



Office of Alcoholism and Substance Abuse Services

**OASAS College Environmental Prevention:
Using the Strategic Prevention Framework to Prevent and
Reduce Underage Drinking and Drug Use
Request for Applications
November 4, 2016**

www.oasas.ny.gov

OASAS College Environmental Prevention: Using the Strategic Prevention Framework to Prevent and Reduce Underage Drinking and Drug Use RFA

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**New York State
Office of Alcoholism and Substance Abuse Services
College Environmental Prevention to Reduce Underage Drinking and Drug Use
Request for Applications**

Expected Timetable for Key Events:

Release Date.....	November, 4 2016
Letter of Intent MANDATORY	November 14, 2016
Applicant Conference NON-MANDATORY	November 16, 2016
Closing Date for Submission of Applicant Inquiries.....	November 28, 2016
Answers to Applicant’s Inquiries on or about.....	December 6, 2016
Closing Date for Receipt of Applications.....	December 13, 2016
Anticipated Evaluation and Selection.....	February 22, 2017

All Inquiries to:

Karen Stackrow
New York State Office of Alcoholism and Substance Abuse Services
1450 Western Avenue, 5th Floor
Albany, New York 12203-3526
procurements@oasas.ny.gov

Reference: “**OASAS College Environmental Prevention to Reduce Underage Drinking and Drug Use RFA**”

Submission of Application to:

Karen Stackrow
New York State Office of Alcoholism and Substance Abuse Services
1450 Western Avenue, 5th Floor
Albany, New York 12203-3526

Reference: “**OASAS College Environmental Prevention: Using the Strategic Prevention Framework to Prevent and Reduce Underage Drinking and Drug Use RFA**”

Please be aware that any expenses your agency incurs in the preparation and submission of the proposal(s) will not be reimbursed by the State. Your agency’s continued interest in providing services to the State of New York is appreciated.

- **FUNDING AVAILABLE:** \$2,500,000 is available annually to support approximately 20 College communities in New York State. (\$125,000 per College.) This amount may increase or decrease based on future State appropriations.
- **ELIGIBLE APPLICANTS:** Accredited SUNY and Senior CUNY College/Universities with main campuses located within New York State.

I. Introduction

The New York State Office of Alcoholism and Substance Abuse Services (OASAS) announces the availability of funding for alcohol and substances abuse prevention services to serve college aged youth on college campus communities in New York State. The population of college aged students has been identified as high priority for substance abuse prevention.

OASAS is the single State agency responsible for planning, developing and regulating one of the largest addiction service systems in the United States that includes prevention, treatment and recovery services.

OASAS defines alcohol and substance abuse prevention as a pro-active, research based, data driven process utilizing effective strategies and programs to prevent and reduce alcohol and substance abuse in individuals and communities.

A. Background and Problem Statement

Research indicates alcohol is still the most abused drug on college campuses and that more than 80 percent of college students drink alcohol and almost half report binge drinking in the past 2 weeks. Each year 1825 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries, including motor vehicle crashes, and 500,000 more are unintentionally injured under the influence of alcohol. Research has shown that college students who binge drink are more likely to suffer a variety of negative, or even life-threatening events, than those who don't drink heavily or at all. These problems include academic failure which leads to falling out of the educational pipeline, accidents that cause injury or death, assaults and fights, illegal activities such as vandalism or drunk driving, unprotected or forced sexual activity, suicide, and health problems.

Prescription drug misuse, a precursor to other opioid misuse and abuse is also a serious issue on college campuses. Although most college students use prescription drugs properly, this age group has the highest prevalence rate of non-medical use of prescription opioids in the US. Among people 18 to 22 years of age, full-time college students are twice as likely to use a stimulant for nonmedical reasons in the past year compared to those who aren't in college or are only part-time students. By students' sophomore year in college, about half of their classmates will have been offered the opportunity to misuse prescription drugs.

Nationally, more than 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking, and more than 97,000 are victims of alcohol-related sexual assault or date rape. In late 2014, the Governor implemented Sexual Violence Victim/Survivor Bill of Rights and Uniform Definition of Consent which is a comprehensive system-wide uniform set of practices to prevent sexual assaults on college campuses. Additionally, the Governor recently announced his "*Enough is Enough*" campaign to prevent sexual assault on private college campuses across the

state by codifying protocols already adopted by the SUNY system (<https://www.ny.gov/programs/enough-enough-combating-sexual-assault-college-campuses>). The College Environmental Prevention initiative complements the “*Enough is Enough*” campaign by reducing the number of risky situations that may result from alcohol and drug use.

B. Application Intent

The goal of the College Environmental Prevention effort is to prevent and reduce underage alcohol consumption and other drug (AOD) use including prescription drug misuse by college students. This goal will be achieved through the attainment of the following 4 objectives:

1. Reducing alcohol and drug access on the campus and in the surrounding community
2. Reducing *availability* of alcohol and drugs to the targeted college student population
3. Changing attitudes and norms that support college underage drinking and drug use including prescription drug misuse and
4. Provide Screening Brief Intervention and Referral to Treatment (SBIRT) services to college students as appropriate

While the primary goal is to prevent and reduce college underage drinking and other drug use, prevention efforts may also reduce excessive alcohol use and other drug use among students who are 21 years of age and older. As a result of the project goal and related objectives, it is expected that college communities will see a resulting decrease in alcohol and drug-related consequences such as academic difficulties, alcohol overdoses and injuries, and assaults.

Environmental strategies are effective and proven approaches to prevent and reduce underage drinking in our colleges and universities and in the communities in which they reside. Preventing access or the methods in which college students procure alcohol e.g., fake identification or third party transactions, etc. as well as changing the campus community norms that promote underage drinking is at the heart of environmental prevention. The prevention and reduction of drug use including prescription misuse must also be addressed through an environmental prevention approach. Campus community coalitions are well suited to implement environmental strategies and are a required component of this effort. This prevention effort must include an element of screening and brief intervention (e.g., SBIRT) for the targeted college student population. College students experiencing more significant alcohol and drug problems may require a referral for an assessment and the appropriate treatment service.

A full-time College Prevention Coordinator (CPC) paid through the grant will oversee all funded prevention activities. The CPC will be responsible for the submission of all OASAS required reports and will ensure that all program performance objectives are met.

C. Target Population

The target populations are students attending SUNY and Senior CUNY college/universities in New York. Graduate students attending 4 year schools may also benefit from the prevention services. In general, the age range of the target population is 18-24 year olds.

D. Awards

A total of \$2,500,000 annually is available to support approximately 20 College communities in New York State. The maximum amount dedicated to each College is \$125,000 annually. It is expected that funding will continue for 5 years. The first funding period will be July 1, 2017 to June 30, 2018. The subsequent funding periods will be July 1 to June 30 through 2022. There are no capital funds available through this RFA.

E. Availability of the RFA

The full RFA will be available on the OASAS website. An announcement regarding the RFA will be e-mailed to all potentially eligible SUNY and CUNY institutions.

F. Award Limitations

Each eligible applicants will be permitted to submit one application. Services should be dedicated to one campus to insure maximum impact with the limitations in funding.

Administrative costs cannot exceed 10%.

II. Eligibility Criteria

A. Geographic Criterion:

Colleges/University applicants must be accredited SUNY or Senior CUNY Institutions with main campuses located within New York State.



III. Scope of Work: Description of Alcohol and Substance Abuse Prevention Efforts

The development and implementation of the project's prevention goals and activities will be guided by an evidenced based model. The Substance Abuse and Mental Health Service Administration (SAMHSA) Strategic Prevention Framework (SPF) is a researched-based approach to prevention. The SPF will guide prevention activities over the 5 year award period.

The five steps of the SPF guide prevention professionals in planning, implementing, and evaluating effective evidence-based prevention efforts that reflect cultural competence and show sustainability. The effectiveness of this process begins with a clear understanding of community needs and involves community members in all stages of the planning process.

Cultural competence, the ability to interact effectively with people of different cultures, helps to ensure the needs of all community members are addressed.

The Five Steps of SAMHSA's Strategic Prevention Framework are:

Step 1: Assessment –Profile population needs, resources, and readiness to address needs and gaps.

Step 2: Capacity Building – Mobilize and/or build capacity to address needs.

Step 3: Planning – Develop a comprehensive strategic plan.

Step 4: Implementation – Implement evidence-based prevention programs, policies, and/or practices.

Step 5: Evaluation – Monitor, evaluate, sustain, and improve or replace those components that fail.

For more information on the SPF, visit

<http://www.samhsa.gov/capt/applying-strategic-prevention-framework> and

<http://www.oasas.ny.gov/prevention/framework.cfm>

All awardees will be required to work with the OASAS Regional Prevention Resource Centers (PRC) who will assist grantees with the SPF development and implementation phases by providing training and technical assistance services (See appendix IV for PRC contact information). Additionally, SPF training webinars will be available to colleges to further their understanding of prevention science. For more information and resources regarding College Alcohol and Drug Prevention, see Appendix VI.



Each award recipient must conduct a thorough needs assessment (see Section A below) of the alcohol and drug use and related problems on the campus and in surrounding community during the first year of the grant. Using information from the needs assessment, recipients will select interventions from each of the prevention approaches outlined below (See Section B-D below).

The application must contain a strategy built around an environmental prevention approach and include the critical involvement of the Campus-Community Coalition to assist in the strategy implementation. If no Campus-Community Coalition exists, one should be created or an existing alcohol and drug prevention coalition in the community can be enhanced to advance the college prevention effort. Where a college uses an established alcohol and drug prevention coalition, a mission must be created consistent with the college's prevention goals identified in the application. A representative from the campus or university police office as well as community law enforcement partner are critical members of the Coalition, and enforcement strategies are essential elements to the environmental prevention effort. Finally, the application must include a screening and brief intervention component to address the population who requires an early intervention for alcohol and substance abuse problems.

A. Needs Assessment

For this RFA, needs assessment is defined as a systematic process for collecting and analyzing data to describe the needs of a specific population with regard to alcohol and substance abuse and related problems within that population. Data for needs assessment falls into four categories; population surveys; archival indicators; focus groups and key informant interviews. The needs assessment allows the college/university to focus on the geographic area and target population (s) where the most significant problems are caused by alcohol and substance use. The information should be used to inform strategy/intervention selection with the goal of preventing and reducing college underage drinking, drug use and prescription misuse.

The recipient may use any data collected by the College/University that reflects the nature or severity of the underage alcohol and substance abuse problem of the student population. The number of alcohol-related incidents such as campus assaults, visits to the college health center, noise complaints/disturbances, violations of AOD Policy on or off campus, reports from community police regarding disturbance in the community and complaints issued by fellow students are all relevant sources of data for a needs assessment

In addition, the data collected serves as a baseline for monitoring the effectiveness of policies, programs and community effort to impact on the problem behavior. All awardees will be required to do a standardized survey e.g., the CORE during the first year of the grant and bi-annually over the award period to measure performance outcomes. Survey costs will be covered by the grant funding. For more information on the CORE Survey, visit <http://core.siu.edu/surveys/index.php>

B. Environmental Prevention Strategies

Environmental prevention is based in the public health model, which states that to affect health-related behaviors, prevention efforts must address the host, agent, and environment. In preventing alcohol, tobacco and other drug abuse, the host is the individual; the agent is alcohol, tobacco and other drugs; and the environment is the given community. Many prevention approaches have had limited success because they only address one of these three entities such as the host. The agent and the environment are unaffected, creating a dynamic where individuals are expected to make healthy prevention choices in an environment that may support and encourage alcohol, tobacco, and other drug abuse (e.g., campus community). Environmental prevention strategies address the agent and environment, as well as the individual, providing a comprehensive approach to prevention.

According to the OASAS 2014 Prevention Guidelines, environmental substance abuse prevention strategies were designed to impact the community, social, and economic contexts in which people access and consume alcohol, tobacco, or other drugs. These strategies, from a public health perspective emphasize changing the broader physical, social, cultural and institutional forces that contribute to health problems in the general population. The most effective environmental prevention strategies that address alcohol, for example, employ a three-pronged approach:

1. The enacting or improving of laws, regulations and policies,
2. Enhancing enforcement of the law, regulation or policy, and
3. The use of the media and communications to raise community awareness and support for the policy and enforcement activities.

Effective prevention must be based on a community needs assessment of the specific environmental factors that lead to substance related negative consequences. To be successful, multiple and reinforcing strategies must be planned and staged carefully.

Increased monitoring/patrolling of the campus and surrounding community combined with the creation or modification of a campus and community policy is an example of an effective environmental prevention approach. Similarly, creating a policy to limit or restrict alcohol for campus events and enforcing the measure through well-defined procedures is another example of an environmental strategy.

Colleges must examine their existing AOD policies and procedures to determine their relative effectiveness. Moreover, institutions of higher education must do an honest appraisal of the actual enforcement of these policies. When existing policies are ineffectual or weak, the college can strengthen the measure through the incorporation of environmental prevention.

While the complementarity of the 3 approaches helps to increase the effectiveness of environmental strategies, enforcement of the underage drinking laws is absolutely critical

to reduce alcohol availability and prevent access. High visibility enforcement serves as a deterrent for many college students and even perceived enforcement will reduce the likelihood of students purchasing and consuming alcohol. Media/communication strategies will increase the effectiveness of enforcement by broadcasting the effort to students both on-campus and in the community. This will also help to change community norms, attitudes and behaviors that support underage drinking and drug use by college students. Campus and community law enforcement agencies can build positive relationships with retail alcohol establishments in the community and increase compliance with Alcohol Beverage Control laws. Therefore, **enforcement strategies are frequently combined with policy work and/or media and must** be included in your prevention efforts when indicated by need's assessment findings.

C. Campus-Community Coalition

Community coalitions comprise parents, teachers, law enforcement, businesses, religious leaders, health providers and other community activists who are mobilizing at the local level to make their communities safer, healthier and drug-free. Campus Community Coalitions assess resources and needs on the campus and in the community. Using this assessment, the coalition creates a plan to address those needs and implement effective strategies to reduce availability and problems associated with college drinking, substance abuse and misuse of prescription drugs. A Coalition for the purposes of this solicitation, should have representation from the following 12 sectors: youth (college students); parents; business; community; media; schools; youth-serving organization; law enforcement agencies; religious or fraternal organization; civic and volunteer groups; healthcare professionals; state; local or tribal agencies with expertise in the field of substance abuse; other organizations involved in reducing substance abuse.

Enhancement and/or development of Campus Community Coalitions

It is strongly recommended that recipients identify and enhance *existing* college community coalitions designed to prevent and reduce underage student drinking. Enhancements would include the increased involvement of community and campus law enforcement, allocation of financial resources for the implementation of environmental strategies and increased training for coalition members, college officials and members of the campus community. In some cases, the creation of a new campus community coalition will be necessary. A clear mission to prevent and reduce underage alcohol use, substance abuse as well as prescription drug misuse by enrolled college students must be established utilizing the allowable activities contained in this section. Again, it is recommended that the coalition have representation from the abovementioned 12 Sectors.

In some cases, an established community alcohol and drug prevention coalition may be utilized to implement the environmental strategies on the campus and in the community. The coalition must be willing to adopt the prevention project goals and strategies as well as comply with all OASAS requirements.

For more information regarding community coalitions, visit <http://www.cadca.org/>

D. College Screening and Brief Intervention

A college or university must have, or must develop a procedure to actively screen students to identify those that are at risk for or in need of help for alcohol and substance related problems. For example, the policy might require screening for a student who violates the college's AOD policy. Many colleges will use their campus health service system to screen all students for alcohol and other drug use.

Screening - The goal of screening is to briefly and accurately identify students that are at risk for substance use problems and who can benefit from a brief intervention. For those who screen positive, they should also be evaluated to determine whether they require a referral to a substance abuse disorder (SUD) treatment program for a more comprehensive clinical assessment. For those students who are screened positive and do not require a referral to a SUD program for a full assessment, a brief intervention (BI) should be provided.

Brief Intervention - A brief intervention is a single or multiple session preventive health procedure conducted during the same visit as the screening and at follow-up visits, if necessary. The intervention may be one session or up to six sessions. OASAS does not endorse a specific approach, however, providers are required to use effective strategies for intervention and counseling services, e.g. Brief Alcohol Screening and Intervention for College Students (BASICS); Teen Intervene; Brief Negotiated Interview (BNI); FRAMES (give patient **F**eedback on their substance use, patient is **R**esponsible for change, offer **A**dvice about risks associated with substance use, provide a **M**enu of options for change, respond with **E**mpathy, and increase patient's **S**elf-efficacy).

The theoretical foundation for many brief interventions is based on Motivational Interviewing and Stages of Change.

Referral to Treatment - The college should have or will develop a relationship with a local SUD treatment program that can conduct the comprehensive clinical assessment and provide treatment services for those deemed in need. Students with moderate to severe substance use disorders will likely require a referral to a SUD provider.

For more information, see Appendix II- Screening and Brief Interventions for Colleges and University Campuses

E. Deliverables

OASAS' expectation of the College Environmental Prevention effort is that it will prevent and reduce underage alcohol consumption and drug use among the targeted college population. In addition, there should be a measureable change in attitudes and norms regarding college AOD use including prescription drug misuse on the campus and in the

surrounding community. To accomplish this goal, awardees will strategically combine high-visibility enforcement, policy development and the effective use of media to change the culture of underage drinking and drug use in the campus community. The following list of deliverables of the OASAS-funded prevention effort is broken down into 2 areas: performance outcome measures and intermediate measures:

Performance Outcome Measures:

As a result of the College Environmental Prevention effort, colleges/universities will design a final evaluation to demonstrate:

- Reduction in 30-day alcohol and drug use(marijuana, heroin)
- Reduction in binge drinking (as defined by 5 or more drinks at one time)
- Measureable change in attitudes regarding underage alcohol consumption and drug use (including prescription drug misuse) in the college population
- Reduction in alcohol and drug-related consequences (e.g. academic problems, dropping out, assaults, injuries, alcohol/drug overdoses)

Intermediate Measures:

- Increase in retail alcohol compliance rates in both on and off-premise establishments in the college community
- Reduction in third party transactions (adult buying or providing alcohol to students)
- Reduction in on and off-campus parties involving underage alcohol consumption and drug use
- Reduction in drug-related offenses (possession and/or sales of illicit substances) of college students

F. Requirements/Expectations:

- Creation of a Campus Community Coalition devoted to the prevention of underage alcohol consumption and substance abuse, or enhancement of an existing AOD prevention coalition
- Representatives from both Campus/University Police and community law enforcement agencies must participate on the Coalition
- Development of a thorough needs assessment that incorporates population surveys, archival data, focus groups and key informant interviews to drive prevention services
- Implementation of college prevention surveys e.g., The CORE Survey to establish baseline data during the first year of the grant as well as an biannual survey to measure changes in population prevalence and attitudes over time
- Implementation of high-visibility and evidenced-based enforcement activities (compliance checks, party patrols, shoulder taps) to prevent underage drinking on campus and in the community when indicated in the Needs Assessment (See Appendix III).
- Development and/or enhancement of College/University AOD Policies to prevent and reduce underage drinking and other drug use

- Development of effective media messaging to change norms, attitudes and cultures that supports underage and binge drinking e.g., Social Norms Misperception Campaigns (See Appendix III)
- Creation of media messaging that addresses misinformation regarding drug use and prescription medication misuse
- Development and implementation of college AOD screening and brief intervention programs e.g., Teen Intervene, BASICS, SBIRT etc.
- Implementation of Evidenced-based Environmental Programs such as Challenging College Alcohol Abuse (CCAA) or Communities Mobilizing for Change (CMCA) where appropriate (see Appendix III)
- Participation in quarterly Learning Collaborative conference call meetings
- Compliance with OASAS reporting requirements. Monthly and annual reporting is required as well as a final evaluation of the overall prevention effort. All awardees will be subject to OASAS monitoring visits and must operate according to all applicable laws, regulations, award provisions and guidelines
- Creation of a full time College Prevention Coordinator (CPC) position to oversee all funded prevention activities. The CPC will be responsible for the submission of OASAS required reports and will ensure that program performance objectives are met (see Appendix I)
- Participation in Annual College Prevention Learning Institutes

G. Proposed Timeline of Required College Environmental Prevention Activities

July, 2017 – December, 2017

Assessment:

- Begin process of planning CORE Survey implementation for fall of 2017.
- Start collecting college data (health center and campus police) and archival data from law enforcement and local hospital as appropriate
- Review College AOD Policies
- Begin Needs Assessment

Capacity Building

- Conduct a coalition capacity checklist
- Conduct a campus/community readiness assessment
- Establish relationship with Regional OASAS PRC for technical assistance and training
- Establish community partnerships with police, treatment referral resources, County LGU, community leaders, new coalition partners, etc.
- Establish working relationship with college partners University/Campus Police, Campus Health Center, etc.
- Begin campus community coalition meetings
- Begin recruitment and hire a full-time College Prevention Coordinator

January, 2018 – August, 2018

Assessment

- Complete data collection, student surveys, continue obtaining archival data e.g. police arrest, emergency room data
- Create an assessment report

Capacity Building

- Work on activities listed in capacity building plan
- Provide education to the campus staff, campus community coalition and community partners
- Conduct coalition capacity checklist
- Recommend revisions to College AOD Policies as needed

Planning

- With the assistance of the OASAS PRC develop a strategic plan including a logic model, an action plan and a cultural competency plan

September, 2018 – August, 2019

Capacity Building

- Continue Working on activities listed in capacity building plan
- Provide trainings to the coalition and community of SPF process and activities
- Conduct coalition capacity checklist
- Update capacity building plan

Planning

- Update strategic plan and action plan using baseline CORE data

Implementation

- Begin implementation activities from updated action plan

Evaluation

- Create evaluation logic model

September 2019 – August 2020

Capacity Building

- Update capacity building plan
- Provide trainings to the campus community coalition
- Conduct coalition capacity checklist

Implementation

- Continue implementation activities updated action plan

Evaluation

- Collect college and archival data e.g., law enforcement and emergency room data when available
- Update evaluation logic model
- Implement Core Survey

September 2020 – August, 2021

Capacity Building

- Work on activities listed in capacity building plan
- Reach out to the county LGU
- Provide trainings to the coalition and community of SPF process and activities
- Conduct coalition capacity checklist
- Update capacity building plan
- Assess effectiveness of community partnerships

Planning

- Update logic model, action plans and cultural competency

Implementation

- Continue implementation of activities from approved strategic plan
- Complete fidelity assessment form

Evaluation

- Prepare and submit an updated evaluation logic model
- Create Outcome Evaluation

September, 2021 – June, 2022

- Capacity Building Conduct coalition capacity checklist
- Update capacity building plan

Implementation

- Continue implementation activities from approved strategic plan
- Complete fidelity assessment form

Evaluation

- Prepare and submit a final report
- Complete data collection including law enforcement and emergency room data when available
- Final CORE Survey to be completed by **November, 2021**

IV. Submission Requirements:

A. Mandatory Letter of Intent:

Applicants interested in responding to the Request for Applications are **required to submit** a non-binding letter of intent to OASAS by 5:00PM EST on November 14, 2016. **Applications will only be accepted from those who submit a Letter of Intent.** The Letter of Intent to bid must be emailed to the OASAS Procurements mailbox at Procurements@oasas.ny.gov with the Subject: “**OASAS College Environmental Prevention: Using the Strategic Prevention Framework to Prevent and Reduce Underage Drinking and Drug Use RFA – Letter of Intent**”. The Letter of Intent to bid should include the applicant’s name, mailing address, a valid e-mail address, telephone number, a statement of intent to submit an application for the subject Request for Applications, and an authorizing signature. Faxed Letters of Intent to bid will not be accepted. A Model Letter of Intent to Apply form has been included for your convenience (ATTACHMENT B).

B. Letters of Support

1. Applicant **MUST** include a Letter of Support in their application from the **University Police/Campus Security** (or contracted law enforcement agency from the community where there is no University Police/Campus Security).
2. Applicants are encouraged to obtain and include a Letter of Support from the **Regional OASAS Prevention Resource Center** (See Appendix IV) that is closest to your institution.
3. It is **highly recommended** that applicants include Letters of Support in their application from **local law enforcement agency (ies), OASAS-funded Prevention Provider(s)** (http://www.oasas.ny.gov/providerDirectory/index.cfm?search_type=1), and **thee Local Governmental Unit.** (See Appendix V)

C. Letter of Attestation

Applicants **must** include a Letter of Attestation with their application from their College/University President to confirm the Institution’s commitment to the OASAS College Environmental Prevention initiative.



D. Applicant Conference

A non-mandatory Applicant Conference will be held on November 16, 2016 from 1:30 PM until 3:30 PM at 1450 Western Avenue, Albany, NY 12203. **Only those applicants that submit a Letter of Intent by the deadline may attend the Applicant Conference.**

During this meeting, OASAS staff will provide an overview of the RFA and will be available to answer questions related directly to this RFA. If an applicant is unable to attend the meeting in person, OASAS will make arrangements for participation in the applicant conference via conference call. Applicants that wish to participate by conference call should contact the Designated Contact Agent in Section VI. E. below for details.

E. Designated Contact Agent

OASAS has designated a Contact Agent who shall be the exclusive OASAS contact from the time of issuance of the RFA until the issuance of the Notice of Award Period. Applicants may not communicate with any other personnel of OASAS regarding this RFA during the restricted time period. The designated contact agent is:

Karen C. Stackrow
New York State Office of Alcoholism and Substance Abuse Services
1450 Western Avenue, 5th Floor
Albany, New York 12203-3526
procurements@oasas.ny.gov

F. Inquiries Related to the RFA

Any questions or requests for clarification about this RFA must be received in writing by 5:00PM EST on November 28, 2016 and must be submitted by email to procurements@oasas.ny.gov with a subject line **“OASAS 2016 College Environmental Prevention: Using the Strategic Prevention Framework to Prevent and Reduce Underage Drinking and Drug Use RFA.”**

To the degree possible, each inquiry should cite the RFA section to which it refers. Inquiries may be submitted only by e-mail. OASAS will not entertain inquiries via mail or telephone, made to anyone other than the designated contact agent or received after the deadline date. Inquiries will not be answered on an individual basis. Written responses to Inquiries submitted by the deadline date and all questions asked at the Applicant’s Conference will be answered and emailed to all potential applicants that submitted a timely Letter of Intent.

G. Addenda to the RFA

In the event that it becomes necessary to revise any part of the RFA, an addendum will be emailed to those individuals that have submitted a timely Letter of Intent.

H. Key Events/Timeline

Release Date	November 4 2016
Mandatory Letter of Intent	November 14, 2016
Non-Mandatory Applicant Conference	November 16, 2016
Closing Date for Submission of Applicant's Inquiries...	November 28, 2016
Answers to Applicant Inquiries on or about	December 6, 2016
Closing Date for Receipt of Applications.....	December 13, 2016
Anticipated Selection Date	February 22, 2017

I. Format of Application

Applicants may submit only one application for this initiative. The application should be typed double-spaced on one side of 8 ½" x 11" papers. Font size should be 12 pt. Times New Roman. All pages submitted should have 1 inch margins (top, bottom, left and right). The application will be evaluated on the basis of its content, not length.

Each application should contain:

1. Application Cover Letter: Application Cover Letter will transmit the agency's Application Package to OASAS. It should be completed, signed, and dated by an authorized representative of the applicant agency. The letter should include a designated cover page containing university or college name, contact person, phone number and e-mail address.
2. Application Narrative: The Application Narrative must be concise and must not be more than 10 pages (not including attachments and Budget). Any narratives exceeding 10 pages will not be read beyond the tenth page.
3. Job Descriptions which detail qualifications for key staff e.g. College Prevention Coordinator (CPC) and lines of supervision as well as proposed salary for CPC. Include resumes of potential project staff where applicable.
4. Organizational Chart indicating where the proposed program will function within the College/University structure.
5. Initiative Funding Request Form – ATTACHMENT A
6. Budget Narrative
7. Letters of Support
8. Letter of Attestation



J. Instruction for Submission

ONE ORIGINAL AND FIVE COPIES of complete applications in a sealed envelope must be mailed, via delivery service or hand delivered by the Applicant or the Applicant's representative to address below:

Karen C. Stackrow
Bureau of Financial Management – 5th Floor
Office of Alcoholism and Substance Abuse Services
1450 Western Avenue
Albany NY 12203-3526

The cover of the sealed envelope should be labeled “**OASAS College Environmental Prevention: Using the Strategic Prevention Framework to Prevent and Reduce Underage Drinking and Drug Use RFA**”.

All applications must be received by **5:00 p.m. on December 13, 2016**.

V. Administrative Information:

A. Awardees Responsibilities:

- Participate in Quarterly College/University learning collaborative or peer-sharing opportunities.
- All grantees will be required to submit quarterly milestone reports to OASAS. These milestone reports will include narrative and quantitative information.
- An annual report will be due on June 30 of each contract year. This report will describe all activities, the progress in accomplishing long and short term goals and data showing outcomes.
- A final report will be required at the end of the award period that includes a full evaluation of the project goals and outcomes.
- Applicants will be required to submit an Annual Plan and Annual Budget including plans to sustain developed programs by August 1 of each year of the award

B. Reserved Rights:

OASAS reserves the right to:

- Reject any or all applications received in response to this RFA;
- Withdraw the RFA at any time, at the agency's sole discretion;
- Make an award under this RFA in whole or in part;
- Make awards based on geographical or regional consideration to best serve the interests of the State;
- Negotiate with the successful applicant within the scope of the RFA in the best interests of the state;
- Disqualify any applicant whose conduct and/or application fails to conform to the requirements of this RFA;

- Seek clarifications and revisions of applications;
- Use application information obtained through site visits, management interviews and the state's investigation of an applicant's qualifications, experience, ability or financial standing, and any material or information submitted by the applicant in response to the agency's request for clarifying information in the course of evaluation and/or selection under the RFA;
- Prior to the application opening, amend the RFA to correct errors of oversights, or to supply additional information as it becomes available;
- Prior to the application opening, direct applicants to submit application modifications addressing subsequent RFA amendments;
- Change any of the scheduled dates;
- Eliminate any mandatory, non-material specification that cannot be met by all of the prospective applicants;
- Waive any requirement that is not material;
- Conduct negotiations with the next responsible applicant, should the agency be unsuccessful in negotiating with the selected applicant;
- Utilize any and all ideas submitted in the applications received;
- Require correction of simple arithmetic or other apparent errors for the purpose of assuring a full and complete understanding of an application and/or to determine an applicant's compliance with the requirements of the solicitation.
- Accept letters of intent and/or submissions after the due date, if OASAS in its sole discretion, determines there is good cause shown for the delay in the submission(s);
- Not make an award to any Applicant that has not scored at least a 70, and
- Cancel or modify awards due to the insufficiency of appropriations.

C. Awards

OASAS will select each successful Applicant, in its sole discretion, based on consideration of a number of factors, including but not necessarily limited to the amount of available State appropriation authority. It is expected that awards will be made until the funds for this RFA are committed.

Awards will be made by execution of a memorandum of Understanding (MOU) between OASAS and the successful applicant. The MOU will incorporate the terms of the RFA and applicants proposal.

By submitting an application, applicants acknowledge that they have the authority and capacity to enter into an MOU.



OASAS intends to enter into multiyear MOUs, with the initial agreement being for a period of up to five (5) years, subject to funding availability and appropriations.

VI. Application Requirements:

Narrative

Narrative applications should not exceed 10 pages. Your application should be concise and address all of the components listed below, in the following order.

A. Campus Community Profile and Need (15 Points):

Applicants are required to provide available epidemiologic information to describe the level of underage drinking, substance abuse and prescription drug misuse on the campus and surrounding community targeting college aged youth (18-24 y/o). For example, your college or university may have recent data from the CORE Alcohol and Other Drug Survey and/or National College Health Assessment. You must include a narrative describing the needs in your campus community. If other data sources (i.e. focus groups, key informant interviews, treatment data) are available, please include a paragraph describing the data and population. Data regarding the consequences of alcohol and drug use from the campus health center and campus police/public safety office should also be included in the campus community profile.

The campus community profile must include a brief description of the specific geographic area to be served surrounding your college campus including the community (city, town, village, and neighborhood) to be served within the geographic boundaries. If targeting an urban community or neighborhood, include the zip codes, census tracts or the streets that form the boundaries of the target area. Please include the name of the county/counties in which your community is located. Targeted area may be refined during the needs assessment stage. Relevant demographic information, to include, but not limited to total population size, the size of the targeted age group prioritized (18-24 year olds). Describe any gender, ethnic, racial or cultural health disparities in the community. Archival data obtained from local law enforcement agencies or the community hospital is helpful in identifying needs of the college population. For example, the number of alcohol-related offenses (assaults, DWIs) and alcohol-related ER visits (overdoses, injuries) of college students provides vital information for the campus community profile. Please identify any other community factors that play a significant role in your campus community. Description of any events or any significant factors related to college alcohol, drugs and/or prescription drug misuse that have effected your community recently should be included.

B. Capacity (15 points):

Provide a narrative description of your college/university's capacity to develop, implement, and sustain the College Environmental Prevention program, including your ability to meet the goals and objectives of this effort. Capacity will assist the college to identify resources and build readiness to address substance use and misuse on the campus-community. Include the following areas outlined below in your narrative:

- Describe any/all campus-wide substance abuse prevention strategies/activities currently implemented and how they are organized
- Describe your college/university AOD policies and implementation practices, including enforcement challenges
- Describe your university's policy and/or practices regarding alcohol and drug prevention training for college staff
- Describe any collaboration with a campus community coalition or community coalition involved in the prevention of alcohol and drug use
- Describe the infrastructure that will support the implementation of proposed prevention strategies including the role of project staff and key stakeholders
- Describe your organizational capacity to collaborate internally, between college departments regarding alcohol and substance use policy and practices

C. Campus Community Collaboration and Coalition Development Activities (20 Points):

Provide a narrative description of the steps the applicant will take to foster collaboration between college/university representatives and members/organizations in the surrounding community. The description should include plans to illicit the involvement of the following key partners: local law enforcement, campus police, the Regional OASAS Prevention Resource Centers, prevention and treatment providers, local businesses and faith-based organizations. Other community partners may be added to the description as needed or following the Needs Assessment findings.

Describe/explain the process that will be used to create or enhance a campus community coalition. Identify the steps that will be taken by the applicant to create a coalition from the ground up. Include a description of campus and community partners, resources and key individuals and organizations that will be important to the success of the coalition. Whenever possible incorporate the Proposed Timeline of Required College Environmental Prevention Activities in this document with the coalition development steps. In the event that an existing coalition in the community or in the college has the capacity to advance the prevention agenda, describe the process of modifying or enhancing the existing coalition to meet the goals and objectives of this RFA. Both campus and community coalitions can be modified, but the existing body must adopt the goals of preventing and reducing underage drinking and drug use.

Your description should consider:

- Representation of the 12 sectors of community coalitions (see page 7)
- Anticipated obstacles to the development of critical college and community partnerships
- Community and college resources that could aid the coalition and prevention efforts in general
- Development of assessment and treatment referral sources for students with high screen scores indicating a possible need for substance abuse or mental health treatment
- Developing relationships with local media organizations to promote prevention messaging and successes

Obtaining Letters of Support from the Local OASAS-Funded Prevention Provider, community law enforcement agency and the County Local Government Unit (LGU) will further demonstrate campus community collaboration and partnerships.

D. Management and Staffing Plan (10 points):

The applicant must include a description of how project staff will be organized around the goals of the prevention effort. The description should identify who will supervise the College Prevention Coordinator (CPC) and include an explanation of the relationship between the CPC and the campus community coalition. Information regarding the percentage of the CPC's time devoted to grant activities e.g. coalition meetings, policy development, reporting, etc. should be included in this section. Also provide information regarding the screening, brief intervention and referral to treatment service, and how the CPC will monitor these services. It is recommended that all students receive a screen possibly in the campus health center or another opportunistic setting at the college. Applicant may include an Organizational Chart of project staff, program evaluator, coalition members and other partners of the college prevention effort.

The application contains description of the organizational capacity of the fiscal agent organization and a brief description of the organization's previous experience in managing grants, overseeing projects, overseeing community level programming and working with coalitions.

E. Screening, Brief Intervention and Referral Services (10 Points):

Describe the applicant's plan to offer screening and brief intervention services to students, and when appropriate referrals for assessment and treatment. The application should identify a screening and brief intervention program such as Teen Intervene, BASICS or SBIRT to implement with students on campus and explain how this will be integrated with college prevention services. The applicant should describe how students will be selected for screening and which setting on campus will provide the required services (e.g. Campus Health Center). Ideally, all students should be screened with a standardized instrument that is approved by OASAS (See Appendix II) Also include information regarding potential referral services for those students who might require further assessment and treatment for Substance Use Disorder (SUD). Describe the job

qualifications for the staff member(s) who will conduct the brief intervention. If possible, provide the name of the staff member(s) who will coordinate the service and attach a resume.

F. Performance Outcome Measures (15 Points):

The application should explain and describe the method the applicant will use to measure the expected outcomes of the college prevention effort. This description should include the process for capturing progress with performance outcome and intermediate measures (see Deliverables on page 8).

This would include methods of measuring changes and tracking performance over time such as pre and post-tests, collection of archival data, CORE Survey, Etc. Applicants will need to describe in detail how they will collect data and how these methods accurately reflects progress with project goals/objectives.

The college is responsible for the evaluation component of the college prevention initiative and must describe the process that will be employed to analyze survey data and other related information. Grant funds may not be used to pay for program evaluation. Provide a job description for the person responsible for the evaluation and a resume if possible.

G. Budget and Budget Narrative: (15 points)

1. Working within the cost parameters of \$125,000 per college in annual **State aid** funding, applicants must provide a full annual budget for the proposed strategies using the "Initiative Funding Request Form" (Attachment A).

Budgets must be divided into these major categories:

- Personal Services – detailed by salary of one full-time College Prevention Coordinator assigned to the Grant
 - Fringe Benefits
 - Non-Personal Services (i.e. Other than Personal Services (OTPS))
 - Equipment
 - Property/Space
 - Agency Administration
2. The total agency administration budget may not exceed 10% of the total program expenses. The service category proposed must contain the expenses, revenue and net operating costs. Each Budget must include the FTE (required College Prevention Coordinator) needed to provide the service. Applicants must provide a Budget Narrative which includes the following:
 - Detailed job description including duties, experience and qualifications of the required full-time College Prevention Coordinator (CPC). Describe how this

person will meet the goals of the project, maximize resources, and coordinate the project activity including reporting and performance outcome measurement. Describe the experience that will be necessary to facilitate a campus community needs assessment and to implement Evidenced-Based Programs such as Environmental Strategies. Include a description of strengths and skills that will enable the CPC to develop community partnerships and build the campus community coalition. Finally, describe the CPC's experience with coordination of campus services including the required SBIRT component and evaluation of the program effort.

- Anticipated Non Personal Service (NPS) expenditure breakdown for Year 1 including an explanation for each budgeted item.

VII. Evaluation Factors for Awards

A. Threshold Review Criteria

Following the opening of bids, a preliminary review of all applications will be conducted by the Issuing Officer or a designee to determine whether the application meets specific threshold criteria.

The following "threshold review criteria" will be rated either *yes* or *no*. **If any of the criteria are rated *no*, the application will be immediately disqualified from further consideration without exception.**

1. Was the application received by OASAS by the submission deadline date as set forth in the RFA?
2. Was the mandatory Letter of Intent received by OASAS by the stated deadline?
3. Is the Applicant eligible to apply as set forth in *Section II* of this RFA?
4. Is the Initiative Funding Request Form completed?
5. Did the Applicant include Letter of Support from the following organization: University Police/Campus Security (or contracted law enforcement agency)?
6. Did the applicant include a Letter of Attestation from the College/University President?

B. Evaluation Criteria

Applications passing the Threshold Review will be reviewed, rated and ranked in order of highest score based on an evaluation of each Applicant's written submission.

The evaluation will apply points in the following categories:

Campus Community Profile and Need	15 points
Capacity	15 points
Campus Community Collaboration and Coalition Development Activities	20 Points
Management and Staffing Plan	10 Points
Screening, Brief Intervention and Referral Services	10 Points
Performance Outcome Measures	15 points
Budget and Budget Narrative	15 points
TOTAL POSSIBLE POINTS	100 POINTS

C. Method for Evaluating Applications

Evaluation of applications will be conducted as follows:

OASAS' review team, consisting of at least three evaluators, will review each application and compute a score. The Evaluation includes a review of the following areas: Campus Community Profile and Need; Capacity; Campus Community Collaboration and Coalition Development Activities; Management and Staffing Plan; Screening, Brief Intervention and Referral Services and; Performance Outcome Measures and Budget and Budget Narrative. All of the section scores will be added together and averaged to arrive at a final evaluation score.

Applications will be ranked by highest overall score.

In the event that two or more applications have the same highest overall final score, the following tie breaker criteria will be applied to determine which application will be ranked highest:

- The application(s) with the highest combined average of the Campus Community Profile and Need score, and the Capacity score will be ranked highest.

**ATTACHMENT A - Initiative Funding Request (IFR) Form
OASAS COLLEGE ENVIRONMENTAL PREVENTION REQUEST FOR APPLICATIONS
(Start-up and Annual Operating Budgets)**

1. Printed Legal Name of Applicant Entity:			
2. Printed Name of Local Governmental Unit, if Applicable:			
3. Applicant's OASAS Provider Number:		4. Applicant's Street Address/P.O. Box:	
5. Applicant's City/Town/Village:		6. Postal Zip Code:	7. Date Prepared:
8. Printed Name of Applicant Contact Person:		9. Printed Title of Contact:	
10. Contact Telephone #:			

PART II – OPERATIONAL FUNDING REQUEST

1. Date Initiative expected to be operational:		
REQUESTED OPERATING BUDGET FOR PROPOSAL	(Column A) PROPOSED START-UP OPERATING BUDGET	(Column B) ANNUAL OPERATING BUDGET
2. Gross Expense Budget (see instructions for details): Round Amounts to the nearest \$100.		
Personal Services		
Fringe Benefits		
Non-Personal Services		
Equipment		
Property/Space		
Agency Administration		
TOTAL GROSS EXPENSE BUDGET		
3. Revenue Budget (see instructions for details): Round Amounts to the nearest \$100.		
Patient Fees		
SSI and SSA		
Public Assistance (Safety Net & TANF)		
Medicaid		
Medicare		
Third Party Insurance/Private Pay		
Food Stamps		
Closely Allied Entity Contributions		
Donations		
Other: Specify:		
Specify:		
Specify:		
TOTAL REVENUE BUDGET		
4. NET OPERATING COST		
5. OASAS State Aid Funding Requested		
Applicant Official:		
Printed Name:	Printed Title:	
Signature:	Date:	



**Instructions for Completing the Initiative Funding Request Form (IFR)
(Start-up and Annual Operating Budgets)**

PROVIDER INFORMATION

1. **Printed Legal Name of Applicant Entity** – Print the incorporated or legal name of the agency submitting the Initiative Funding Request on the IFR and on any additional pages that are attached. **Do not enter the common name or acronym.**
2. **Printed Name of Local Governmental Unit, if Applicable** – Print the complete name of the County or City of New York Local Governmental Unit (LGU) that administers the Applicant Entity's local State Aid contract agreement. **Applicants that have a direct contract with OASAS for State Aid funding should leave this blank.**
3. **Applicant's OASAS Provider Number** – Enter the unique five-digit number that identifies the agency and that is used for reporting purposes to OASAS. This number is the same as the **Agency Code** number used when submitting Consolidated Fiscal Report (CFR) documents.
- 4-6. **Applicant Address** – Enter the mailing address, including zip code, where the administrative office of the applicant entity is located.
7. **Date Prepared** – Enter the date the IFR was prepared.
- 8-10. **Applicant Contact Person** – Enter the printed name and title, and the telephone number (including area code) of the person who can answer questions concerning the information provided on the IFR.

PART II – OPERATIONAL FUNDING REQUEST

1. **Date Initiative Expected to be Operational** – Enter the date, in the **xx/xx/xxxx** format, that the proposed initiative is expected to be operational and will require State aid funding from OASAS. During the implementation of the initiative, OASAS reserves the right to establish and approve an operational start date later than proposed by the successful applicant to accommodate available funding and capacity needs.

Requested Operating Budget for Application

Requested operating budget amounts must represent:

Column A: net deficit and OASAS State aid funding requested for one-time costs necessary to start the program effort. Start-up costs include, but are not limited to the following: equipment; office supplies; furniture; rental deposits/securities; and staff recruitment.

Column B: the **12-month, full annual costs**, revenues, net deficit and OASAS State aid funding requested. Awards to the selected applicants will be prorated for the first fiscal period based on the initiative start date identified above. The full annual budget may be pro-rated based on the approved start date of the initiative.



ALL AMOUNTS REQUESTED FOR THE ADDITIONAL INITIATIVE FUNDING WILL BE ROUNDED TO THE NEAREST HUNDRED DOLLARS.

2. **Gross Expense Budget:** Applicants should refer to the Consolidated Fiscal Reporting (CFR) Manual for a more detailed general description of the following expense items which should be entered in Columns A and B:
- Personal Services
 - Fringe Benefits
 - Non-Personal Services (i.e. Other than Personal Services (OTPS))
 - Equipment
 - Property/Space
 - Agency Administration

3. **Revenue Budget:** Applicants should refer to the CFR Manual for an explanation of each revenue category, and enter applicable start-up and annual projected amounts that they anticipate receiving to offset costs attributable to the initiative in Columns A and B.

If the applicant does not anticipate receiving any additional revenue to offset costs of its application it should so indicate by entering \$0 for each category in Columns A and B.

4. **Net Operating Cost:** Enter the amount obtained by subtracting **Total Revenue Budget** from **Total Gross Expense Budget in Column A and B.**
5. **OASAS State Aid Funding Requested:** Enter the amount of OASAS State aid funding being requested for the initiative in Columns A and B. This amount **should equal** the **Operating Budget Net Deficit** amount.

Applicant Official: Enter the printed name and title of the applicant agency representative submitting the IFR application.

Signature and Date: The IFR must be signed and dated by the applicant agency representative.

ATTACHMENT B

LETTER OF INTENT TO BID (To be completed by the Applicant)

Date: _____

Karen Stackrow
New York State Office of Alcoholism
and Substance Abuse Services
1450 Western Avenue, 5th Floor
Albany, New York 12203-3526

RFA Reference:

OASAS College Environmental Prevention
Request for Application:

Dear Ms. Stackrow:

This is to notify you of our non-binding intent to submit a bid response on the above noted RFA.

The individual to whom all information regarding this RFA (e.g. addenda) should be transmitted is:

Sincerely,

Name

Title

Organization, Street Address, City, State, and Zip Code

Phone #

Fax #

E-mail Address



Appendix I – College Prevention Coordinator (CPC)

Note: Key staff positions require prior approval. Resume and justification for hire must be submitted to OASAS and approved before an offer can be given to a candidate.

College Prevention Coordinator (CPC)

Job Description: The CPC will be responsible for the general day to day activities and organization of the campus community coalition and its work on the College Environmental Prevention objectives. The coordinator will be responsible for assessment, capacity building, planning, implementing, and evaluating activities associated with the college prevention priorities. The coordinator will guide the coalition to develop and implement strategies that will lead to long-term involvement of community institutions, organizations, and individuals in college underage drinking and drug abuse prevention. The College Prevention Coordinator will also be responsible for ensuring that the necessary OASAS reporting requirements, including interim reports and a final report are completed and submitted.

Responsibilities:

- Coordinate prevention training for campus staff
- Responsible for coordination of all campus alcohol and drug prevention activities
- Work as a team member of Student Development or similar campus department
- Coordinate and conduct CORE Survey biannually
- Act as co-chair of the campus community coalition, help coordinate and facilitate coalition meetings and related activities
- Keep current and expand his or her knowledge in the areas of college underage drinking, substance use and prescription drug misuse and serve as resource person for the coalition and campus community
- Plan and coordinate prevention training and technical assistance for campus staff, coalition members and other community partners
- Coordinate all assessment activities on campus and in the surrounding community
- Work with your Regional Prevention Resource Center and coalition members to develop and implement data collection tools and methods for assessment and evaluation and develop evaluation measures for implementation activities
- Develop and coordinate screening and brief intervention services for students on the campus
- Communicate effectively and regularly with coalition members on the SPF process
- Collaborate with community sectors, OASAS and Local Governmental Units to complete the steps of the SPF process
- Serve as a consultant to the coalition to develop community partnerships
- Assist coalition members in strategic planning and developing a comprehensive action plan based on assessment results
- Direct SPF implementation activities



- Evaluate implementation activity effectiveness on an on-going basis
- Document findings and progress of programs and activities in written reports to OASAS and local PRC and coalition members
- Manage and oversee expenditures of College Environmental Prevention initiative budget (or MOU)
- Work as team member with coalition members and community partners.

Qualifications for College Prevention Coordinator

Masters' degree and relevant experience in public health or health education, administration, policy/planning, or in community/organizational psychology; or bachelor's degree and five years of appropriate experience in managing or coordinating college/community-based public health or health-related agency could be substituted for advanced degree.

- At least two years of experience with health education programs in college setting
- Proven ability to work independently and excellent organizational skills
- Public relations or marketing skills and excellent interpersonal and communication skill
- Knowledge of the Strategic Prevention Framework and the OASAS Prevention Framework
- Familiarity and comfort with reporting outcomes in web-based system

Selection of an applicant for the College Prevention Coordinator who occupies a current College AOD Prevention position or related title will be allowed provided that the candidate can fulfill all of the above responsibilities. OASAS funding should not be used to support activities not directly related to grant objectives.

Appendix II - College Screening and Brief Interventions Resources

Applicants are required to use effective strategies for intervention and counseling services. .

For more information on effective intervention strategies, examples are available online through the Substance Abuse and Mental Health Services Administration (SAMHSA) Web site at: <http://www.integration.samhsa.gov/clinical-practice/sbirt/brief-interventions>.

BASICS (BRIEF ALCOHOL SCREENING AND INTERVENTION FOR COLLEGE STUDENTS):

DESCRIPTION OF PROGRAM

BASICS, Brief Alcohol Screening and Intervention of College Students: A Harm Reduction Approach, is a preventive intervention for college students 18 to 24 years old. It targets students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault, and violence. BASICS is designed to help students make better alcohol-use decisions based on a clear understanding of the genuine risks associated with problem drinking. The program is conducted over the course of two brief interviews that prompt students to change their drinking patterns. The first interview focuses on introducing the student to the program, assessing the student's level of risk of alcohol-related problems, and obtaining the commitment to monitor drinking in the interval between the two sessions. The second interview is a feedback interview in which the student is given a personalized feedback sheet containing information on the frequency of drinking, quantity of alcohol consumed, estimates of typical and highest-reported blood-alcohol content, and comparisons with student drinking norms. In addition, the student is provided with information about risks associated with drinking and myths about alcohol use, and receives advice on how to drink safely. The program's style is empathetic, not confrontational or judgmental, and aims to (1) reduce alcohol consumption and its adverse consequences, (2) promote healthier choices among young adults, and (3) provide important information and coping skills for risk reduction.

For more information or to purchase BASICS, please visit:

<http://www.blueprintsprograms.com/program-costs/brief-alcohol-screening-and-intervention-for-college-students-basics>

<https://www.uwstout.edu/counsel/aod/upload/BASICS-Program-Factsheet.pdf>

For information on Brief Negotiated Interview (BNI) please visit:

<http://www.bu.edu/bniart/sbirt-in-health-care/sbirt-educational-materials/sbirt-brief-intervention/>

Teen Intervene:

Teen Intervene third edition provides customers with an easily administered, low-cost SBIRT program that helps teens self-identify a substance use disorder, provides a brief plan for intervention, and guides the referral to treatment.

By engaging both the teen and the parents in this three or four-session model, *Teen Intervene* is a unique comprehensive program created specifically to drive adolescent engagement and produce positive outcomes.

Teen Intervene includes a specific focus on alcohol, marijuana, and tobacco use and is proven to reduce the use of both alcohol and marijuana when measured at six and twelve months past intervention.

Where is Teen Intervene Effective?

- Youth counseling / mental health providers
- Community based health centers
- Youth treatment centers
- Adolescent medicine / pediatricians
- Juvenile justice
- Middle and high schools
- School based health centers

Why Teen Intervene?

- NREPP listed
- DSM-5 - compliant
- Teen-Intervene meets the requirements of CPT codes that will provide reimbursement for intervention services:
 - This type of brief therapy is reimbursable using the CPT codes 99408 and 99409.
 - Treatment centers can also get reimbursed for providing brief therapy for tobacco use using CPT code 99407.



- As a bonus, *Teen Intervene* includes *Youth and Drugs of Abuse*, which features first-hand video accounts of youth discussing consequences from their drug use. CRAFFT – The screening tool used for *Teen Intervene*
- Specific focus on most common drugs: Alcohol, Tobacco and Marijuana
- Based on three mental health models: Motivational interviewing, Stages of change, Cognitive-behavioral

For more information or to purchase Teen Intervene, please visit:

<http://www.hazelden.org/web/go/teenintervene>

Other SBIRT Resources

I. Screening and Brief Intervention Tool Kit for College and University Campuses

http://www.integration.samhsa.gov/clinical-practice/sbirt/NHTSA_SBIRT_for_Colleges_and_Universities.pdf

II. Adolescent SBIRT

www.sbirt.webs.com/curriculum

III. SAMHSA SBIRT Grantees

<http://www.samhsa.gov/sbirt/grantees>

IV. Colleges & Universities SBIRT Programs

<http://hecaod.osu.edu/campus-professionals/sbirt-2/>
OASAS approved SBIRT screens (6.3.16)



Appendix III

OASAS-Approved Evidence-Based Strategies

The selection of strategies will be based upon the findings of a comprehensive Needs Assessment. This list is comprised of evidenced-based programs and interventions that have demonstrated effectiveness in preventing and reducing underage drinking. The programs are listed alphabetically.

1. Alcohol Outlet Compliance Checks (Off-Premise)

This activity identifies liquor stores, convenience stores, and supermarkets (or any other retailer where alcohol is purchased and then consumed in another location) that sell alcohol to underage youth. Compliance checks can be mandated by a local ordinance that outlines standards for conducting the checks, people or agencies responsible for conducting the compliance checks, and penalties for establishments and/or sellers who illegally sell alcohol to underage youth. Compliance checks can be voluntarily implemented by law enforcement or licensing authorities. Generally, compliance checks are implemented by the following procedures: (1) alcohol licensees are informed that compliance checks will occur at various times throughout the year and about potential penalties for selling alcohol to underage youth; (2) while an enforcement agent (police officer or other authorized person) waits outside the premises, a person under age 21 attempts to purchase alcohol; (3) if the alcohol establishment sells alcohol to the young person, the enforcement agent issues a citation either to the seller or to the establishment. A follow-up to the compliance checks may be publicizing or otherwise rewarding outlets that do not sell to minors.

2. Alcohol Outlet Compliance Checks (On-Premise)

Compliance checks (on premise) identifies bars, taverns, and restaurants, *etc.* that sell and serve alcohol to underage youth. Compliance checks can be mandated by a local ordinance that outlines standards for conducting the checks, people or agencies responsible for conducting the compliance checks, and penalties for establishments and/or servers who illegally sell alcohol to underage youth. Compliance checks can be voluntarily implemented by law enforcement or licensing authorities. Generally, compliance checks are implemented by the following procedures: (1) alcohol licensees are informed that compliance checks will occur at various times throughout the year and about potential penalties for selling and serving alcohol to underage youth; (2) while an enforcement agent (police officer or other authorized person) waits outside the premises, a person under age 21 attempts to purchase alcohol; (3) if the alcohol establishment sells and serves alcohol to the young person, the enforcement agent issues a citation either to the server or to the establishment. A follow-up to the compliance checks may be publicizing or otherwise rewarding outlets that do not sell to minors.

3. Alcohol Outlet Compliance Surveys (Off-Premise)

Compliance Surveys (off-premise) identify liquor stores, convenience stores, and supermarkets (or any other retailer where alcohol is purchased and then consumed in another location) that sell alcohol to minors. They are similar to compliance checks, but they typically use a young looking 21 years or older decoy. Thus, if a retailer sells to the decoy, no law is actually broken. Alcohol surveys are a way to educate retailers about their practices, without giving them a citation. Communities conduct alcohol surveys when communities want to educate rather than penalize establishments, or when they have difficulty gaining the cooperation of law enforcement. A follow-up to the compliance surveys may be publicizing or otherwise rewarding outlets that do not sell to minors.

4. Alcohol Outlet Server Training (Off-Premise)

Training designed to educate owners, managers, and sellers at alcohol retail sales outlets to reduce or avoid alcohol sales to minors and intoxicated adults.

5. Alcohol Outlet Server Training (On-Premise)

Training designed to educate the owners, managers, and servers of bars, restaurants, and clubs to reduce or avoid alcohol sales to minors and intoxicated adults. Best practices for this activity include policy development, skills development, and active learning. Programs should work with management on policy development and with staff on skills development and active learning.

6. Alcohol Sponsorship Restrictions at Public Events

Alcohol sponsorship restrictions of public events include any policies that limit or eliminate the sponsorship of public events by alcohol beverage companies. For example: refusal of sponsorship or gifts from the alcohol industry to avoid the any perception that underage drinking is acceptable. Restrictions can be in the form of local ordinance or can be implemented voluntarily.

7. Alcohol Use Restrictions at Public Events

Community event alcohol-use regulations are concerned with how and when alcohol use is regulated and can be sold at college/ community events. Examples include beer gardens, sale of tokens for purchase, limiting number of drinks purchased, container size, prohibiting free alcohol samples.

8. Brief Alcohol Screening and Intervention for College Students (BASICS)

Brief Alcohol Screening and Intervention for College Students (BASICS) is a prevention program for college students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems. Following a harm reduction approach, BASICS aims to motivate students to reduce alcohol use in order to decrease the negative consequences of drinking. It is delivered over the course of two 1-hour interviews with a brief online assessment survey taken by the student after the first session. The first interview gathers information about the student's recent alcohol consumption patterns,

personal beliefs about alcohol, and drinking history, while providing instructions for self-monitoring any drinking between sessions and preparing the student for the online assessment survey. Information from the online assessment survey is used to develop a customized feedback profile for use in the second interview, which compares personal alcohol use with alcohol use norms, reviews individualized negative consequences and risk factors, clarifies perceived risks and benefits of drinking, and provides options to assist in making changes to decrease or abstain from alcohol use. Based on principles of motivational interviewing, BASICS is delivered in an empathetic, non-confrontational, and nonjudgmental manner and is aimed at revealing the discrepancy between the student's risky drinking behavior and his or her goals and values. The intervention is delivered by trained personnel proficient in motivational interviewing and may be tailored for use with young adults in settings other than colleges.

9. Challenging College Alcohol Abuse

Challenging College Alcohol Abuse (CCAA) is a social norms and environmental management program aimed at reducing high-risk drinking and related negative consequences among college students (18 to 24 years old). The intervention was developed at the University of Arizona based on work previously done at Northern Illinois University. CCAA uses a campus-based media campaign and other strategies to address misperceptions about alcohol and make the campus environment less conducive to drinking. Studies have shown that college students tend to perceive their peers' level of drinking to be higher than it actually is, which in turn influences their own drinking behavior. CCAA's media campaign addresses these misperceptions by (1) communicating norms using data from surveys conducted at the university, (2) educating students on less-known or less-understood facts related to alcohol, and (3) offering an opportunity to change the "public conversation" around alcohol use among students, staff, and the local community. Advertisements and articles in the school newspaper, press releases, campus displays, and other media are used to communicate factual information about alcohol and drugs and related topics such as health and wellness, sexual assault, and sexually transmitted diseases. CCAA provides small grants to fund and promote non-alcohol social events that compete with traditional drinking occasions. Some media coverage is targeted to higher-risk groups such as fraternity and sorority chapters, freshmen, women, and students living in residence halls. CCAA also includes components aimed at faculty and staff, parents, and the local community, such as encouraging increased restrictions and monitoring of on-campus and off-campus alcohol use.

10. Communities Mobilizing for Change on Alcohol (CMCA)

A Community Mobilizing for Change on Alcohol (CMCA) is a community organizing program designed to reduce youth access to alcohol by changing community policies and practices, CMCA seeks both to limit youths' access to alcohol and to communicate clear messages to the community that underage drinking is inappropriate and unacceptable. It employs a range of social organizing techniques to address legal, institutional, social, and health issues related to underage drinking. The goals of these organizing efforts are to eliminate illegal alcohol sales to minors, obstruct the provision of alcohol to youth, and ultimately reduce alcohol use by youth. The program involves community members in seeking and achieving changes in local public policies and practices of the community institutions that affect youths' access to alcohol. CMCA is based on established research that has demonstrated the importance of social and policy environment in facilitating or impeding drinking among youth. CMCA community organizing methods drew on a range of traditions in organizing efforts to deal with social and health consequences of alcohol consumption

11. Cops in Shops

The program places law enforcement officers behind the counter of participating establishments, posing as clerks, and outside the store, to deter adults from purchasing alcohol for minors. The program includes warning signs prominently displayed in the establishments, and local media coverage to increase young people's perception that they will be apprehended if they attempt illegal purchases.

12. Counter-Advertising

Counter-advertising involves disseminating information about alcohol, its effects, and the advertising that promotes it, to decrease its appeal and use. Counter-advertising strategies directly address alcohol marketing, and includes the placement of health warning labels on product packaging, and media literacy efforts to raise public awareness of the advertising tactics employed in alcohol marketing. (See social norms misperception campaign).

13. Informational/Warning Sign Campaign (Outlets)

The purposeful display of notices, signs, or posters in retail establishments that provide information related to the legal, social, and health consequences of alcohol use, substance use, and/or problem gambling. Posters may be required by local ordinance, or used voluntarily by retail establishments. This strategy can include "Sticker Shock" campaigns.

14. Keg Registration

Beer kegs are marked with a unique identification number that alcoholic beverage retailers register along with information about the keg's purchaser. This process enables police officers to identify the keg purchaser at parties where underage individuals are drinking beer from kegs.

15. Media Advocacy Campaign

Media advocacy involves the use of unpaid media to highlight a community issue and to advocate for policy changes (*i.e.*, letters to the editor, newspaper articles, press releases, and radio talk shows). Even more so than the other media strategies, media advocacy **MUST BE USED** in conjunction with policy change and enforcement. *The whole point of media advocacy is to advocate for policy change and/or policy enforcement.*

16. Parental Notification/Parents as Partners

A policy option, in which institutions inform parents/guardians of alcohol and other drug offenses committed by students under 21.(highly effective) Informing freshmen students and their parents about alcohol policies and penalties before arrival and during orientation.

17. Party Patrols

Party patrols involve surveillance of underage parties by campus police to inform local law enforcement of underage drinking and/or possible illegal drug activity.

18. Project ASSERT (SBIRT Program)

Project ASSERT (Alcohol and Substance Abuse Services, Education, and Referral to Treatment) is a screening, brief intervention, and referral to treatment (SBIRT) model designed for use in health clinics or emergency departments (EDs).

19. Public Advertising Restrictions

Policies to limit or eliminate the placement of alcohol/tobacco or gambling advertising, particularly those that expose youth to the messages. This could include limiting advertising within establishments licensed to sell alcohol (including product placement) or in the outside environment (including billboards and storefront advertising). For example: Restricting alcohol advertising on campus, during college related events. Restrictions can be in the form of a local ordinance or can be implemented voluntarily.

20. Public Availability and Alcohol Use

Restriction of alcohol in public places controls the availability and use of alcohol at parks, beaches, campus sponsored activities or events and other public spaces. Restrictions can range from total bans on alcohol consumption to restrictions on the times or places at which alcohol can be consumed.

21. Require Alcohol Outlet Server/Seller Training

Training for managers, alcohol servers and social hosts to reduce the risks of sales to minors, intoxication and impaired driving. In addition, some individual establishments may voluntarily implement training policies in the absence of any legal requirements or incentives.

22. Restrict AOD Merchandise Sales at Public Events

This involves any policies that limit or eliminate the sale of any merchandise that promotes alcohol, substance use, or gambling behavior and/or exposes young people to pro-use messages. For Example: use of alcohol industry logos to promote a concert, sports event. Restrictions can be in the form of a local ordinance or can be implemented voluntarily by vendors.

23. Retail Outlet Compliance Reporting Hotlines

Telephone services established specifically and solely to report violations of minimum legal drinking age laws. Compliance reporting hotlines increase awareness and citizen use of toll-free tip phone hotlines to report establishments that sell alcohol to minors. *This activity is not for incidental calls received during day to day business.*

24. Retail Outlet Recognition Campaign

Used as a follow-up to ongoing compliance checks, this ongoing campaign publicly acknowledges or otherwise rewards outlets that do not sell to minors.

25. School Substance Use Policies

Clear rules regarding the sale, provision, possession and use of alcohol and other drugs on campus, as well as, consistently enforced penalties for violating the rules.

26. Shoulder Tap Surveillance (Off-Premise)

Shoulder tap enforcement programs are similar to compliance check programs except that they target the non-commercial supplier. A young decoy approaches adults outside an alcohol outlet and requests that the adult purchase alcohol on the decoy's behalf. It targets the program to locales where problems have been reported and uses the same guidelines for the decoy's actions as in compliance checks.

27. Sobriety Checkpoints to Enforce Impaired Driving Laws

Sobriety checkpoints are traffic stops where law enforcement officers systematically select drivers to assess their level of alcohol impairment. The goal of these interventions is to deter alcohol-impaired driving by increasing drivers' perceived risk of arrest. Two types of sobriety checkpoints exist. Selective breath testing (SBT) checkpoints are the only type used in the United States. At these checkpoints, police must have a reason to suspect that drivers have been drinking before testing their blood alcohol levels.

28. Social Host Ordinance

Social host ordinances may be enacted by local governments to prohibit the permitting of the consumption of alcoholic beverages by persons under the age of twenty-one years. They stipulate that no person who is over the age of twenty-one years who owns, rents or controls a private residence shall permit the consumption of alcoholic beverages by any person under the age of twenty-one years who is present at any party, gathering, or event on the premises of such person.

29. Social Marketing Campaign

A specific media strategy that uses standard marketing techniques to promote healthier community norms and to persuade a targeted audience to reduce harmful behaviors and/or increase socially positive behaviors. It includes counter-advertising which directly addresses alcohol marketing (or other substances) by using media literacy efforts to raise public awareness of the advertising tactics employed by the industry marketers. The message includes alternative choices that invite a voluntary exchange of behaviors.

30. Social Norms Misperception Campaign

A very specific media strategy that aims to alter the perceptions that people have about how much their peers actually drink. Data must be collected about actual drinking and perceptions of drinking (whereby it is often found that people perceive there to be much higher levels of drinking than is actually reported). Media efforts are then implemented to educate people that their peers really do not drink as much as they think.

31. Substance Free Housing

On-campus residences set aside for students who are committed to living in an environment free of illicit drugs, and alcohol.

32. Teen Intervene

Teen Intervene is a brief, early intervention program for 12- to 19-year-olds who display the early stages of alcohol or drug involvement. Integrating stages of change theory, motivational enhancement, and cognitive-behavioral therapy, the intervention aims to help teens reduce and ultimately eliminate their substance use. The program is typically administered in an outpatient, school, or juvenile detention setting by a trained professional in three 1-hour sessions conducted 10 days apart. During session 1, an individual session with the adolescent, the therapist elicits information about the adolescent's substance use and related consequences, examines the costs and benefits of the substance use, and helps the adolescent set goals of behavior change, including goals to reduce or eliminate substance use. In session 2, the therapist assesses the adolescent's progress, discusses strategies for overcoming barriers, and negotiates the adolescent's continued work toward meeting goals. Session 3 is an individual counseling session with the teenager's parent (or guardian); this session addresses parent-child communication and discipline practices, and specific ways for the parent to support the child's goals. The third session also includes a brief wrap-up conversation with the parent and adolescent.

33. Underage Drinking Party Dispersal

A specific strategy that requires training for law enforcement, campus police and community members. The purpose is to safely contain the party participants, effectively control their release, and minimize liability. Enforcement is used as an education tool to: properly manage the incident; involve the parents; discourage future participation in underage drinking.



Appendix IV - LISTING OF REGIONAL PREVENTION RESOURCE CENTERS

Western PRC

Director: Sharon Koenig (585) 815-1844, skoenig@gcasa.org
Host Provider: Genesee Council on Alcohol and Substance Abuse in Batavia
Address: 430 E Main St, Batavia, NY 14020
Counties Covered: Niagara, Orleans, Genesee, Erie, Wyoming, Chautauqua, Cattaraugus, Allegany

Finger Lakes PRC

Director: Barb Christensen, (585) 719-3482 bchristensen@depaul.org
Host Provider: DePaul's NCADD-RA
Address: 1931 Buffalo Road Rochester, NY 14624
Counties Covered: Monroe, Wayne, Ontario, Livingston, Yates, Seneca, Steuben, Schuyler, Tompkins, Chemung, Tioga, Broome

Central PRC

Director: Glen Johnson, 315-530-7561, gjohnson@preventionnetworkcny.org
Host Provider: The Prevention Network in Syracuse
Address: 906 Spencer St, Syracuse, NY 13204
Counties Covered: St. Lawrence, Jefferson, Lewis, Herkimer, Oneida, Oswego, Onondaga, Cayuga, Cortland, Chenango, Madison, Otsego, Delaware

Mid-Hudson PRC

Director: Jennifer Ocasio 845-294-9000 x261 jocasio@adacinfo.com
Host Provider: ADAC of Orange County in Goshen
Address: 224A Main St. P.O. Box 583 Goshen, NY 10924
Counties Covered: Sullivan, Ulster, Dutchess, Putnam, Orange, Westchester and Rockland

Northeast Region

Please contact Barbara Bennet at NYS OASAS, 518-485-9477
barbara.bennet@oasas.ny.gov

NYC PRC

Director: Ronni Katz, 646-459-8410, rkatz@childrensaidsociety.org
Host Provider: Children's Aid Society in Manhattan
Address: 4 W 125th Street, 4th Floor, New York, NY 10027 |
Counties Covered: Richmond, Kings, Bronx, New York and Queens

Long Island PRC

Director: Pamela Mizzi (631) 650-0135, pmizzi@fsl-li.org
Host Provider: Family Service League
Address: 1444 5th Avenue Bay Shore, NY 11706
Counties Covered: Nassau & Suffolk



Appendix V – LGU Contact List can be downloaded by clicking on the following link:
<http://www.oasas.ny.gov/procurements/documents/201611-LGUContactList.xls>



Appendix VI

College Resources

1. National Institute on Alcohol Abuse and Alcoholism (2016). College AIM: alcohol intervention matrix. Retrieved from:
http://www.collegedrinkingprevention.gov/CollegeAIM/Resources/NIAAA_College_Matrix_Booklet.pdf
Provides a detailed method of choosing an appropriate intervention for the provider's individual college community based on a needs assessment on multiple levels (environmental and individual levels). This is specifically targeted for college age youth.
 - a. National Institute on Alcohol Abuse and Alcoholism (2016). College drinking. NIAAA. Retrieved from:
<http://pubs.niaaa.nih.gov/publications/CollegeFactSheet/CollegeFactSheet.pdf>
This is an additional resource from the NIAAA regarding college drinking. This resource provides specific information regarding the problems relating to alcohol for college youth and the increased risk factors of college students. It provide guidance on environmental strategies and advises administration that a combination of styles and approaches is the most effective. It also links back the College Aim matrix.
2. CollegeDrinkingPrevention.gov (2007). College drinking: Changing the culture. Retrieved from: www.collegedrinkingprevention.gov/Default.aspx
This website is operated by the National Institute on Alcohol Abuse and Alcoholism
Directed at parents
(<http://collegedrinkingprevention.gov/ParentsandStudents/Parents/FactSheets/ParentFactSheet.aspx>)
Within the overall site, there is a section devoted for information targeted to parents. In it, there is information provided regarding choosing the right college for students, what information parents should know about college drinking, college alcohol policies, and a "snapshot of drinking consequences."
 - a. Directed at college presidents
(<http://collegedrinkingprevention.gov/NIAAACollegeMaterials/publications/brochures/presidentBrochure.aspx>).
In this section of the collegedrinkingprevention.gov website is a collection of information meant for presidents of colleges. They is information regarding drinking culture at US colleges, frameworks of prevention programs, factsheets, curricula, and evaluations of college alcohol policies.
 - b. RE: Evaluation of College Alcohol Policies
(<http://www.collegedrinkingprevention.gov/CollegePresidents/evalCollegeAlcoholPolicies.aspx>)

This section of the overall College Drinking Prevention website, an offshoot on the NIAAA, helps colleges understand their own policies and review them for better efficiency. They determined that typical alcohol policies have four components: information/explanation; rules, restrictions, and requirements; possible consequences delivered to groups; and possible consequences delivered to individuals.

3. Colorado College (2016). Alcohol information. *Colorado College*. Retrieved from: <https://www.coloradocollege.edu/other/studentguide/pathfinder/college-policies/alcohol.html>

This resource was added as an example of a policy framework for college campuses to adopt or adapt. They provide a comprehensive set of policies that address groups, individuals, residence life, and alcohol-providing school sanctioned events. They make a point to include community resources.

4. DrugWatch.com (2016). Student health. Retrieved from: <https://www.drugwatch.com/students/>

Included in this resource is information on uncommonly abused substances by college students like Adderall and cold medicine. By providing these resources, colleges can begin to plan interventions to prevent the use and access to these illegal or inappropriately used substances.

5. National Institute of Health (2010). Rethinking Drinking. Retrieved from: http://pubs.niaaa.nih.gov/publications/RethinkingDrinking/Rethinking_Drinking.pdf

In this guide, they provide an overview of what quantity of alcohol would make someone vulnerable to risk factors, the harmful implications, and different strategic tools or resources to help an individual recover.

6. Center for the Application of Prevention Technologies (CAPT). *SAMSHA*. Retrieved from <http://www.samhsa.gov/capt/>

[CAPT encourages the application of prevention science to improve state, tribal, jurisdictional, and community efforts reduce the harmful effects of substance use and misuse.](#)

7. PIRE Calverton Center. Community Based Training Program. Please contact Aidan Moore, Senior Program Manager. amoore@pire.org or 603-969-6662 See Educational workshops below for October 2016.

Community Based Training Programs

- Impact of Specific Underage Drinking Laws and Reduction in Harm
- Environmental Strategies Training
- Environmental Prevention Approaches to Prevent and Reduce Marijuana Misuse and Related Problems
- Environmental Strategies On and Off College/University Campuses
- Local Environmental Change Training



- Media Advocacy
- Resident Assistants Training
- Responsible Beverage Server - Training of Trainers
- Social Host Laws and Related Issues

Law Enforcement Training Programs

- Carrying Out Sobriety Checkpoint Operations
- **Detecting Fraudulent Identification - Fake ID's**
- **Enforcement on College Campuses**
- Enforcing Impaired Driving Laws with a Focus on Youth
- How to Conduct Compliance Check Operations
- Operations to Reduce Third Party Sales of Alcohol to Underage Youth
- Party Patrol and Controlled Party Dispersal Techniques for Preventing and Breaking Up Underage Drinking Parties
- Policing the Cyber World for Underage Alcohol Issues
- Techniques for Managing Special Events
- Source Investigations
- Training of Trainers in Specific Law Enforcement Strategies
- Tobacco Compliance and Enforcement

