medora this summer.

(25:35) Mandy Jordan, Junior at Century High School and SADD member: See Attachment #4 for testimony in support of the bill.

(28:04) Senator Schaible: How many members do you have in your chapter?

Mandy Jordan: We have about 100.

Senator Schaible: You talked about this program, reality check, created by Northern Lights SADD. I understand that these are several different chapters throughout the state, are they all consistent statewide?

Mandy Jordan: I believe so. We, here in Bismarck, have not gotten into the elementary schools yet but we are hoping to.

Senator Schaible: The program we are talking about is pretty uniform and we are not talking about a bunch of different programs?

Mandy Jordan: Yes

Chairman Dever: Are you aware of other programs that serve a similar purpose and is there collaboration between them?

Mandy Jordan: I have not heard of any, but I think that we want to look into more.

(29:30) Jacob Sommerfeld, Senior at Century High School and Member of SADD: See Attachment #5 for testimony in support of the bill.

(32:33) Senator Marcellais: Are you aware that the American Legion has a girls and boys state and maybe SADD should marry up with that and coordinate some efforts cost wise?

Jacob Sommerfeld: I am very aware of them. I actually went to a couple of workshops and looked into attending boys state. The problem with that is that they are different organizations;

they are great leadership based organizations, but I think SADD is expressing yourself more so. I saw boys state as very government like and people are interested more in that. The people I see in SADD conferences are different and SADD allows more of a variety of kids to go. I never looked into the funding options. I believe it is a good possibility.

Senator Marcellais: Do you know if they have SADD chapters in the native communities?

Beth Ryan: Parshall, North Dakota has expressed a lot of interest. That is the only one that I know of.

Senator Marcellais: I ask that because I am the president of three school boards at Turtle Mountain and I would like to encourage our superintendent to incorporate the SADD chapter into our school. We have had many other goals that we have looked at.

Jacob Sommerfeld: I serve on the committee for creating chapters with Northern Lights. What we have done in the past is to have goals of contacting 3 schools each and we have done fairly well at doing that. Have them attend our conference and get the feel for SADD. It is amazing to see how many youth are there and how it is run by youth.

Vice Chairman Berry: Do you have an important personal experience that you can share?

Jacob Sommerfeld: I so many stories that I could share. I have many kids on a daily basis that surprise me. I believe that everyone has their own voice and I have many friends that have chosen to go down the wrong path so to speak and they have had abuse issues. They are still my friend and because they see that in me and they see SADD, I see decisions that they make that they probably wouldn't make if wasn't around them. Many individuals join SADD even though they still participate in some of those behaviors. They join because they want to quit. It is a peer to peer support group in a sense. They want to surround themselves with others that don't do it because they felt pressured to do it with their other friends. Once they joined it was a lot easier for them to quit.

Chairman Dever: You are the second one to testify from Century High School, is there a separate chapter at Bismarck High School, South Central, Mandan, or do they participate in the same chapter?

Jacob Sommerfeld: Century High School has been a very active chapter. We took 3rd in the national conference. BHS has a representative from the Northern Lights advisory board as well and so does Mandan. The Mandan chapter is also very active. Sometimes we pair up with them. I am not aware of South Central or St. Mary's having a chapter.

(39:00) Jessica Paul, Junior at Century High School and Member of SADD: See Attachment #6 for testimony in support of the bill.

(41:05) Chairman Dever: You may be too young to remember Paul Harvey, I remember him saying one time that kids join gangs for the same reason they join Boy Scouts; that there is a sense of belongingness. I think that is interesting and I think it seems to me you are saying the same thing. Rather than negative peer pressure, you are creating positive peer pressure.

Jessica Paul: Definitely. In our schools we have members that walk around wearing our SADD logo every day just to put our name out there and show people that we believe in living positive lifestyles. We enjoy the environment.

(42:55) Laurie Foerderer, Teacher and SADD Advisor at Century High School: See Attachment #7 for testimony in support of the bill. There is not a school budget for SADD.

(47:00) Chairman Dever: Are all of the teachers at Century High School as passionate as you are about their job?

Laurie Foerderer: I think Mrs. Poolman is.

Chairman Dever: I understand and I appreciate the important work SADD does. Part of my concern with this is that sometimes when government starts to fund private programs, the

private programs seem to lose a sense of that passion. I am wondering if you have thought about that.

Laurie Foerderer: There is no chance that that will happen with our group.

Chairman Dever: I sit on the board of an organization that receives funding from United Way. I understand that United Way of Fargo has shifted their method of funding organizations and their focus to look at a community impact model. Through that to refocus the organizations that they give money to, otherwise, historically it has been that we give funds to these organizations in the past and we need to continue to. I am wondering, we received a reduction of funding and we consider our efforts be important to. They have five different focuses and one of those is youth. Are you aware of that?

Laurie Foerderer: I am not. Our goal, even in being here today, is to find out and get involved in those awareness events and programs. We would love to have other organizations that have built the model and have a plan to help guide us. Why reinvent the wheel.

Chairman Dever: Does the appropriation represent full funding of SADD?

Laurie Foerderer: That is not what I read in the bill. What I understand it to say is that the Governor would have a fund that community groups could write for a grant to request funds. Therefore, we would write you a grant and then it would be decided on.

Beth Ryan: It is more for the state organization. Lee Erickson is our only full time office employee. No one is taking a paycheck right now and we would like to provide full time professionals on the east and the west to support our youth. Some of the funding in the grant is to support our staffing.

Chairman Dever: I know there are other bills in the process that might have a similar focus. So currently, do local fundraising efforts go to support the statewide effort?

Beth Ryan: Local fundraising support to their local chapter. To come to the statewide event they apply for grants to assist with the fees.

Senator Marcellais: Could you tell me what the budget for a chapter needs to be?

Laurie Foerderer: I will give you an example. We did an awareness event this fall where we asked the National Guard to bring in these driving carts and we set up a texting and driving course to and that one day activity cost \$250. I don't have an annual budget but I could break down for you what we spend on awareness events verses what we would like to spend.

Senator Marcellais: You mentioned you had 8 events planned for this year, do you know how much that is going to cost you?

Laurie Foerderer: Pretty much by project. We had an above the influence event recently, and the poster event cost \$175 and I had those printed with my own money. That is pretty minimal, so I would say that is the lower end of what a cost could be.

Senator Marcellais: How involved are the local businesses?

Laurie Foerderer: We have a good working relationship with the ones I mentioned earlier. We do have a letter that we are drafting looking for local support. Our goal this year is to get out to communities. It is stepping stones.

Vice Chairman Berry: Is this a one-time appropriation? What happens two years from now when you have built an infrastructure based on a certain level of support?

Laurie Foerderer: That is the way I understood it to read.

Chairman Dever: The language that you are referring to is existing language. Preceding that, allows for acceptance of gifts to the Governor's prevention advisory council and those kinds of things and then on a continuing appropriation basis. That is not talking about the appropriation of the bill. It is a continuing thing.

Vice Chairman Berry: The appropriation of the \$490,000 that is one time?

Chairman Dever: That is for this biennium. If they don't spend it, it will not be utilized. That is different than the continuing appropriation.

Senator Nelson: That is the max they can spend.

Senator Poolman: I am wondering if you have approached corporate organizations or United Way that might have an interest. In other states you see alcohol based businesses who usually willing to donate to organizations like SADD.

Laurie Foerderer: We have this amazing letter that we are drafting and we are working towards that. For me it has been a huge learning experience running a group and learning how to do this and how it goes. I learned a lot last summer at nationals about fundraising and marketing ourselves. I think this year we have put a lot of that into practice.

Beth Ryan: We worked with United Way in Fargo and we are continually trying to partner with different organizations for the statewide organization.

Laurie Foerderer: I think that the state group has this down better. When you talk to me, you are talking about 100 students and me at Century High. We are at a real pivotal point.

Senator Poolman: I love the mission of the organization. What question is going to come up if I vote for this is ... what about FFA or all the other great organizations? Will this be opening the door for every nonprofit to come to the state for assistance?

Laurie Foerderer: The way that I understand the bill is that organizations like SADD can apply for the funding. Am I correct? I am assuming that other organizations can be funded with this.

Chairman Dever: As long as they meet the criteria in the bill.

(59:20) JoAnne Hoesel, Department of Human Services: See Attachments # 8A, #8B, # 8C for testimony in a neutral position.

(106:18) Senator Schaible: Can you explain about the \$250,000 and how they apply for grants and what is the process?

JoAnne Hoesel: Are you referring to our current biennium? There are two separate pieces. We have an ongoing funding that is actually in the Human Services budget for \$100,000 for the Governor's prevention advisory council. The membership puts out a request for proposal and we take proposals from anyone who wants to bring forward an idea. That is where the grants that I have identified have been funded. In addition, last session the Department of Human Services was instructed to provide up to \$250,000 of federal money for every dollar that SADD could verify that they raised. The intent of that legislation was that it went to SADD. We did issue an intent to procure a sole source and so SADD was the only organization that applied.

Senator Schaible: On this \$100,000, now these chapters could also apply for that grant?

JoAnne Hoesel: They could.

Senator Nelson: In reading the bill, are we just splitting hairs here?

JoAnne Hoesel: How we would read that is that we would bring those other efforts into the council. Currently there is a statewide suicide prevention council, a traffic safety council, and because those issues are large and have their own focus, it would open those up to something that this council is currently not solely focusing on.

Senator Nelson: The original says impaired driving. So your original charge involved driving.

JoAnne Hoesel: Certainly we have dealt with that in our collaboration with the Department of Transportation with underage drinking and driving under the influence. That has been our focus as it applies to substance use.

Senator Poolman: Are you telling me that the \$250,000 in federal funds, that was a match dollar for dollar, are you telling me then that SADD had that last year in funding combined with what they raised and what they were given in federal funds?

JoAnne Hoesel: Correct, current biennium.

Senator Poolman: When Lee Erickson approached me about this bill, he mentioned that all \$490,000 was going to go SADD. That this was about creating an infrastructure for SADD, but what you are telling me is that this is expanding a council and that you will still have to be giving grants with this money in addition to the \$100,000?

JoAnne Hoesel: This is the unintended consequence that the department feels has occurred by using that language and putting it in this section of law. It impacts the council. I don't believe that is what the intention was.

Vice Chairman Berry: On the last page, is there any language that could be proposed that would be acceptable?

JoAnne Hoesel: It would depend on what the intent of the committee would be. We would be willing to work with you on that.

Chairman Dever: Closed the hearing on SB 2301.

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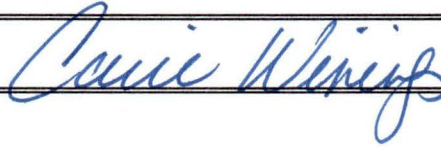
2013 SENATE STANDING COMMITTEE MINUTES

Senate Government and Veterans Affairs Committee
Missouri River Room, State Capitol

SB 2301
02/01/2013
Job Number 18154

☐ Conference Committee

Committee Clerk Signature



Minutes:

Chairman Dever: Reopened SB 2301 for committee discussion.

(1:55) (Mentions a Human Services bill that would direct money to the Governor's Prevention and Advisory Council; which is the same group that SB 2301 directs dollars to. The amount of dollars in there is about \$4.6 million. It had not be acted on as of yet.)

SADD is an excellent program, but I feel that the passion for the program often changes when government funding gets involved.

Senator Cook: I tend to agree. I have had this issue in committees before. The reason they keep coming back is that they never have been successful in getting some sort of bureaucracy established. It is probably a general consensus that this appropriation is not going to exist that the Feb. 11th deadline is not one for us. Even if the action of the bill a Do Not Pass, all they want is the appropriations, it is not a deadline. You can pass the bill without the appropriation. I will not support the appropriation.

Senator Poolman: Actually, part of the problem is the language that they have added in this bill that expands the scope of what they were supposed to be doing with this money.

Senator Poolman: Moved a Do Not Pass.

Senator Schaible: Seconded.

A Roll Call Vote Was Taken: 6 yeas, 0 nays, 1 absent.

Chairman Dever: Carrier.

Date: 2/1

Roll Call Vote #: 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2301

Senate Government and Veterans Affairs Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☒ Do Not Pass ☐ Amended ☐ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Senator Poolman Seconded By Senator Schaible

Senators	Yes	No	Senator	Yes	No
Chairman Dick Dever	✓		Senator Carolyn Nelson	✓	
Vice Chairman Spencer Berry	✓		Senator Richard Marcellais	X	
Senator Dwight Cook	✓				
Senator Donald Schaible	✓				
Senator Nicole Poolman	✓				

Total (Yes) 6 No 0

Absent 1

Floor Assignment Senator Dever

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2301: Government and Veterans Affairs Committee (Sen. Dever, Chairman)
recommends **DO NOT PASS** (6 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING).
SB 2301 was placed on the Eleventh order on the calendar.

2013 TESTIMONY

SB 2301

Testimony SB 2301
Government and Veteran Affairs Committee -- North Dakota Senate
Sen. John M. Andrist

I'm not accustomed to introduce legislation with appropriations not included in the executive budget partly because of my conservative spending nature and partly because I know they represent uphill battles.

But in my brief encounter with Lee Erickson of Hillsboro my heart was touched -- which proves I have one. Lee has had a mission ever since he lost a daughter in a collision with a drunken driver to create more and more SADD (Students Against Destructive Decisions) chapters in North Dakota. He is a driven man who has worked with others who you will meet today to grow the number of student chapters from 5 to 70.

They have a dream of organizing the whole state, every school in every community, and they want half a million dollars to help them. And they do seem to be making a difference in the communities where they have chapters. North Dakota kids are leaders. Two of the last three National SADD Students of the Year have been from North Dakota.

In this session we have been wringing our hands over the growth in highway fatalities fueled by alcohol. We have a bill in each House right now which would toughen penalties, including mandated jail sentences for drunken drivers, hoping to stem the death toll. Law enforcement and the department of corrections have re-acted without enthusiasm, because our jails are mostly running beyond capacity right now.

Just about everybody feels little will change until we change the culture of alcohol in our society. But how do we do that? Lee thinks he has the answer.

We have seen culture change in many areas, most notably tobacco use. We've seen it in adult exercise programs. When I was a 30 something I was a spectacle in my town as the lone adult bicycle rider. Today all kinds of people twice that age run, walk, ride bikes and work out.

I don't know if we can do it with alcohol. I don't know if Lee's plan can work. But I thought he deserved a hearing. I'm saddened because he is unable to be here to tell his story, but others will do it.

So that's the bill. I know you will give a good ear, and that's all I seek. We need the discussion, because the carnage will not end, nor will the heartbreak, by simply building more jails.

Testimony from Lee Erickson
Re: SB 2301

Chairman Dever and Members of the Committee:

For nearly 20 years, I have had the distinct privilege of working with some of the finest youth in North Dakota, through my role as coordinator for the Students Against Destructive Decisions, or SADD program. I have made a point to listen to the voices of our young people, and together we have created innovative tools and utilized youth-friendly technologies to build what is regarded as the strongest SADD network in the nation. Two of the last three National SADD Students of the Year have been from North Dakota, including the current Student of the Year, Carrie Sandstrom from Bismarck. Our program builds leaders.

We have also built alliances with virtually every state agency and the Attorney General's office to address issues such as underage drinking, tobacco, prescription drug abuse, traffic safety, suicide, teen pregnancy, and more. Our network provides a conduit for initiatives and information that go straight to our greatest asset, which is the passionate and dedicated youth that are the heart of SADD. We have access to the youth that these agencies covet.

We have made a difference. According to the Youth Risk Behavior Survey, the rate of high school students who reported drinking in the last 30 days fell from 60.5% in 1999, the year our statewide efforts began, to 38.8% in 2011. Rather than leading the nation in underage drinking, we are now very close to the national average. We have also saved lives. It would take both of my hands to count the number of teens who have stated to me directly that SADD's inclusive message prevented them from committing suicide, let alone countless others who have been saved through our traffic safety initiatives. While doing this, we have saved the State of North Dakota a significant amount of money in the long term.

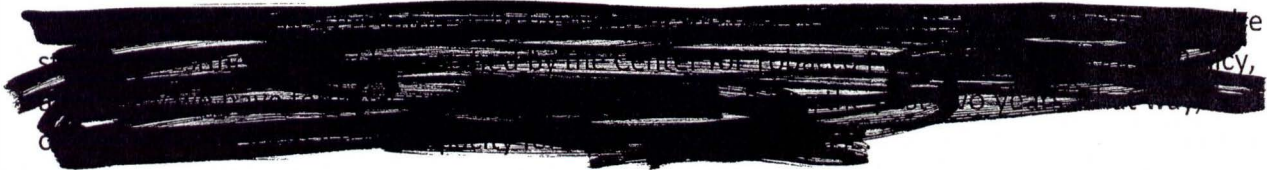
Obviously, there is still much work ahead of us, and we cannot let up, as the faces of our youth change every year, new issues of danger to teens evolve, and demand for our services increases. There is also much work that needs to be done to address impaired driving in our state, something that requires looking at adult behaviors as well, and the underlying social attitudes that tend to normalize those behaviors. Editorials across the state have stated that strengthening DUI laws is only part of the solution... that something has to be done to change our societal norms.

Our SADD program currently stands at a crossroads. As much as I wish that I have another 20 years to devote time, energy, money and resources to it, at age 57, I don't. And I can't do it alone. Together with the Board of Directors of our parent nonprofit, Northern Lights Youth Services, we have put together a strategic plan and fundraising plan, which with proper staffing and resources will position us to serve the state much more effectively and become more self-sustaining.

SB 2301 is an extremely important piece of legislation. We refer to this as the “Voices for Choices” bill. It will enable the youth and adults in the state who are making smart and healthy choices – the majority of people in our state – to help re-shape social norms and associated behaviors and change the dialog that tends to tolerate, and even support, the negative.

It includes two primary components, which are further described in the handouts:

- 1) Financial support for a properly-staffed SADD (or SADD-like) program, with field services people located in both Eastern and Western North Dakota.
- 2) The cost of implementing the Positive Community Norms framework developed by Montana State University and currently being implemented in all of our surrounding states. This framework can be used by state agencies and local communities to address issues including impaired driving, underage drinking, social hosting, tobacco use, sexual and domestic violence, or virtually any other topic of importance.



Oversight for the program would be administered by the Governor’s Prevention Advisory Council on Drugs and Alcohol, a cooperative body consisting of representatives from major state agencies and the Governor’s and First Lady’s offices. This would ensure that the peer-to-peer school and community-based youth network supported through this bill (hopefully SADD) would be there to work in conjunction with these state agencies and leverage our capabilities.

Mr. Chairman and Members of the Committee, the theme of this legislative session deals to a large extent upon investing in infrastructure. I look upon SB 2301 in the same light. I look upon this as a one-time investment in our network’s infrastructure that will hopefully prevent us from being in front of you two years from now, asking for the same thing. I believe this to be true with all my heart. It can also create positive change in our state that will last.

A small investment in prevention can save the state untold dollars in the future. This is especially important when Federal prevention budgets are shrinking. We have the financial capacity to make this investment in the greatest natural resource our state has – its young people, and their collective ability to create positive change.

Our SADD network is ready for this. It needs this. And I need your help to finally put together a programmatic structure built to last long after my work is done, and become even better.

We want to build upon our successes, not lose the progress we have made. The cost of inaction is too great for the state to bear.

Please give a “Do Pass” recommendation on SB 2301. Thank you for your consideration.

Testimony from Beth Ryan
Re: SB 2301

Chairman Dever and Members of the Committee:

My name is Beth Ryan. I am a junior at Jamestown College and I am here to support SB 2301.

I am the oldest child of five (soon to be six as my mother is expecting a new sibling) and my role as a big sister effects almost every decision I make, including my decision to stay involved in SADD and stay true to the values and priorities that I realized were so important for success while I was involved with SADD in high school.

It's an honor for me to stand up here and testify in support of a bill that could support and organization that has had a huge influence on the person that I am today.

Because of Northern Lights Youth Services, I have been involved with youth substance abuse prevention for eight years. I served two years on the Northern Lights Advisory Board for Northern Lights Students Against Destructive Decision. I was appointed the NLSADD Student of the Year, representing Minnesota, South Dakota and North Dakota and serving as a role model for junior high and high school students in the tri-state area.

While in college, I have continued to stay true to the values and principles I developed through-out high school. I can honestly say that I have never been offered alcohol or any other illegal substance at college, and I believe it is because of strong moral values I developed while working with NLSADD.

I have stayed involved with Northern Lights Youth Services in Jamestown where I work closely with Central Valley Health, Jamestown High School, Jamestown Middle School and Jamestown College to change the attitude towards alcohol in that community. Jamestown has decided that they no longer want to create an environment where buying alcohol for minors is an acceptable behavior and Northern Lights Youth Services is providing them the resources to do that.

However, as the fight against smoking in public places illustrates, changing a community's attitude can be very difficult. Part of the support that NLYS is looking for is money to go towards a program called Positive Community Norms. This program is a proven strategy that will assist Northern Lights Youth Services in making positive changes towards a safer state in communities across the state. It's a fact that North Dakota's underage drinking rates are high for the nation and in the community where I work, Jamestown, the statistics are even higher than that. I

personally have seen the start of community attitude change, but it's a long tedious process and to truly make a difference, we need support.

The last component of the bill I would like to provide support for is Reality Check. I have provided copies of pieces of the Reality Check training binder. This program is truly one of my favorite and, in my opinion, one of the strongest assets of Northern Lights SADD.

Reality Check provides opportunities for high school students to enter elementary school class rooms and share an experience while learning about values, priorities, health risk and other life lessons they may not learn in school. Included is one of my favorite lessons which talks about the importance of recognizing and executing random acts of kindness in the pursuit of a better world. That perspective is opened up to the elementary students as well as the high school students.

As a young woman, I see just how much NLSADD has impacted my life. I am the responsible, productive, driven, positive and balanced person I like to think I am because of the work this organization has done.

Please give a "Do Pass" recommendation on SB 2301. Thank you for your consideration.



Version 2.0

Reality Check Mentor (RCM) Handbook

Introduction / Overview

The Reality Check curriculum is designed for grades 4, 5, and 6, although, depending upon the configuration of your community's elementary and middle school grades, you can certainly adapt it to fit your needs. The curriculum was designed by Northern Lights SADD using input from our state advisory board students.

The idea behind Reality Check is to give elementary school students the tools they need to address the issues they are facing, or soon *will* face as they approach middle school age. Using SADD members as *teachers* for the curriculum will make the lessons have more impact than if they heard the same message from adults. Another advantage to the students receiving the lessons is that they will have the support of the existing SADD program as soon as they reach middle school. They will be fully prepared to become productive chapter members.

The key thing to remember is that the most important part of the curriculum is ***you*** – the student facilitator. These lessons will give you a rare opportunity to make a significant difference in the lives of the young people you are working with. This is also a significant responsibility. Be sure to take your role very seriously. Be professional in your approach. But, we also want it to be fun for you and for the students you work with. There are certain points in the lessons that it is important to highlight, and those points, in particular, will be explained in this handbook. However, we want you to use your creativity in the presentations. If there is something that you want to do differently, do it.

Reality Check is intended to go hand-in-hand with our existing Get REAL program, which is designed to correct misperceptions that teens have regarding the behavior of their peers. Skim through the Get REAL “factoid” sheets available to be viewed and downloaded off our web site, www.nlsadd.com. Use these facts to back up the points made in the lessons.

Implementation Changes in Reality Check Version 2.0

RC v. 2.0 includes two important changes to the suggested implementation structure:

- 1) A parental component. We want to engage parents in supportive dialog on the issues raised by the lessons so that the material presented can be reinforced at home. It will also serve the purpose of educating parents about the issues identified as important by high school students who know what is going on at the local level.
- 2) Subtle changes to the lessons to better enable them to be used in an out-of-school setting. There are a lot of school and community factors that may indicate that an out-of-school setting would work better for implementation of the lessons than taking class time away from either the high school or elementary students.

Preparation

It is important to visit with your school administrators, guidance counselor, and elementary teachers to familiarize them with the curriculum and what we hope to achieve through the program. Tell them that the curriculum and evaluations have been designed to use a new and exciting way to apply proven scientific prevention principles. Originally

introduced in 2003, Reality Check has been presented to thousands of students, with proven positive effects. Version 2.0 includes rewritten lessons and a more youth-friendly evaluation tool, building upon experience gained from the initial release of the program, and the changes should produce even better results.

Be sure to visit with school personnel early in the school year so that you can arrive at a workable plan for implementing the program, including evaluations. There are seven lessons for each of the three grades.

In-School Lesson Settings:

If the lessons are presented during class time, the lesson schedule should be designed to cause minimal disruption. The lessons should be spaced out throughout the school year, not given “all at once.” On the other hand, we should not have too much time between lessons, either, because we want to be sure the students are still familiar with the previous lesson(s).

Out-of School Lesson Settings:

Reality Check can also be presented in an after-school or out-of-school format. Depending upon local circumstances, lessons can be presented in the evening or during weekends. Some lessons can be grouped together and be covered during the same session. We would suggest that all of the lessons be completed during three sessions, combining the lessons like this:

- *Session 1: Respect for Self and Respect for Others (Lessons 1 and 2)*
- *Session 2: The Effect of Alcohol on the Brain and Other Drugs (Lessons 3 and 4)*
- *Session 3: Other issues, peer pressure, etc. (Lessons 5-7)*

Lessons should be taught by teams of two or three facilitators. Naturally, you need to be properly prepared to give your lessons. Allow yourselves adequate time for planning and rehearsal, and practice your lesson in front of your advisor and other chapter members first.

Remember that some of the lessons involve a brief art project, and you will have to arrange for supplies to be on hand prior to the lesson. Visit with the classroom teacher and/or SADD advisor about this. Also, it may help the effectiveness of the lessons if the teacher can come up with a class project that follows the completion of particular lessons. In some schools, the art project component has been completed by the classroom teacher at some time after the lesson has been taught, and the teacher has used this opportunity for further discussion on the lesson topic.

Parent Involvement

There are many ways in which parents can be involved in the process, whether you are presenting the lessons on an in-school or out-of-school basis. Talk to your SADD advisor and school personnel about the best ways to accomplish it in your school or community. Some of the methods include:

- *High school teen panels for students to discuss issues going on in your school, taking questions from parents. (This can be a great way to raise interest for your first parent meeting and establishing the importance of the Reality Check lessons.)*
- *Parent meetings that run concurrently with the youth lessons (for out-of-school settings). These meetings can be led by the SADD advisor and a couple of SADD members where the topics being covered at the same time with the elementary students.*
- *Educational videos*
- *Parent handouts accompanying some of the Reality Check lessons (provided in this workbook)*
- *An information table set up at Parent-Teacher conferences*
- *Online parent tools on the www.nlsadd.com web site*
- *“Graduation” parties for students completing the curriculum*

Evaluations

The evaluation process is a vital part of the curriculum. Not only will it show if we are achieving the desired results out of the program, but they may also pick up trends that will help us keep our programming current.

The evaluations can be administered either by student facilitators or the classroom teacher. Visit with the school administrators and teachers to decide upon how you want to handle this.

The evaluation system is a pre and post-curriculum evaluation. In other words, the students will receive the same set of questions before the curriculum starts and after the final lesson has been given.

The evaluation answer sheets are considered confidential information. Return them immediately to your chapter advisor, who should then send them to the designated address as soon as possible so that the results can be compiled. After the results are scanned and processed, you will receive an analysis of the effectiveness of the Reality Check curriculum.

Do not have the students put their name on the evaluation forms. Tell them the information they give is totally confidential, so we want to make sure they are completely honest in their answers.

Individual Lesson Notes

Grade 4

Lesson 4-1: Self-Image

Low self-esteem is at the heart of virtually all “destructive decisions.” People usually resort to using ATOD or engaging in other destructive behaviors because they feel they are “lacking” in some way. One of the primary purposes behind the Reality Check curriculum is to convince young people that they are exactly the person they were meant to be, and that although we all have individual characteristics and strengths and weaknesses, this is the way it is supposed to be. We all have a very special purpose and we have all the tools necessary to do our jobs. No one is lacking in any real way. We want the students we are working with to become comfortable with who they are and recognize the potential they have.

In this lesson, we try to get the students to realize the importance of self-image, and we try to get the students thinking about themselves in a positive way. Another important part of this lesson is *you*. Tell them about feelings you have had about yourself and how you have overcome them. The students will remember this.

Key points:

- Self image isn't the way we look or what other people think of us. It's how we see or picture ourselves.
- Self-image can either positively or negatively influence decisions.

Lesson 4-2: Bullying

This lesson is self-explanatory and gives you a lot of room to use your creativity in role-playing! Be sure to consult with the classroom teacher in advance of the lesson in case a bullying situation is already present involving some of the students. If so, there may be a special way he or she wants to handle the topic.

Key point:

- Bullying is a widespread problem that can lead to other problems for both the victim and the bully if it isn't dealt with. Students need to learn ways to deal with bullying, and they need to help each other not to allow bullying to take place. If we can get everyone to feel better about themselves, a lot of bullying can be prevented.

Lesson 4-3: Alcohol and the Brain

Lesson number three in each of the three grade tracks focuses upon the effects of alcohol on the brain. It is one of the most important lessons of all. Beginning at about age 11 and lasting until about age 22, the brain undergoes a very important development stage. During this time, the brain literally “re-wires” itself, with nerve endings interconnecting

with each other. At this time, young people learn complex problem-solving skills, develop a better sense of memory, and learn behavioral responses. Studies conducted in the past year or two have shown that alcohol use during these years can interfere with the brain's development. In addition to this, alcohol use can become ingrained into a person's normal behavior pattern, making serious alcohol problems a very real possibility in the near future. In addition, the center of the brain responsible for regulating risky behavior isn't fully developed until about age 25, adding to the susceptibility of youth to the negative consequences of alcohol. In this lesson, we use examples to show how alcohol can affect the way the brain works.

At the end of this lesson we have added a special message. We have to be aware that some of the students have parents who drink, and we don't want to turn them against their parents. (If we can get them to question their parents about their alcohol use, fine, but we don't want to encourage them to do that.) We don't want to create dozens of irritated parents! Therefore, probably the best way to address the "legal drinking age" problem is to say that there are good reasons why it is illegal for young people to drink, and that we are giving the students information that we simply didn't have until the past few years. We have just gotten smarter and found out that it is very dangerous to drink at any time during the pre-teen and teenage years. And, best of all, if a person doesn't drink during their teen years, they probably won't drink when they get to be an adult, either.

Lesson 4-4: Saying "No" to Drugs

This is a logical follow-up to the lesson about alcohol. (Be sure to remind the kids that alcohol is a drug, too, and remains the #1 drug problem in the country.)

Talk to the teacher and/or guidance counselor to see if they have handouts related to specific drugs that can be an additional educational tool.

This lesson also brings up the topic of "natural highs," which are activities and experiences that can create the release of the same chemicals, like endorphins, from the brain.

Make copies of the worksheet to hand out to each of the students.

Lesson 4-5: Cliques

This session is in the track on Peer Pressure & Relationships. I am sure you have had experiences of your own with classmates (maybe including yourself) who have formed a negative clique which tends to exclude others, and which includes extreme pressures to be "like everyone else" to continue fitting in. Too many times, being part of a clique leads to involvement with alcohol or other risky behaviors. This is your chance to try to prevent younger students from having to go through the same thing, or at very least, to let them know this same thing has been going on for years, and to give them advice for how to handle the situation.

This lesson, in particular, is one where we want to give you a lot of flexibility in your presentation. You know better than anyone else what the conditions with cliques are in your school, and virtually everyone has personal testimony they can share related to

cliques among your peers. There are a couple of key points we want to be sure we get across, though:

- Even the “popular” kids have insecurities. They are no different from anyone else in this way. This kind of popularity is also very temporary. Try to get the kids to concentrate on what is really meaningful.
- Learn to handle peer pressure by deciding to say “no” *before* someone asks you.
- If you say “no,” people may react negatively at first, but deep down, they will respect you.
- Find a support group of friends who accept you for who you are, and always try to treat everyone else the same way you want to be treated.

This would also be an excellent opportunity to briefly recap Lesson #1 and #2, about self-image and respect for others, and how those ideals can go a long way toward avoiding the creation of negative cliques.

Lesson 4-6: Respect for Your Body

This lesson can be a fun one, and a good introduction into the issue of media awareness.

Too many people try to be just like their favorite person from TV, or like the male and female models they see in the magazines. While sometimes it can be a positive thing to try to emulate someone you look up to, far too often it can cause problems with body image, including eating disorders.

In this lesson we want to discuss both positive and negative ways a person can enhance their body image. *However, it is very important that we point out that every person is different, including different shapes and sizes, and that’s the way it’s supposed to be.* The key is to help the students stay away from extremes – trying to be too thin and to try to avoid the problem of obesity.

In this lesson, we want to get the students to live with a healthy balance of diet and physical activity, and we bring up the concept of achieving “natural highs”.

Tell the students that if they or any of their friends become involved with an eating disorder, to get help immediately.

Lesson 4-7: Who Wants to Play Follow the Leader? (Leaders vs. Bosses)

This is a pretty easy concept and doesn’t need much explanation. This is another area where you can do some role-playing to illustrate positive and negative ways of being a leader.

Perhaps the most important thought you can leave the students with is the fact that you can be a true leader and influence others by making the right choices. Be very convincing about this and cite some examples of your friends and others in the high school who are true leaders in this way.

Lesson 5-1: Core Values

There is one key point you have to keep in mind before we say anything more:

If this is the first year you are presenting the Reality Check curriculum, the 5th graders will not have received lesson 4-1, which is about self-image and accepting yourself for who you are. Even if they did receive the lesson the year before, you should review the concepts included in the lesson. It is important that we continue to tie these lessons together, as the concepts are all inter-related and dependent upon each other. So, before you get into lesson 5-1 with the students, spend some time to over the key concepts of lesson 4-1. If you haven't read the Facilitator Handbook instructions telling about lesson 4-1, do it. It is important in explaining how crucial self-esteem is to what we are trying to accomplish through this curriculum.

Lesson 4-1 told about how important self-image is to our self-esteem, and that each of us is exactly the person we were meant to be. Lesson 5-1 stresses how our values, to a large part, define the person we are.

Leave the students with the thought that their values are something no one can take away from us, and can serve as a powerful guide to decisions we make in life. Stress to them that the value they place on remaining free of alcohol, tobacco, and other drugs, and staying away from other negative decisions is one of the most precious values they can have. It is something they have to work hard at trying to keep, and they should help each other keep that value as well.

Lesson 5-2: Random Acts of Kindness

This is a simple lesson with a very powerful message: Everyone has good qualities that need to be recognized and appreciated, and kindness is perhaps the most powerful tool we all have to make a difference to those around us. Unfortunately, all of us fall short when it comes to expressing kindness whenever we have the opportunity to do so.

The best thing that the student facilitators can do to enhance this lesson is to be as sincere as you possibly can in putting kindness in a very favorable light and describe it as a very normal thing to do.

Lesson 5-3: Dreaming Big

Read the handbook entry for lesson 4-3, and it will underscore the importance of this lesson track on alcohol and the brain. It is one of the primary reasons for this entire curriculum. Be sure to review the main points of lesson 4-3 in the handbook, which will help to explain the effect alcohol can have on the nerve endings of the brain. And because we have replaced the 5th grade lesson on drugs and replaced it with Internet safety, it is important to mention marijuana and other drugs in this lesson, as the effects and underlying causes are so similar.

It would be wise to support this lesson with Get REAL factoid pieces to help illustrate the points we make in the lesson.

Obviously, the primary goal of this lesson is to stress to the students that if they use alcohol during their teen years, it is possible that they may not become the person they could have been had they stayed away from alcohol. Do everything you can to convince them not to use alcohol. Don't preach at them, just be very firm and convincing. We **KNOW** you can make a difference. Be confident in your ability.

You will note in this lesson that we list a web site that we would like you to access at the proper time in the presentation. This site has some great images of teen drinker and non-drinker brains as well as some information that supports the content of this lesson. *Check with the classroom teacher to make sure you are able to access this web site and show it to the students during the lesson.* We have also recommended this link in the Parent Connection handout.

Lesson 5-4: Internet Safety

Obviously, you don't have to be reminded that a huge part of daily life for youth revolves around the Internet and social networking platforms such as Facebook and MySpace, as well as video sharing services such as YouTube. Unfortunately, there are many people lurking in cyberspace who are looking for innocent, young people to exploit. Internet safety has become a very real issue.

This lesson contains some common-sense guidelines for safe usage of social networking sites, as well as some important information for parents.

Lesson 5-5: V.I.P. (Very Important People)

It is very important for all of us to have people in our lives whom we can trust unconditionally. Perhaps never is this more true than when young people are growing up, experiencing changes and pressures they have never had to face before. It is also a time when the foundations for lifelong behavior patterns are set. If a young person feels uncomfortable turning to people for help, becomes reclusive, and finds it hard to be honest and open with others, chances are that person will have those same tendencies for the rest of his or her life. This can be particularly tragic if that person finds him or herself mixed up with alcohol and other drugs, becomes sexually active, develops an eating disorder, is depressed, or is contemplating suicide.

Probably the most important thing you can add to this lesson is your own testimony about how important it is for you to have someone you can turn to.

Studies, including some conducted by national SADD and Liberty Mutual Insurance, in their *Teens Today* surveys, have found that there is a definite lack of communication between teens and parents concerning important issues such as ATOD use, sexual activities, etc. We need to do everything we can to help establish a trusting relationship between the students we are working with and adults they can feel comfortable with.

Lesson 5-6: Mad, Sad, or Depressed?

This lesson is a natural follow-up to the previous one about adult relationships. Many people suffer from feelings of depression, and one of the most important points we can make is that it is *nothing to be ashamed of*. Young people have a lot of things going on in

their lives, and they are facing a lot of changes – in their bodies, among their friends, facing peer pressure, and maybe other things they have no control over – divorce, death, moving to a new school, to name just a few. If it goes unchecked, depression can lead to such things as substance abuse or suicidal thoughts.

We need the students to become familiar with signs of depression. These may be signs they see in one of their friends, or maybe in themselves. Make the students know that depression is a very common thing, but also make sure they know what to do about it.

Lesson 5-7: Dealing With the Media

This lesson can be a lot of fun! This will be a good opportunity to vent your frustrations over advertising, “cool” people on television, cover girls on magazines, and so forth. We want to educate the students about the real intentions behind advertisers, and how they try to prey upon emotions to help sell their products. For instance, beer commercials always show guys getting the “hot” girls, or imply that all “real” men drink beer. *Not quite....*

Have fun with this one, and be sure to save time at the end of the lesson for a review of all of the lessons.

Sixth Grade Lessons

In the 6th grade tracks, it is important to include concepts contained in the 4th and 5th grade tracks that go along the same line. So, be sure that you read over the grade 4 & 5 materials, pick out the key concepts, and include them in your grade 6 lessons. Be sure to read the handbook sections dealing with those lesson tracks and discuss your lesson plan with your advisor. The 6th grade track is when we need to put “all the pieces” together, so be sure you are thorough in your preparation and get lots of in-class discussion going.

Lesson 6-1: My Choices = Me

Lesson 4-1 dealt with self-image, and lesson 5-1 described how our values help define who we are. 6-1 takes this same thought a step further, talking about how our choices – our actions – define the person we are.

As will be the case with the rest of the grade 6 lessons, much of the sessions will revolve around open discussion. Therefore, it is important that you develop a good working relationship with the students right away. The best way to do this is to use some of your own testimony. If you are open with them, they will be much more likely to be open with you. This may take a little time, and you may want to make sure their classroom teacher is there to help “draw the kids out of their shells” a bit. The fact that you are asking the students to do some role-playing should help to loosen them up pretty quickly.

Lesson 6-2: Agree to Disagree

This lesson is about respecting differences between people, regardless of what those differences are. It goes hand in hand with lesson 6-1, which includes accepting *ourselves*. As you get to know the students better and work together with their classroom teacher, there may be particular local issues that it would be helpful to discuss that aren’t

mentioned in the curriculum pieces. Consult with your advisor about this and feel free to adapt this as you see fit.

The first activity should be a lot of fun for you and the students, and should be something the students remember for quite awhile!

Lesson 6-3: America's Biggest Drug Problem - Alcohol

As we have said before about the track 3 lessons, this subject is one of the primary reasons for this entire curriculum. Alcohol is a huge, yet underrated, problem, and recent scientific studies are practically screaming at us to do something about it.

This is another lesson where it is going to be vitally important to include a good deal of the 4th and 5th grade components, because they provide the background for the grade 6 lesson.

Be sure to include Get REAL factoid sheets related to alcohol use, and get a good discussion going with the students about this crucial topic. Highlight the fact that the same reasons kids use for drinking can be the same reasons they may turn to harder drugs, in search for a “higher high.”

Lesson 6-4: Media Awareness

This lesson will be a lot of fun, both for the students and the presenters. It gives everyone a chance to examine the way the media targets young people for selling their merchandise, going to their movies, watching their TV shows, or going to the concerts by the recording artists tied in some way to the large media conglomerates.

Note: At the time this lesson, one of the popular youth celebrities mentioned is Hannah Montana. Because popularity fades (which is another point you can bring up in your lesson!), there may be examples of other celebrity figures that you can insert instead.

Lesson 6-5: Influence Literacy

This is the first lesson in which we really strive to put all the pieces together. Self-esteem, respect for others, knowledge about ATOD's, knowing how to face peer pressure, and knowing where to turn for help are all important components of being strong and being yourself.

In this lesson, be sure to mention key concepts of lesson 4-5 (cliques) and 6-5 (adult support), but also stress the importance of being comfortable with the person you are and realizing you are exactly the person you were meant to be.

When leading the discussions about refusal skills, or being able to say “no,” be sure to emphasize the reasons *why* it is the best thing to do. *Try to incorporate as many ideas from previous lessons as possible.*

Resisting peer pressure is a very important skill we need to teach these students. The program evaluations deal with this, too, so it is critical that you do everything you can to teach these skills to the students.

Lesson 6-6: Life is an Adventure

In this lesson, too, we try to put all the concepts together. This time, we use those concepts in a way to help us when we try to convince the students that they can have a good time without jeopardizing their future with ATOD's, etc. In other words, we want to teach them they can have adventure without risk, and attain "natural highs."

Naturally, we need to convince the students that "fun" does not require breaking the law or doing other destructive behaviors. Be sure to also emphasize the kinds of dangerous things people can do even when they're sober – speeding, racing, or not wearing seat belts. Convince them that nothing is more important than making sure they are safe.

Lesson 6-7: SADD 101

At this point, you have done virtually all you can do to give the students the tools to make the right decisions, which become particularly important as they reach middle school / jr. high age. Now, it is time to let them know they are lucky, because they will be able to put that knowledge to use beginning next year in SADD. Tell them about the thousands of members statewide and millions of members nationwide who are committed to making the right choices and making a difference.

Give them your best sales pitch! Even ask them what sort of things they would like to do in SADD next year, and encourage them to think ahead along those lines.

There is an important note listed in the "So What?" portion of this lesson, dealing with the difference between just giving students "knowledge" and giving them "understanding." As SADD students, you obviously are making smart choices not just because you have "knowledge." You are living the lifestyle you are and have the passion to work with these younger students because of some feeling deeper inside of you. That feeling inside is what we are referring to as "understanding." You *get it*. You know what it's all about. You have been able to tie everything together, you believe in yourself and your choices, and you feel good because of it. This feeling is *precisely* what we want you to do your best to instill in the students you are working with.

Random Acts of Kindness

"What goes around, comes around." African-American proverb

Grade 5 / Lesson 2



The Scoop...

The first lesson talked about the importance of values in developing identity and self-respect. This lesson talks about the importance of respecting others.

Getting Real

Having respect for others, whether it be respect for their opinions, their individual talents, their cultural background, their families, their appearance, and every other quality they may have, is a crucial element in building self-esteem in others and eliminating issues such as bullying. It is also vitally important in preventing negative peer pressure. Everyone deserves respect, and it is important to continually try to show kindness and understanding of others.

The Lesson

(Materials needed: Empty bulletin board and note pads for Activity #2 (Talk to the teacher ahead of time) and copies of the Parent Connection letter.)

- Discuss the meaning of the quote with the class. Talk about how important it is to speak and act respectfully toward others and notice opportunities to do good for the people around us.
- How is this idea like the Golden Rule (*Do to others as you would have them do to you*)? Ask the students if they know what a random act of kindness is. What do you think it would be like if more people did random acts of kindness for each other? Do you think we can change our school? Our community? Our world?
- The idea of performing random acts of kindness on people is a great idea, but can we really make a difference? Our generation is the hope for passing on kindness. Passing kindness around begins with seeing the good in people. Everyone has good in them. A random act of kindness can be as small as opening the door for someone with their hands full, complimenting a friend, or sitting with a lonely person at lunch. It can be as big as you want it to be as well.
- Brainstorm some random act of kindness ideas. Write the ideas down on the board.
- Ask the students if they can list some good consequences that can come from acts of kindness
- Ask them if they can list some negative consequences arising of a lack of kindness.
- Tell the students that a grade 4 Reality Check lesson deals with bullying. Ask them if they think that showing acts of kindness can help prevent bullying. If so, why?

Activities

- 1) **Compliment Line:** Tell the students that we are going to do something for our classmates that will illustrate how simple it can be to brighten someone's day. This is called the compliment line. We are going to give an honest compliment to the person behind us. If you are the last person in the row, you will give a compliment to the first person in the next row. If you are the corner desk, you will give a compliment to the first person. *(You may have to modify this setup if the classroom is arranged differently, but without having the students disrupt their physical position, help them to*

have a system that allows each student to give & receive a compliment.) Write down a meaningful, true positive comment about your person. Everyone has positive characteristics that need to be talked about and acknowledged. For example...*(Each RCM should give a compliment to another RCM. You don't have to write it down, but take a moment to think.)* We will give you a few minutes to think about what you would like to say and write it down. Then we want each of you to share your compliment with the class. We want you to write it down so you have enough time think about what you want to say. Have the students say their compliment, but we want the students to say it without reading it. It is much better to say it from memory than read it from the paper. The writing down step just gives them time to ponder something meaningful.

- 2) ***Random Acts of Kindness Bulletin Board:*** You will want to talk to the teacher about this ahead of time. Ideally it would be great to make this more of a classroom project. School-wide or community-wide would be better, but work with what you get. It would be great if you could have a central place in the school or community that would be a place to post when someone does a random act of kindness. We want a bulletin board with Post-It notepads or small slips of paper that can be fastened to the board. Every time you witness a random act of kindness or someone does something nice for you, the name and act should posted on the bulletin board. The idea behind it is that it will be a physical way to see the impact of random acts of kindness. If it can be moved around, it would be great to bring it to large community events, high school activities, and other places that are central to communities and announce the idea behind it to the community. If the local media could advertise it as a community movement, it would really be a great way for the 5th grade class to impact their community. We would ideally like it to be bigger than a class project, but if that is not possible, at least do a RAK Bulletin Board in the classroom. Give the students the homework assignment to go out into the school and community and pass on their random acts of kindness and spread the message!

Suggest that the 5th graders spread their RAK project to the high school. I'm sure you can think of a few people who could either use a dose of kindness themselves or encouragement to be a little more positive about others. Tell them that you could use their help!

Parent Connection

The Parent Connection piece should be custom-written, depending upon if the 5th grade class is going to be doing the Random Acts of Kindness community bulletin board. The next page includes an idea for the letter as well as some questions that the student should use to discuss the issue with their parents. Both the student and parents should sign it, then return it to the teacher.

So What?

You can see that EVERYONE has good in him or her. What we want to challenge you to do now is to take up the assignment to go out into your world and change it. Pass along the kindness, and it will come back to you somehow. Think of three people who would benefit most from your kindness right now and go to them to make a small difference. Many small differences can change the world!

Suggestions for 5-2 Parent Connection Take-Home Sheet

Dear Parents/Guardians,

Today we had our second Reality Check lesson with your child. Our lesson today was about passing kindness around our community. We discussed that even the simplest ways of being kind can make a large impact on our community.

We started a class project that is going to measure some of the random acts of kindness that are done in our community. We have a bulletin board that anyone can recognize others for doing nice things for people. Please help us with our efforts to make our community a better place. If you notice someone doing a kind deed, write it down so it can be added to our bulletin board. Also, we ask that you lead by example and try to do a random act of kindness for someone when you have the chance.

Thanks again!

RCM / SADD chapter

Student – Parent Discussion Questions:

Has anyone shown you an unexpected, random act of kindness? What happened? How did it make you feel?

Can you remember a random act of kindness you have done for someone? How did it make the other person feel? How did it make you feel afterward?

What do you think would happen if everyone tried to show random acts of kindness to others?

Student signature: _____

Parent signature: _____



Center for Health and Safety Culture

Using the Positive Community Norms Framework to Support Efforts to Reduce Underage Drinking, Binge Drinking and Impaired Driving in North Dakota

by

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BRIEF OVERVIEW

The Center for Health and Safety Culture / MOST of Us[®] at Montana State University seeks to partner with Northern Lights Youth Services / Northern Lights SADD to develop and support implementation of various communication activities using the Positive Community Norms framework to support efforts in North Dakota to reduce underage drinking, binge drinking among all ages and impaired driving. The Positive Community Norms framework will seek to support a wide array of strategies including individual, family, schools, workplaces, and community strategies including programs, strategies and policy change.

The Center for Health and Safety Culture fosters change and cultural transformation on a variety of health and safety issues including substance abuse. Jeff Linkenbach, Ed.D., the Center's Director, has an extensive background working on substance abuse related issues. The Center is currently involved in several statewide efforts to address underage drinking. Linkenbach is a pioneer in applying science to addressing social problems.

The Center Team believes that in order to reduce the misuse of alcohol (including underage drinking, binge drinking by all ages and impaired driving), we must foster the transformation of the culture around alcohol in our communities. While various programs and policies are critical, they are insufficient. A holistic approach must involve transforming the culture. The Center uses the Positive Community Norms (PCN) framework (see Figure 1) – a comprehensive prevention approach which addresses three critical areas – leadership, communication campaigns, and the strategic allocation and integration of prevention resources (called prevention portfolio management) to cultivate cultural transformation.

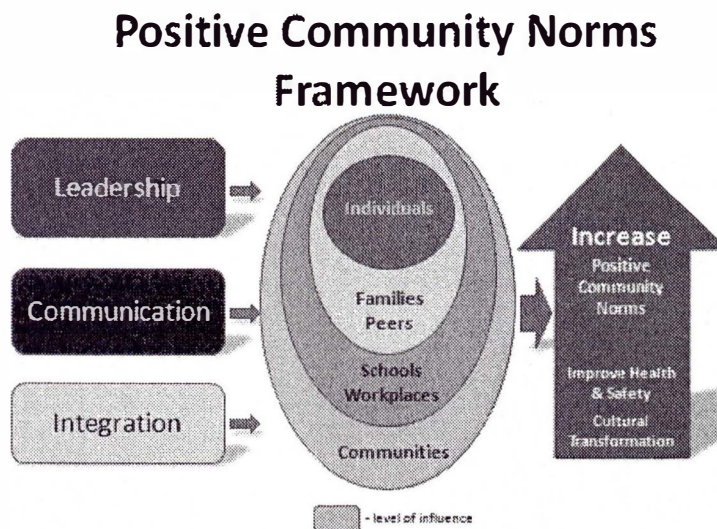


Figure 1. The Positive Community Norms Framework.

Transforming culture requires bold leadership. Leaders and social service providers at all levels – state, regional, and community – must engage in the work of telling a new story about youth,

families and the role of community in addressing the misuse of alcohol. The PCN model works with leaders to help them develop the necessary skills to support this cultural transformation. Communication campaigns are critical in transforming culture because they shift public conversations and values related to alcohol norms. Through campaigns, accurate information is shared with large numbers of the population to help correct misperceptions and align beliefs and behaviors. The PCN model provides a seven step process to develop communication efforts to foster cultural transformation (these steps are outlined below).

Comprehensive efforts to address the misuse of alcohol will involve multiple strategies. These strategies need to be aligned with consistent beliefs and actions to support a clear culture of safety. The PCN model provides a process to foster alignment of strategies.

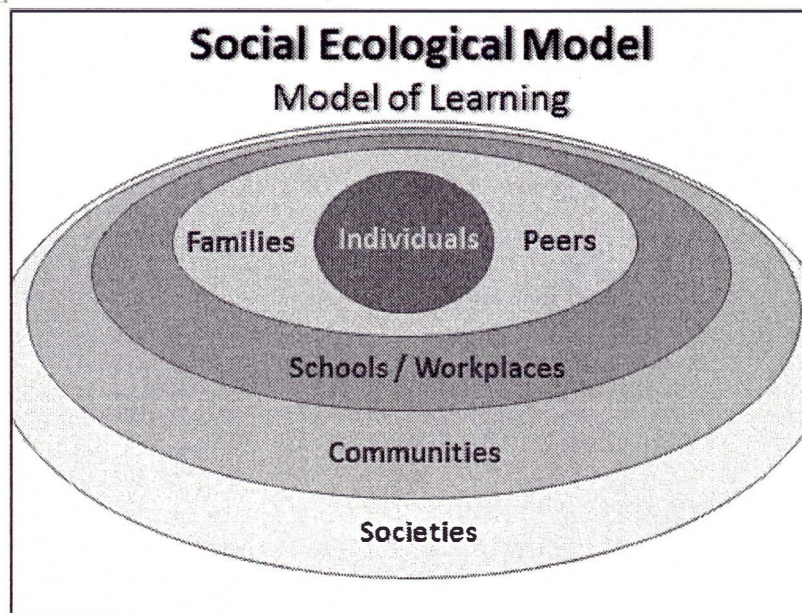


Figure 2. The Social Ecological Model.

To transform culture, the Center Team believes in working across the social ecology (see Figure 2). The work of increasing engagement not only involves focusing on individuals, but also must reach families, schools and workplaces, community agencies, local communities and efforts at the state level. By using this model, efforts (such as communication messages) can be tailored to address appropriate beliefs and behavior changes across the entire system. By working across the system, culture can be truly transformed.

A Positive Community Norms Communications effort is based on several theories of human behavior including social norms theory – a well-established theory to explain an individual's attitudes and behaviors. MOST of Us[®] (an on-going project of the Center) has developed campaigns to address a wide variety of issues including seatbelt use, youth initiation of tobacco, impaired driving by young adults, binge drinking by adults, and community engagement in youth

development. We are currently engaged in several projects across the country to address underage drinking. Evaluation studies have shown significant changes in both attitudes and behaviors – both decreases in risky behaviors and increases in protective behaviors – as a result of using this approach.

The focus of this project would be aimed at impacting perceptions of social norms as a critical intermediate variable toward shifting both attitudinal and behavioral (descriptive) norms around underage drinking, adult binge drinking and impaired driving. As with any cultural group, North Dakota culture embodies descriptive norms that describe the actual behavior that is typical for most North Dakota adults in a referent group (for example, rural adult males). Similarly, there are injunctive norms that describe the actual attitudes held by the majority of individuals in this referent group about the value of that behavior. However, individuals do not have access to the actual norms for their referent group to guide their own behavior. Instead, behavioral choices are based on perceptions of these norms, leading to assumptions (which are commonly erroneous) about what most North Dakota adults think or do.

Perceived norms govern all aspects of behavior, including behavior related to children.

Perceived descriptive norms are beliefs about the behaviors typically committed by members of the reference group. *Perceived injunctive norms* are beliefs about the attitudes that members of the reference group have about the commission (or omission) of those descriptive behaviors. Thus, North Dakota “drinking” culture is comprised of the perceptions regarding descriptive and injunctive norms that reference beliefs and behaviors by adults and youth about alcohol use in their community and state. To the extent that North Dakota adults and youth misperceive these norms such that dangerous or inappropriate behavior is perceived to be normal and sanctioned, their own behavioral choices will be biased in the direction of assuming greater risk.

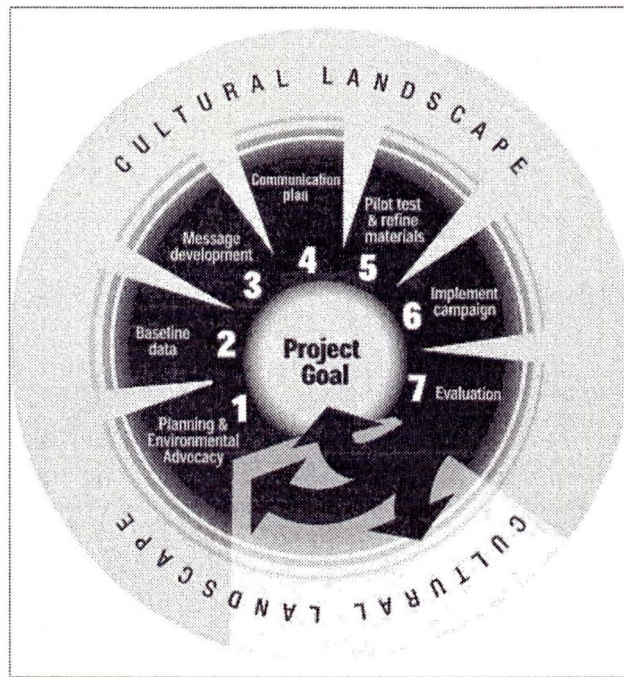


Figure 3. The Seven Step Process for a PCN Communications Campaign.

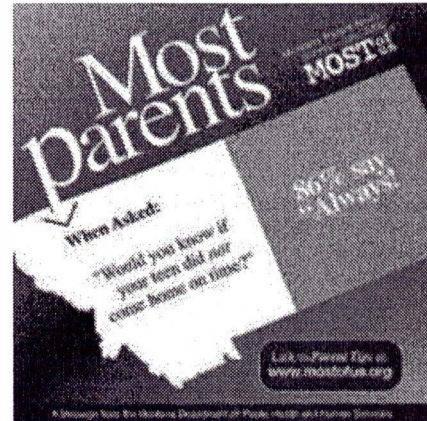
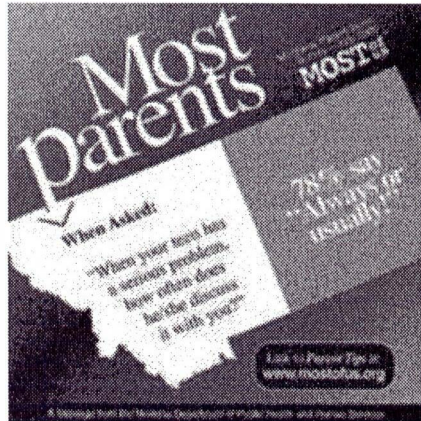
The Center uses a seven step process to implement communication efforts (see Figure 3). The Center will seek to build the capacity of key leaders and stakeholder in North Dakota on this seven step process so that communication efforts can be sustained well after this proposed project.

The Center / MOST of Us will engage core stakeholders (including representatives at the state, regional, and county levels) in a formative research process to develop the communications effort. We will work with key stakeholders within North Dakota to identify the most appropriate audiences to engage in communications. We will work with existing and forthcoming efforts (such as the Strategic Prevention Framework State Incentive Grant – SPFSIG) to support and complement their efforts (as appropriate).

CASE STUDIES AND EXAMPLES OF PREVIOUS WORK

The following are examples of work using the PCN Communication process. While these have used the MOST of Us brand, we would propose North Dakota developing their own brand for their campaign.

Community and Parent Involvement Campaign: 1999-2000



For this project, MOST of Us conducted a pioneering survey to assess what parents do to prevent their teens from engaging in substance abuse. The results showed that the vast majority of Montana parents report taking constructive steps to protect their children from substance abuse. However, these same parents significantly underestimate the protective behaviors of other Montana parents.

The parents surveyed believe that the majority of Montana parents are not taking action —such as consistently communicating their values, setting out clear rules, or imposing curfews and other limits — to prevent their children from using alcohol and other drugs.

Social Norms theory predicts that parents might feel pressure to conform with what they misperceive is a norm of lenience in parenting. Conversely, if parents are given accurate, credible information about what typical parents do to protect their children from substance use, then they will be more likely to maintain or even raise their parenting standards. To this end, MOST of Us created the Community and Parent Involvement Campaigns.



Montana is the last
best place because

MOST of us

put kids first.

Thanks Montana for caring about kids. Because most of us are involved in our communities more Montana children are drug and alcohol free.

MENTORING MATTERS

Volunteer to be a mentor or enroll your child in a Mentoring Program. **Big Brothers Big Sisters of Park County** 222-1930

Sponsored by Big Brothers Big Sisters of Park County as part of the Communities That Care Coalition 222-9001



A message from The Montana Department of Public Health & Human Services, & The Center for Substance Abuse Prevention

www.MOSTofUs.org

The Community Involvement Campaign stressed the importance of local community involvement with Montana's youth. The Parent Involvement Campaign promoted specific actions that parents can take to keep their children healthy and free of alcohol and other substance abuse. These messages were conveyed through radio and television public service announcements. Additionally, MOST of Us provided training and technical assistance to Montana communities for the purpose of building local capacity to develop and support social norms efforts.

Sponsor: Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division

MOST of Us Are Tobacco Free Campaign: 1999-2001

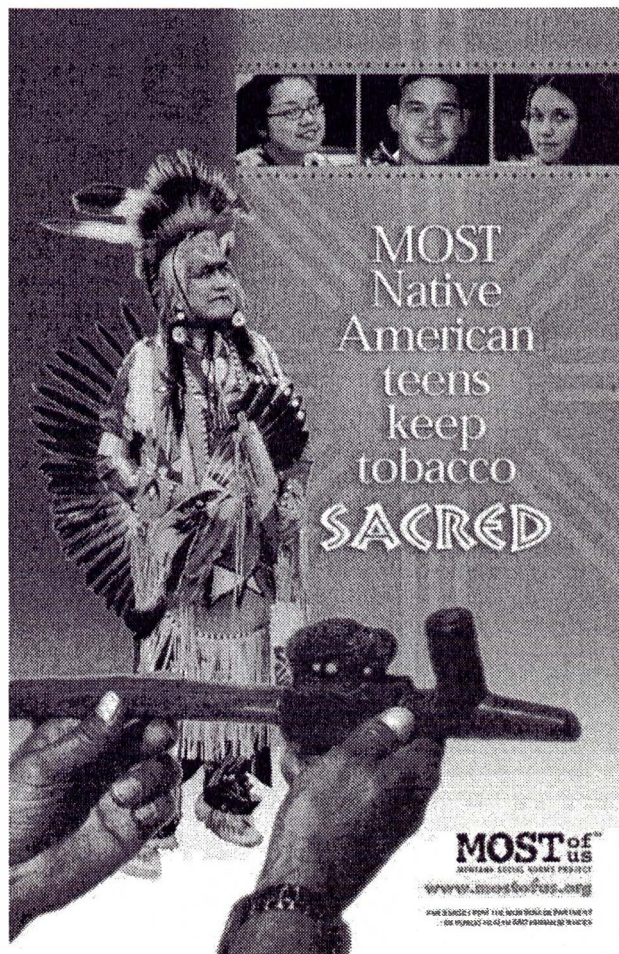
This campaign successfully reduced tobacco use among 12- through 17-year-olds by correcting teens' perceptions about the prevalence of tobacco use among their peers. The MOST of Us Campaign was among the first programs in the nation to be able to demonstrate widespread effectiveness using a social norms approach to reduce youth tobacco use.

The MOST of Us Are Tobacco Free Campaign began in 1999, when an initial four-month media campaign pilot project was conducted in three western Montana counties (Missoula, Lake and Ravalli). During 2000 and 2001, the pilot project was expanded to include four additional counties (Sanders, Granite, Mineral, and Flathead) for an eight-month media campaign.

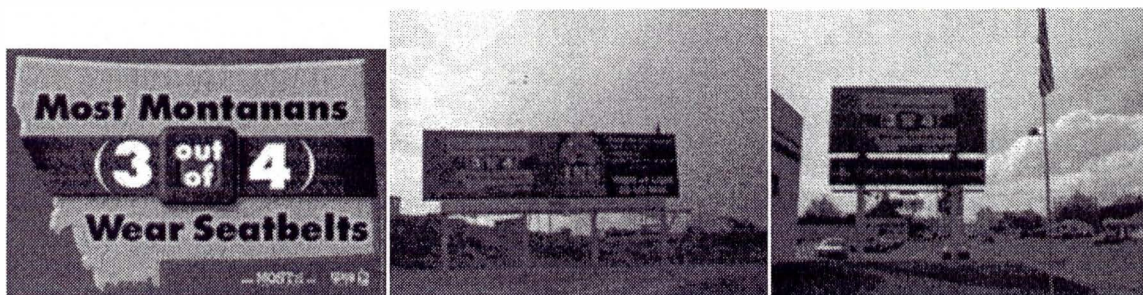
The primary message of the campaign was "MOST of Us (70%) Are Tobacco Free." This normative message was delivered in the seven intervention counties via television, radio, print ads, billboards, theater slides and promotional items distributed to schools.

Pre- and post- campaign surveys found that after the eight-month campaign, 7% fewer teens reported first time cigarette use in the intervention area than did teens in the rest of the state which was used as a control area. This represents a 41% difference in the proportion of teens who were first time smokers in the pilot area as compared to the rest of the state (2000 and 2001 Youth Tobacco Phone Surveys).

Sponsors: The Montana Department of Public Health and Human Services (MDPHHS) and the Centers for Disease Control and Prevention (CDC)



MOST of Us Wear Seatbelts Campaign: 2002-2003



The MOST of Us Wear Seatbelts Campaign was the first statewide campaign use of the social norms approach to increase seatbelt use. Designed to increase the number of 18- to 80-year-old Montanans who wear their seatbelts, the campaign generated statistically significant results after only one year with regard to several measures of the target population's behaviors and perceptions.

The results of the initial Montana Adult Safety Belt Norms Survey showed that the majority of Montanans wear safety belts when driving or riding in a motor vehicle. Further, they revealed that misperceptions about this norm were pervasive. Most survey respondents misperceived the majority norm by underestimating the number of Montana adults who wear safety belts. Sample results include:

- 84.9% of the respondents reported that they wore safety belts the last time they drove a vehicle. However, they estimated that 54.0% (the mean estimate) of typical Montana adults wore safety belts the last time they drove.
- 85.3% of the respondents reported wearing a safety belt the last time they rode in a vehicle as a passenger. However, their perception was that only 43.5% of typical Montana adults wore a safety belt the last time they were a passenger in a motor vehicle.
- 86.6% of the respondents said that they made sure all of their passengers wore safety belts the last time they were driving a vehicle and carrying passengers. However, when asked to estimate the percentage of typical Montana adults who made sure that all of their passengers wore safety belts the last time they carried passengers, the mean estimate was 28.5%.
- While 96.1% of the respondents who had carried children four-years-old or younger said the child or children were in a child restraint safety the last time they drove with such a child, respondents estimated the percentage of typical Montana adults who made sure a four-year-old or younger child was in a child restraint was 67.6%.

Using the Positive Community Norms Framework to Support Efforts to Reduce Underage Drinking, Binge Drinking and Impaired Driving in North Dakota

After just one year of intensive social norms media, Montanans' perceptions of the frequency of safety belt use increased significantly across all measures. As perceptions of safety belt use increased, so did reported safety belt use. In fact, increases in safety belt use were seen across a variety of measures, including the frequency with which respondents reported: 1) wearing a safety belt at least 90 percent of the time; 2) always wearing a safety belt as a passenger; and 3) always making passengers wear safety belts when driving. Increased accuracy of perceptions of safety belt use correlated with increases in self-reported safety belt use, clearly indicating that safety belt use is a viable topic for a social norms marketing campaign.

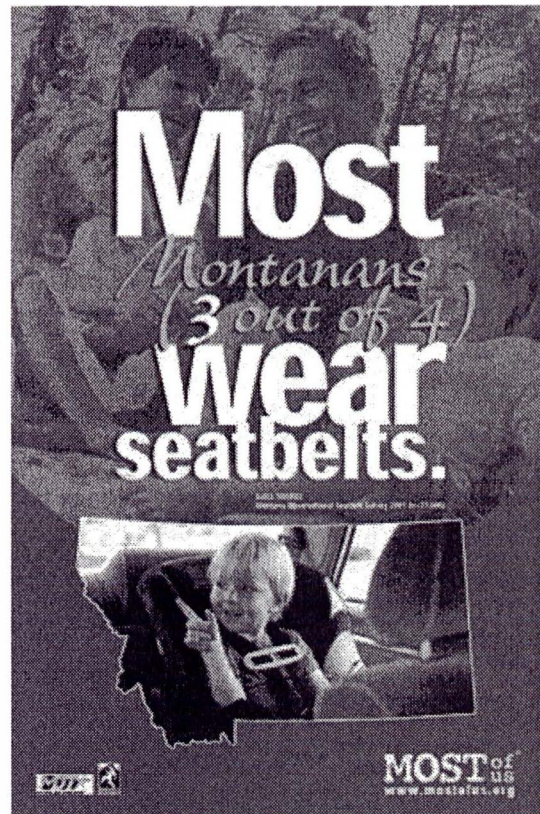
Improvements in reported safety belt usage also correlated with awareness of the social norms message. Those respondents who recalled the social norms message had the highest reported safety belt usage. In contrast, there was virtually no difference in safety belt use frequency between those who recalled non-social norms messages and those who recalled no safety belt media at all.

After this first successful campaign year, funding changes caused the levels of social norms safety belt media to plummet, while levels of non-normative safety belt media continued to increase. The result was that while awareness of general safety belt media continued to grow, awareness of social norms media dropped. As social norms media awareness dropped off, so too did the gains in reported safety belt usage that were seen after the campaign's first year.

These self-reported data suggest that the positive changes seen over the first year of the campaign may be attributable to the social norm messages. In their absence, increases in reported safety belt usage ceased to be seen, even in the face of dramatically increasing levels of traditional safety belt media.

However, since one year of self-reported data is not enough to draw conclusions from, it will be the job of future researchers to evaluate and compare the efficacy of normative and non-normative messages. Nonetheless, these preliminary findings are an encouraging and compelling sign that the social norms approach has a strong applicability to occupant protection issues.

Sponsor: Montana Department of Transportation



MOST of Us Prevent Drinking and Driving Campaign: 2000-2003



The MOST of Us Prevent Drinking and Driving Campaign pioneered new prevention approaches and was the first in the country to utilize social norms marketing on a statewide level.

This controlled social norms intervention was designed to reduce risky driving after drinking behavior among Montana's young adults aged 21-34, a group that has been over-represented in alcohol-related crashes statewide. An initial campaign survey found that while only 20.4% of Montana young adults reported having driven within one hour of consuming two or more drinks in the previous month, 92% of respondents perceived that the majority of their peers had done so. Such a disparity between perception and behavior is precisely what social norms theory predicts, and by correcting this misperception, the MOST of Us® Prevent Drinking and Driving Campaign was able to reduce the prevalence of reported driving after drinking in its target population.

MOST of Us carried out a 15-month media campaign in a 15-county intervention area in the western portion of Montana, which is home to half of the state's 21-34 year old population. This quasi-experimental intervention exposed the selected counties to high doses of the social norms message, and then compared the resulting changes in perceptions, attitudes, and behaviors with the eastern Montana counties that served as the control group. The treatment counties were dosed with high-intensity paid social norms radio and television commercials, theater slides, posters, billboards, local and college newspaper advertisements, and promotional items bearing social norms messages. A low-dosage control area in the eastern half of the state was exposed to low levels of free media, local and college newspaper advertisements, and promotional items. These campaign media in both the high and low dosage areas communicated the normative message that, "MOST Montana Young Adults (4 out of 5) Don't Drink and Drive." Additional messages focused on the use of designated drivers and other protective factors, and some were tailored to particular markets with county-specific statistics.

A baseline and three follow-up surveys were conducted at various points before, during, and after the campaign. In each survey, representative samples of respondents in both the treatment and control areas were asked identical questions about their attitudes and behaviors about impaired driving, as well as questions about their perceptions of the norms for these attitudes and behaviors among their peers. Analysis of this self-report data showed unequivocally that the high-intensity social norms campaign improved the accuracy of the target audience's perceived norms and increased their healthy, preventative attitudes and reported behaviors regarding impaired driving. Compared to data from the control counties, statistically significant results among young adults in the targeted counties showed:

- A 24.8% relative increase in recall of campaign messages about the majority norms regarding not driving while impaired;
- A 7.5% relative decrease in the percentage that believed that the average Montanan their age drove after drinking during the previous month;

Using the Positive Community Norms Framework to Support Efforts to Reduce Underage Drinking, Binge Drinking and Impaired Driving in North Dakota

- An 11.0% relative increase in the percentage that accurately perceived that the majority of their peers use a non-drinking designated driver;
- A 13.7% relative decrease in the percentage that reported personally driving after drinking;
- A 15.0% relative increase in the percentage that reported always using non-drinking designated drivers;
- A 16.5% relative increase in the percentage that would support passing a law to decrease the Blood Alcohol Content (BAC) legal limit for driving to .08% from .10%.

By the end of the campaign, young adults in the intervention counties were seeing the normative environment more accurately in comparison to their counterparts in the control counties. The correction of their misperceptions about the pervasiveness of driving after drinking among their peers led to positive changes in their personal attitudes and to a reduction in reported frequency of risky behaviors. In contrast, young adults residing in the control counties who were exposed to the traditional fear-based messages reported increased risks associated with impaired driving.

Sponsor: The Montana Department of Transportation (MDT) and the National Highway Traffic Safety Administration (NHTSA)

Full Report: Montana's MOST Of Us Don't Drink & Drive Campaign — A Social Norms Strategy To Reduce Impaired Driving Among 21-34 Year Olds.

http://www.nhtsa.dot.gov/people/injury/alcohol/SocialNorms_Strategy/index.htm

OBJECTIVES

This project has several related objectives to support the development and implementation of a Positive Community Norms Communications effort focusing on fostering community engagement in reducing the misuse of alcohol across North Dakota. The timeframe for the objectives is from July 2013 through June 2015.

The following are the key objectives for this project:

- ❖ Establish the purpose and specific goals (i.e., focus audience, behaviors) for the communications.
- ❖ Engage key state and community stakeholders in the development process.
- ❖ Build the capacity of key stakeholders by conducting at least two 3-day training events in North Dakota as well as additional online training resources including webinars and a private, virtual online community of practice.
- ❖ Develop and implement a survey based on existing theories of human behavior to identify the existing positive norms and gaps which influence the identified behaviors.
- ❖ Verify the quality of the survey using an initial internet-based implementation with a convenience sample.
- ❖ Implement the survey in North Dakota seeking at least 1,600 responses from a random sample of adults to achieve estimates of averages to within $\pm 3\%$ (and sub-populations to within $\pm 5\%$, typically).
- ❖ Analyze the responses and develop recommendations for messages to grow the desired behaviors.
- ❖ Develop media based on the recommended messages. Messages may be delivered in a variety of formats including traditional channels (such as newspaper, radio, etc.) and non-traditional channels (including community dialogs, presentations, etc.).
- ❖ Provide recommendations for a communication plan using both paid and earned media and traditional and non-traditional channels.
- ❖ Support pilot testing and refining of the messages with key stakeholders and those identified in the initial baseline survey.
- ❖ Support implementation of the communications effort by providing key speaking points to help hear and steer the public conversation.

STAFFING

Dr. Jeff Linkenbach (Director, MOST of Us[®] Institute) will serve as Principal Investigator.

Jeff Linkenbach, Ed.D. is the director of the Center for Health and Safety Culture and a Senior Research Scientist for the Western Transportation Institute at Montana State University in Bozeman, MT. Jeff directs the national center, and provides leadership for an interdisciplinary team of researchers and practitioners dedicated to using the Positive Community Norms Model to address health and safety issues. He directs grant-funded research projects through the MOST of Us program for various intervention projects throughout the United States. These national, statewide and community projects focus on a broad range of issues such as alcohol-related traffic crashes, increased seat belt use, tobacco prevention, child abuse prevention, social-environmental health and support for law enforcement and health policy.

Jay Otto (Managing Director, MOST of Us[®] Institute) will serve as additional expert research personnel.

Jay Otto received a bachelors and masters from the Massachusetts Institute of Technology in 1989. Most recently, he worked for West Park Hospital in Cody, WY where he managed a prevention and wellness office providing prevention services to the community addressing the issues of substance abuse, tobacco-free environments, child wellness, and cancer prevention. Jay has applied social norms strategies in a wide-variety of issues at the community level. He works for the Center as the managing director and research scientist and assists with research design, research projects, and data analysis. He has assisted on the Wyoming statewide project using the Positive Community Norms framework to address the misuse of alcohol among all ages, assisted on the Minnesota Planning and Implementation pilot project with nine communities and 12 schools to reduce underage drinking, and is presently involved in several projects involving a variety of issues. His areas of interest are in substance abuse prevention, comprehensive community development, and child wellness.

Dr. Steve Swinford (Associate Professor for the Department of Sociology and Anthropology and Associate Director of the University Honors Program at Montana State University) will serve as an additional research expert in survey and evaluation design.

Steve Swinford is an associate professor for the Department of Sociology and Anthropology at Montana State University. He has worked as a research associate for the Center since the fall of 2008 and has produced over 10 of the organizations Key Findings Reports. Steve received his B. A. in Sociology from Marian College in 1991, his M.A. in Sociology from Bowling Green State University in 1994, as well as his Ph.D. in sociology from Bowling Green State University in 1996. Steve was awarded the Outstanding Teaching Award in 2009 for the College of Letters and Science at Montana State University as well as contributed to “Resource Material for Teaching about Family Violence” with the American Sociological Association in 1998 and 2002.

Katie Dively, M.S., CHES – Senior Trainer Positive Community Norms

Katie Dively is a Certified Prevention Professional, with a Master’s Degree in Health Promotion and is a Certified Health Education Specialist. With a passion for studying health behavior, she has led prevention projects with college students and community residents to address the risk factors of chronic disease. Her experience also includes several years of substance abuse prevention in many communities. Katie has provided resources, technical assistance and training relating to evidence-based prevention including program planning, implementation and evaluation. She’s provided assistance to numerous prevention professionals, schools, parents, faith-based groups, and community organizations.

Annmarie McMahon, M.S. – Positive Community Norms Facilitator and Guide

Annmarie McMahon is a Positive Community Norms facilitator and guide for the Center for Health and Safety Culture at Montana State University. She has Bachelor of Science degrees in Zoology and Biology, a Bachelor of Arts degree in Secondary Science Education and a Masters of Prevention Science from the University of Oklahoma. Annmarie began her professional career teaching environmental and aerospace sciences in nontraditional settings. A desire to expand her teaching skills led her to the high school level where she recognized she had a passion for working with at-risk youth. After several years of traditional classroom teaching, she chose to focus her energies on the at-risk youth population and developed an independent and transitional living program for youth aging out of the foster care and juvenile justice systems in Wyoming. Seeing the need to strengthen the social ecology around youth she was serving directed her to the prevention field where she led a community prevention and wellness office addressing the issues of substance abuse, tobacco-free environments, child wellness, and chronic disease. Annmarie's areas of interest continue to be focused on at-risk youth, as well as substance abuse prevention, comprehensive community development, and violence prevention.

ESTIMATED COSTS

Center for Health and Safety Culture, Budget Estimate: \$180,000

Items not included in the estimated budget include:

- Transportation, lodging and facility costs for the participants for the training events.
 - Three-Day ND PCN Institute
 - Facility for 30 to 60 people (adjust as appropriate)
 - Meals and lodging (as appropriate)
 - Transportation costs for attendees (if appropriate)
- Media placement (done by others, as appropriate).

Testimony
Senate Bill 2301
Government and Veteran's Affairs Committee
Missouri River Room

Good morning Chairman Dever and Members of the Committee:

My name is Mandy Jordan and I am a junior at Century High School. I am a board member for our school's SADD chapter, a member of student council, a staff member for our school's literary magazine, and I also participate in choir and orchestra. Being in so many activities has given me a chance to work with today's youth quite a bit, and SADD has helped me prepare them for the decisions that they all will have to make in their futures.

I joined SADD in ninth grade after hearing about it from upperclassman, and having friends in it. From the moment I started I loved everything SADD was working towards and I have dedicated the past three years to helping form a healthier, safer environment for my peers. As members of SADD, we understand that one of the hardest parts of being a teenager is the struggle to say no to peer pressure.

In elementary school, we briefly touch on the topic of peer pressure and brainstorm different ways to say no, but middle school can be a very stressful change for a lot of students, and it's very easy to forget the cautions we were provided with in middle school. Reality Check is a program created by Northern Lights SADD that provides fourth, fifth, and sixth graders with different lessons and methods to say no to peer pressure. Not only will Reality Check provide students with different methods to live out a healthy lifestyle, but it also provides students moving into middle schools with a brief preview of SADD and could potentially persuade them to join. I believe that joining SADD straight out of elementary school will help students develop a very strong devotion to living a healthy lifestyle and will also make the transition easier.

Like I had previously stated, SADD is dedicated to creating a positive environment for members of the community, I believe that with more funding we can go into elementary schools and other organizations involving today's youth, and have a really strong impact on their futures. With the current changes in society, I believe that the earlier students are exposed to the beliefs and guidelines of a SADD lifestyle, we can help them make the right choices, and hopefully start a chain reaction. With programs like Reality Check and so many more that we can start, we can make an even bigger difference. My hope is to someday have over fifty percent of the student body involved in SADD, or at least living a life above the influence.

Thank you so much for your time today, I hope you consider helping out not only our SADD chapter today, but SADD students in years to come. The support of Senate Bill 2301 will help us do that.

Testimony

Senate Bill 2301

Government and Veteran's Affairs Committee

Thursday, January 31st, 2013; 9a.m.

Missouri River Room

Good morning Chairman Dever and members of the Government and Veteran's Affairs Committee. My name is Jacob Sommerfeld I am a senior at Century High School. I am the president of my student council, very active in three sports, and a board member for Northern Lights SADD. Something that I have a lot of experience with is leadership. In my years of SADD I have noticed how it grows leaders.

The best example and showcase of these leaders are at our conferences. Whether it is a regional conference, state-wide, or even on a national level, SADD makes a difference. SADD conferences are often described as "life changing." The problem with them is the conferences cost money. If we had more funding, I think the results would be obvious to predict. More funding brings more participation, better speakers, and a much easier way to have fun. The worry of constantly fundraising and financial burdens some students carry with them every day could be helped with through a great organization like SADD.

I have seen first-hand how these conference work and effect youth. In my four years of SADD I have been a part of organizing two regional conferences and two state-wide conferences. I have attended nationals once and plan to attend again this year. At each conference there is always a fee. Some students have a hard time coming up with that money. I have a friend who actually just told me today, he will not be attending our state conference and one of his reasons is the money issue. I really wish he could get the opportunity to go without having to worry about money. If SADD received more funding the cost of each student attending could go down allowing more kids to attend.

This year's conference will be in Grand Forks at the wonderful Alerus Center. It costs a lot of money to rent a huge facility such as that one. SADD needs a large area like that because it is growing a ton. Last year over 800 people attended the Northern Lights SADD Conference. These teenagers came from all over the state. With that being said, take into consideration all the expenses of a trip with a large group of students; transportation and hotel costs add up for each school. Once again I believe we need to support SADD financially because it is making a large impact in our state.

I want to leave you with one more thought. SADD makes sense. It is a great idea, a peer to peer organization that encourages others to live a positive lifestyle. I know SADD has made a huge change in my life. It is created so many opportunities for me and allowed me to become the leader I am today. I want to thank you for listening to me today. Please support senate bill SP2301.

Testimony

Senate Bill 2301

Government and Veteran's Affairs Committee

Thursday, January 31st, 2013; 9 a.m.

Missouri River Room

Good morning Chairman Dever and Members of the Committee:

My name is Jessica Paul and I am a junior at Century High School. I am the editor of the Century Yearbook, an officer on the varsity dance team, and a board member of the CHS SADD chapter.

In sixth grade my parents legally separated. While they were apart, my mother found bills in my grandfather's name that he had not accumulated. My father swore it was not him. After a criminal investigation, we found the truth. My father was incarcerated on both local and federal offenses. He had committed crimes against the state and my own family. He had fallen into a bad life, and I knew I couldn't follow his example. I needed something else.

My sister had been an active SADD member during her teen years and had really enjoyed it. She told me that it was a very positive and welcoming environment. It sounded interesting so I attended the first meeting in seventh grade. I was hooked.

I have been involved in SADD for almost five years now. It is the most impactful program I have ever seen. In my two years at Century, we have touched so many lives in positive ways. To the students in SADD, it is a safe haven. To some it's the family they don't have at home, and to others it's a group of friends that will last a lifetime.

I encourage all of you to look at your own sons and daughters, nieces, nephews, and grandchildren, and most importantly yourselves. What got you to where you are today? Who influenced you and still does? For me and many others, its SADD.

We have reached out in our school, in the community, and even stretched nationwide with some campaigns. We educate on issues ranging anywhere from distracted driving to suicide. We spend hours on end planning and preparing every last detail to make things as perfect as possible; however it doesn't come cheap. The funds needed to inform people are sometimes hard to come by. This bill will help us find what we need to accomplish our goals.

I fully support this bill because with what we gain from it, we can touch more lives. Thank you.

Testimony

Senate Bill 2301

Government and Veteran's Affairs Committee

Thursday, January 31st, 2013; 9 a.m.

Missouri River Room

Good morning Chairman Dever and members of the Government and Veteran's Affairs Committee. My name is Laurie Foerderer, and I am a teacher and SADD advisor at Century High School in Bismarck. I am here to testify in support of Senate Bill 2301. This bill would provide an opportunity for community and school groups like SADD to have access to funds used for educating young people about the dangers of destructive decisions.

The past three years have shown us tremendous growth in membership for SADD at CHS. We have grown from a core group of 20 to almost 10% of our student body at over 100 members. I attribute this growth to the awareness my students have passionately worked hard to promote in order to influence their peers' decision making processes. With this growth, the district has approved for CHS SADD to have two advisors this year. Heather Harper and I have been working together with the students and have successfully planned and implemented 8 events so far this year, and we are not done yet. We have partnered with national and local groups, like AT&T, the North Dakota National Guard, the ND Highway Patrol, and the ND Safety Council, for help in implementing many of these events. Students plan not only awareness events, but also weekend alternatives for young people. They also participate in a minimum of 2 service projects each year. We feel that it is important to give back to the citizens that help us out so much. Because of these efforts, the community has taken notice of SADD, and we have repeatedly been in the Tribune or on the news. On a national level we were awarded 1st place for student of the year, 3rd place for chapter of the year, and 3rd place for advisor of the year. Recognition like that is a result of hard work and determination to make a difference.

SADD provides many leadership opportunities for our youth in all communities in North Dakota. Conferences like Regionals, State, and Nationals all strive to build future role models and leaders for our schools. Our Tri-State Conference alone can have 700-800 young people in attendance. Last year at our national conference in Los Angeles, there were young people there from 42 states. As you can imagine, conferences and awareness events cost money. Finding creative ways to fundraise is exhausting, and as an advisor, I always say that my part time job is fundraising for SADD. I spend countless hours planning and running fundraisers that make pennies on the invested dollar. I know the community gets tired of students knocking on their doors asking them to buy stuff they do not need. We do not have a school budget to work with that allows my group to have the funds they need to educate and influence students at CHS and in the community around us the way that would like to be able to. We are a hard working group, but the hours spent selling pizzas could best be spent planning and implementing events that could change the course of a student's life in a positive way.

The benefits of a state fund that would support organizations like SADD, is instrumental in changing grim statistics. By supporting Senate Bill 2301, you are telling the young people today that you support their positive choices, you acknowledge their hard work, and you are ready to partner with them for positive changes that are much needed in North Dakota communities. They are ready and eager to work, but they need your help. Thank you.

Testimony, Department of Human Services
Senate Bill 2301
Senate Government and Veterans Affairs
Senator Dick Dever, Chairman

Senator Dever and members of the Government and Veterans Affairs committee, I am JoAnne Hoesel, with the Department of Human Services (DHS). I also serve as chairman for the Governor's Prevention and Advisory Council. I am here today to make you aware of concerns regarding Senate Bill 2301.

The Governor's Prevention and Advisory Council (the council) was created by 2007 Senate Bill 2276. Its scope was further refined by Executive Order 2007-03. (Attachment A) The members of the council are identified in Attachment B.

For the 2011-2013 biennium, the Department of Human Services (Department), received an appropriation to provide up to \$250,000 in federal funds as dollar for dollar match for every dollar (in-kind or cash) that Students Against Destructive Decisions (SADD) documented raising. It appears the language used in 2011 Senate Bill 2012, the Department's appropriation is being proposed as an amendment in 2013 Senate Bill 2301.

I am here to share with you what the Department believes to be the unintended consequences of the proposed change. This language proposed as an amendment to NDCC section 54-07-07, changes the council's focus beyond alcohol and drug use and abuse. This expanded scope and limited funding will dilute the council's impact. If we expand its scope it loses focus. The Council has developed into a council with exceptional knowledge, expertise, and experience to develop effective substance abuse prevention

efforts. Adding diversity to its duties will not allow it to continue to build off its current successes; rather it'll dilute its efforts. Rather than having one focus with exceptional results, we'll have multiple items of focus with mediocre results.

There already exist state councils and committees for traffic safety, suicide, and other traffic issues. This council is the **only** cross-agency state council focusing on substance abuse prevention and related consequences. The proposed language further redirects the focus to that solely of a statewide network. An invaluable component of the work the council does, and an extremely effective prevention tool is awarding grants for evidence-based community-based efforts. The proposed language appears to restrict the council from one of its most effective prevention tools of awarding grants for specific community-driven activities. In addition, if the proposed language is enacted, the \$100,000 appropriation included in the Department's 2013-2015 budget proposal would be required to be used to only for statewide networks.

The council has regularly met, has developed a website, has issued funds to communities for evidence-based prevention activities, and through enhanced collaboration with other state and local agency prevention efforts tied to substance abuse and related consequences, has developed an award-winning parent and professional resource site, called 'Parents Lead'. Most importantly, the council has reduced duplication of prevention efforts, increased cross-agency collaboration, and heightened the awareness of effective prevention practices. The council serves as the advisory council to the DHS strategic prevention framework grant which will provide funding to communities for effective prevention strategies tied to specific community issues and challenges.

Changing the council's focus beyond alcohol and drugs and related consequences and restricting the council's ability to support specific community-driven efforts, is detrimental to its mission and to communities who strive to implement effective prevention activities.

I am available to answer your questions.



— State of —
North Dakota

Office of the Governor

John Hoeven
Governor

Attachment #8B

Executive Order 2007-03

Governor's Prevention Advisory Council on Drugs and Alcohol

WHEREAS, the Governor's Prevention Advisory Council on Drugs and Alcohol recognizes that preventative behavior reduces adverse personal, social, health, and economic consequences resulting from destructive decisions and that prevention fosters safe and healthy environments for individuals, families, and communities; and

WHEREAS, the Council will advance and coordinate knowledge, resulting in the adoption of policy-based prevention strategies and prevention innovations and will share knowledge of healthful behaviors and decisions that reduce, postpone, or eliminate the problems resulting from destructive decisions; and

WHEREAS, the Council will lead a multi-system prevention effort, drawing upon the resources and talents of those at the community, state and federal levels.

NOW, THEREFORE, I John Hoeven, by the authority invested in me as Governor of the State of North Dakota, do hereby create the Governor's Prevention Advisory Council on Drugs and Alcohol, and order and direct the following:

- I. Establish the Governor's Prevention Advisory Council on Drugs and Alcohol, appointed by the Governor, consisting of the following members, who serve at the pleasure of the Governor;
 - North Dakota First Lady
 - 2 Legal Representatives (County Sheriff or Local Police, Highway Patrol, States Attorney, Defense Attorney)
 - 2 Advocacy Group Representatives (Teen Challenge and SADD)
 - An Addiction Counselor
 - Chancellor of Higher Education, or designee
 - A non-voting member from the Governor's Office
 - Two members of the North Dakota Legislative Assembly
 - Executive Director of the North Dakota Department of Human Services, or designee
 - State Health Director, or designee
 - Director of Department of Transportation, or designee

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- Director of the Department of Public Instruction, or designee
- Director of Indian Affairs, or designee

II. The council will make recommendations to the Governor for purpose of improving the delivery of prevention services that reduce problems resulting from destructive decisions.

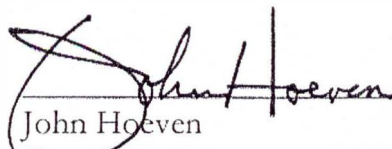
III. The council shall a) explore the interrelationship between substance abuse prevention, education, and enforcement programs; b) address traffic safety issues including driving under the influence of drugs and/or alcohol; and c) develop prevention policies that promote safe, stable families and communities; and d) develop a plan to access additional funding; and e) be organized under the Governor for the purpose of receiving and distributing any appropriations and other fund sources.

It is further ordered the Governor's Committee on DUI and Traffic Safety, Executive Order 1993-10, be rescinded and dissolved immediately.

The Governor is vested with the executive authority to issue this Order pursuant to Article V, Section 1 of the North Dakota Constitution.

This executive Order is effective immediately and will continue until further order of the Governor.

Executed in Bismarck, North Dakota, this 9th day of May, 2007.


John Hoeven
Governor

ATTEST:


Secretary of State

Deputy

Attachment # 8C

<u>Name</u>	<u>Agency</u>	<u>Role on council</u>
Linda Butts	Department of Transportation	Director Department of Transportation, or designee
Jane Vangsness- Frisch	North Dakota University System	Chancellor or Designee -
Colonial James Prochniak	North Dakota Highway Patrol	Highway Patrol
Terry Dwelle or designee	Department of Health	State Health Director or designee
Maggie Anderson	Department of Human Services	Executive Director or designee
First Lady Betsy Dalrymple	Office of the First Lady	First lady
Matt Vorhees	North Dakota Teen Challenge	Advocacy Group
Senator Larry Robinson	North Dakota Legislature	ND Legislative Assembly
Lee Erickson	SADD - Students Against Destructive Decisions	Advocacy Group
Kayla Efferts	Office of the Governor	Governor's Office
Scott Davis	North Dakota Indian Affairs Commission	Director Indian Affairs or designee
Vacant	Local Police Department	Legal Representative
JoAnne Hoesel, Chair	Department of Human Services	Licensed Addiction Counselor
Valerie Fischer	Department of Public Instruction	Director Department of Public Instruction or designee
Vacant	North Dakota Legislature	ND Legislative Assembly