Roadmap of This Report

1. National Context
   - What are the health, academic and other negative consequences?
   - What is the importance of educating students on this issue?

2. A Profile of Students’ Drinking Behaviors
   - How often, what, and why do your students drink?
   - How do your students compare to students nationally?
   - What is the impact of heavy-episodic drinking on your students?

3. Mitigating Risk And Impacting Culture
   - What did your students gain from taking AlcoholEdu for High School?
   - How can your school engage students to change the drinking

4. Next Steps For Your Prevention Programs
   - How can this data inform your prevention efforts moving forward?
National Context
AlcoholEDU for High School - Educational Impact Across The Nation

- 253 TOTAL ACTIVE SCHOOLS
- 29,434 TOTAL STUDENTS REACHED
- 23% AGGREGATE KNOWLEDGE GAIN
Health Impact of High School Prevention Efforts

Young people who start drinking before age 15 are four times more likely to meet the criteria for alcohol dependence later in life. Students who delay their alcohol use to age 18 or later are also less likely to be high-risk drinkers as they enter college. *Data in the figure below are drawn from a nationally representative sample of entering college students taking AlcoholEdu for College.*

**Non-drinkers:** 0 drinks in the past two weeks  
**Light/Moderate drinkers:** 1-3 drinks for females; 1-4 drinks for males at least once in the past two weeks  
**High-risk drinkers:** 4-7 drinks for females; 5-9 drinks for males at least once in the past two weeks  
**Problematic drinkers:** 8+ drinks for females; 10+ drinks for males
High school students who don’t use alcohol and drugs are more likely to succeed academically in school, to graduate, and to go on to college. Prevention efforts arming students with skills and knowledge to resist use and offers while in their high school years will enable them to achieve their academic and educational potential.

**Academic Outcomes and Educational Attainment**

As High School Drinking Frequency Increases, GPA Decreases

- **Students who abstain from binge drinking**
  - 2 x more likely to plan to attend college

- **Students who use alcohol or other substances**
  - 5 x more likely to drop out of school

<table>
<thead>
<tr>
<th>Frequency</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nondrinker</td>
<td>2.92</td>
</tr>
<tr>
<td>Occasional Drinker</td>
<td>2.77</td>
</tr>
<tr>
<td>Frequent Drinker</td>
<td>2.64</td>
</tr>
</tbody>
</table>
National research has unveiled a troubling trend: while high-risk alcohol use among adolescents (defined as consuming 5+ drinks in a single occasion) has generally declined, measures of extreme alcohol use (having 10+ and 15+ drinks) has increased.

Dangerous Drinking on the Rise

10.5% of high school seniors report consuming 10+ drinks in a row

5.6% of high school seniors report consuming 15+ drinks in a row

A standard drink is defined in this study as a 12-ounce can or bottle of beer; a 4-ounce glass of wine; a 12-ounce bottle or can of wine cooler; or a mixed drink, shot glass of liquor or the equivalent.

This phenomenon appears to explain persistent rates of alcohol-related teen medical emergencies for alcohol overdose and other extreme levels of use, and underscores the importance of prevention measures directed at high school students.
Oklahoma Student Data: A Profile of Students’ Drinking Behaviors
This impact report contains self-report data obtained from students who participated in the *AlcoholEdu for High School* population-level prevention program in 2013-2014.

**PART 1: Primary Course Content**

- **Course Lessons**
  - 9 learning modules focused on strategic decision making through real life examples

**PART 2: Review**

- **Survey 2** Post-assessment
- **Survey 3** Follow-up Lessons

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**InterSESSION**

**Educational Impact**

**SURVEYS** measure changes in attitudes and behaviors

**TESTS AND EXAMS** measure student knowledge
Highlights From Your Data

Findings are based on self-report data obtained by 2,190 students who have participated in the AlcoholEdu for High School surveys.

55% of your students have never had a drink of alcohol. Among those who have, 25% have had a drink within the last 2 weeks.

Marijuana use by your students is (9%), compared to the national average of 9.8%

Among students who drink, 16% were age 12 or younger when they first started drinking, putting them at risk for developing a problem with alcohol.

Students are most commonly obtaining alcohol by taking it from home without asking (26%) or from someone who is under 21 (23%).

While a majority of students who drink did not experience negative consequences as a result of their drinking, 20% report having a hangover and 17% report riding with a driver who has been drinking.

Students reported that some of the most important reasons not to drink are because they are not old enough to drink legally (69%) and that they have other things to do (67%).

After completing AlcoholEdu for High School, 77% reported that the course was helpful in guiding them to make healthy decisions about alcohol.

The mean test score increased 19% between the Pre-Test (59%) and Final Exam (78%).
2013-2014 Overall Impact

- **Total Active Schools**: 32
- **Total Students Reached**: 2,693
- **Average Knowledge Gain**: 19%
The survey questions relating to attitudes & behaviors are taken from survey 1 at the very beginning of the course. Attitudinal and Behavioral Surveys Are Provided as Optional Components to the Course. Survey data is collected anonymously and only from students over 13 years old.
# Knowledge Change – Pre/Post Formative Assessments

<table>
<thead>
<tr>
<th>Knowledge Category</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Knowledge Gain</td>
<td>59%</td>
<td>78%</td>
<td>19%</td>
</tr>
<tr>
<td>Decision Making Skills</td>
<td>68</td>
<td>78</td>
<td>10%</td>
</tr>
<tr>
<td>Laws and Community Issues</td>
<td>68</td>
<td>83</td>
<td>15%</td>
</tr>
<tr>
<td>Brain and Body Impact</td>
<td>52</td>
<td>82</td>
<td>30%</td>
</tr>
<tr>
<td>Basic Alcohol Knowledge</td>
<td>59</td>
<td>69</td>
<td>10%</td>
</tr>
</tbody>
</table>

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*EVERFI*
AlcoholEdu has enabled Oklahoma Department of Mental Health to provide a baseline of knowledge and decision-making strategies around alcohol use.

**Mean exam Score**
- Increased by 19 points

**Students reported that AlcoholEdu prepared them to:**
- Identify when someone has consumed too much alcohol: 77%
- Stop a friend from driving drunk: 78%

**Gains from AlcoholEdu**

<table>
<thead>
<tr>
<th>Pop Quiz</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>59%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Primary Sources For Obtaining Alcohol

Oklahoma Department of Mental Health Students Are Most Commonly Obtaining Alcohol From The Following Areas:

- From a friend who is 21 or over: Oklahoma Department of Mental Health 26%, National Average 22%
- Friend who is under 21: Oklahoma Department of Mental Health 16%, National Average 21%
- A store using a fake ID: Oklahoma Department of Mental Health 4%, National Average 5%
- Another family member 21 or older: Oklahoma Department of Mental Health 17%, National Average 8%
- Parent or guardian: Oklahoma Department of Mental Health 12%, National Average 13%
- Home without asking: Oklahoma Department of Mental Health 12%, National Average 14%
# Reasons For Drinking Or Not Drinking

Oklahoma Department of Mental Health Students Indicated Their Most Important Reasons For Choosing Whether Or Not To Drink Alcohol.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage Important/Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>To celebrate</td>
<td>51%</td>
</tr>
<tr>
<td>To have a good time with your friends</td>
<td>45%</td>
</tr>
<tr>
<td>Feel happy</td>
<td>38%</td>
</tr>
<tr>
<td>Be outgoing in social situations</td>
<td>29%</td>
</tr>
</tbody>
</table>

When you choose NOT to drink alcohol, how important are the following reasons:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm not old enough to drink legally</td>
<td>69%</td>
</tr>
<tr>
<td>I have other things to do</td>
<td>67%</td>
</tr>
<tr>
<td>I don't have to drink to have a good time</td>
<td>66%</td>
</tr>
<tr>
<td>People I care about would disapprove</td>
<td>64%</td>
</tr>
</tbody>
</table>
Findings from recent AlcoholEdu for College survey data supports previous research studies that demonstrate a relationship between the age of first drink and the probability of becoming a problematic drinker (defined as 10+ drinks for a male and 8+ drinks for a female in a single sitting).

The majority (55%) of Oklahoma Department of Mental He students have never had a drink. Among those who have, 16% were age 12 or younger when they first started drinking, putting them at higher risk for developing problems with alcohol.
While a majority of students did not experience negative consequences as a result of their drinking, certain behaviors worth noting are detailed below.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>State Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embarrassed myself</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Said things I didn’t mean</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Felt sick</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Had a hangover</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Got behind in schoolwork</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Performed poorly on an assignment</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Rode with a driver who had been drinking</td>
<td>21%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Students’ Engagement With AlcoholEdu for High School

After completing AlcoholEdu for High School, students from your school were asked to evaluate their experience with the course. The data below show the extent to which your students were engaged with the course. The greater the engagement, the more likely they are to recall the information presented, especially when that information is included as part of follow-up programming.

After completing AlcoholEdu for High School, students reported that they:

- Paid Attention to the Course: 77%
- Found AlcoholEdu for High School helpful in guiding them to make healthy decisions about alcohol: 77%
- Were stimulated to tell friends about something learned: 63%
- Would recommend AlcoholEdu for High School to other students: 69%
- Thought parents/guardians should take the course: 59%

Data represents 2013-2014 student responses collected in Survey 2, immediately following completion of Part 1 of AlcoholEdu for High School.
Guiding Principles For Success

Beyond what the data reveals, there are a number of guiding principles that drive successful prevention efforts at the high school level

1. Conduct a needs assessment. Gather information from surveys and interviews and supplement with secondary sources of information, i.e., school absenteeism and drop out rates. This will enable you to develop approaches that take into account the problems, culture, and norms of the community (Fox, Forbing, & Anderson, 1988).

2. Avoid use of scare tactics. Focus on programs that combine factual information with promotion of positive self-concept and peer refusal skills, i.e., role playing activities to help develop self-esteem, assertiveness, and problem-solving skills.

3. Infuse prevention content into other subjects. Language arts, science, math, social studies, and driver education are examples of classes in which you can incorporate various aspects of substance use.

4. Develop comprehensive, complementary efforts. One-shot programs are less successful than those that are part of a comprehensive health curricula employing strategies on every level. Community support, parent involvement, and peer involvement will all enhance program success.

5. Engage teachers. Teachers play a critical role, and teacher training is essential. Strengthening relationships among students and teachers will help increase student engagement in school and create a close-knit support system.

6. Provide treatment referral for students who are at-risk or dependent. Some programs have found success with support groups, peer teachers, and peer counselors (Fox et al., 1988).

7. Evaluate your efforts. Examine changes in knowledge, attitudes, and behaviors to assure accountability and justify expenditures of money and time.
If you have any additional comments, concerns or questions, please get in touch with us directly at:

AlcoholEduHS@everfi.com

202.459.9798
APPENDIX
Slide 9: Health Impact of High School Prevention Efforts

Slide 10: Educational Outcomes and Academic Attainment

Slide 11: Dangerous Drinking on the Rise