

## SECTION 7:

# PLANNING AND COLLABORATION

## HIGH-RISK TIMES FOR COLLEGE CAMPUSES

Often when we think of times when there is a high risk for impaired driving, events like New Year's Eve or holiday parties come to mind. However, it is still important to remember each college campus experiences different high-risk times in addition to those that are common. Some possible high-risk times follow.

### Fall

- First week back to school from Summer break
- Fraternity and sorority member recruitment times and bid nights
- Labor Day weekend
- Popular weeknights
- Homecoming
- Big game days
  - Football season kickoff, big rival games
  - Fall sports such as cross country, field hockey, football, soccer, women's volleyball, men's water polo
  - Playoffs and championship games
- Halloween
- Fall break and Thanksgiving break
- Pre/post-midterm activities
- Pre/post-finals activities
- Winter break/seasonal holidays/New Year's Eve

### Spring

- First week back to school from Winter break
- Winter dances/formals
- Big game days of the season
  - Winter sports such as: basketball, fencing, gymnastics, ice hockey, skiing, swimming, diving, track and field (indoor), rifle, wrestling
  - Spring sports such as baseball, golf, lacrosse, tennis, rowing, softball, track and field, men's volleyball, women's water polo
  - Playoffs and championship games
  - College Bowl Games
  - Superbowl
  - NCAA Basketball Tournaments
  - March Madness and Final Four
- Valentine's Day
- St. Patrick's Day
- Spring Break
- Fraternity and Sorority recruitment times and bid nights
- Spring dances/formals
- Pre/post-midterm activities
- Memorial Day weekend
- Pre/post-finals activities
- Graduation/End of school

## **IDENTIFYING STAKEHOLDERS AND CREATING PARTNERSHIPS**

Ninety percent of the effort for NCAAW will, no doubt, come from you. However, the more support you generate and the more allies you find, the better chance you have of creating a real, sustainable campus and community change.

A simple but necessary step needed for many of our stakeholders is a brief, but comprehensive, look at the issue. Many people are not aware of the cost—physically, financially and emotionally—that alcohol abuse causes on campus. Send a brief update to all your stakeholders, perhaps highlighting the report issued by the NIAAA.

At the same time we want to make people aware that alcohol abuse is a real issue on campus, and it is equally important to let people know the majority of students are not engaging in abusive behavior. One of the goals of NCAAW is to remind people that most students are making healthy decisions. Use your own campus data to inform your stakeholders about the positive norms on your campus. By promoting the healthy norms of the majority of students, your group can avoid planning scare tactic programs that might get attention but have no effect on behavior change.

It is especially important you take the time to inform the following allies:

- Government/Class Officers
- Athletic Coaches/Captains/Intramural and Club Teams
- Faculty
- Parent Groups
- Campus Activities Offices
- Campus Judicial Offices
- Fraternities and Sororities
- Residence Life Staff
- Campus Police and Security
- Health Education, Health Centers and Counseling Centers

## **Invite Offices to Order Educational Materials**

If there are various departments and offices on campus that have health education materials available to students, you might offer these places a chance to make available alcohol abuse prevention materials. Some offices and departments that may wish to participate and distribute information include:

- Health Center
- Wellness Office
- Residence Life Office
- Recreation Services
- Counseling Center
- Athletic Offices

From your NCAAW Campaign kit, make copies of the NCAAW items in the BACCHUS Order Form. Inquire about the possibility of some of these groups purchasing materials to further add to the campus prevention programming. You might recommend each of these groups use the materials in the following ways:

- Have pamphlets available for students
- Display posters in their offices or buildings
- Have some of the promotional items available for students
- Sponsor an information table or trivia game in the student center

## **Invite Stakeholders to Write an Article or Letter to the Campus Newspaper**

Although we hope there is some national attention given to NCAAW in October, nothing hits home more than a local article or opinion piece written in a publication that all students receive and read. Invite one of your stakeholders to write an article about the current toll alcohol abuse is taking in the U.S. or on your campus, as well as highlighting the need to support the healthy choices of the majority. Another idea is to get a stakeholder to write a Letter to the Editor detailing why he or she believes the campus needs to focus on alcohol abuse and impaired driving prevention. Not only will this help highlight the efforts you are undertaking for NCAAW, it also helps when someone outside your group makes the case that alcohol abuse and impaired driving prevention is both a campus and community issue.

There is a sample press release located on the BACCHUS website [bacchusnetwork.org/press-room.asp](http://bacchusnetwork.org/press-room.asp)

## Recruiting Key Players

The key to success in your NCAAW program is to involve students in the process from the beginning. Not only can students be valuable as committee members, they are also closest to your audience, providing creativity and programming insights that administrators might be less likely to develop on their own. Remember, peer-to-peer influence is the most effective education tool! Generating student ownership in the planning of your NCAAW program will help guarantee acceptance and participation. The more visible a role students play, the more likely it is other students will want to become involved. Make sure all of your targeted groups are represented on your committee or task force. NCAAW is an opportunity to gain interest and respect for campus-based prevention programs. It is important to use these special weeks to build the base for year-round efforts. Many campuses have used NCAAW to recruit peer educators.

Identifying and recruiting key players serves several purposes. It is human nature for people to take ownership in things they help create. If you want to build participation and support for NCAAW, then it is important you find allies across campus. Although the players will vary depending on the size and type of campus, NCAAW planning committees often consist of student and/or staff representatives from multiple offices on campus.

Information about how to work with faculty, staff and the surrounding community is available at [bacchusnetwork.org/gaining-support.asp](http://bacchusnetwork.org/gaining-support.asp)

### **SBI AND STAKEHOLDERS**

Screening and Brief Intervention (SBI) is an effective strategy for decreasing high-risk drinking among college students. Campus and community prevention professionals are key stakeholders in this approach and can be trained to include it in their conversations with students.

BACCHUS now offers a four-hour training on SBI for campus staff professionals from departments including health center, counseling center, residence life, judicial affairs, student life/activities, and academic advising. Some campuses invite their community prevention staff to attend the training as a way of building bridges and collaborating on efforts. For more information, visit [bacchusnetwork.org/on-campus-training.asp](http://bacchusnetwork.org/on-campus-training.asp) or call us at (303) 871-0901.

## FUNDRAISING

Fundraising is an issue every peer education group faces. To secure the programs you want, purchase awareness table giveaways and advertise and sponsor events, there has to be adequate money. Funding can come from a variety of sources including local campus resources and grants. This section is dedicated to helping you gain the funding you need for successful current and future programming!

### Organizing the Search for Revenue

Raising funds for your alcohol awareness week programs is not the insurmountable task it may at first appear. It takes planning, organizing, and following-through with deadlines. Preventing abuse of alcohol and other drugs is a top priority and a great cause for campuses and communities. Your role is to identify like-minded partners, come up with a great plan and budget, and identify potential funding sources both on campus and in the community. Be sure you understand your campus' rules about fundraising before you start.

### Planning and Budgeting

Before you can go out and find funds for your programs, you will need to know how much you will need. Generally, it is more effective and easier to raise money for a concrete, rather than an abstract, idea. If you have clearly identified what you want to accomplish, how you intend to do it, and what it will cost, potential donors and sponsors will be more receptive.

Write out your events and price them by project. Some items will have a fairly simple price tag: if you want to bring in a speaker, find out their fee. If you want to have a dance, know how much the band or DJ will cost. But, do not forget to add up the "little things" as well. What will your printing budget be? Do you want to place ads in the campus or community newspaper? Once you have your master list, you can go out and begin soliciting funds.

### The Fundraising Process

The keys to fundraising success are many and varied, but the key to fundraising failure is pretty simple: not being prepared. You cannot go to an organization or business and say, "can we have some money?" without having some items in writing and having what you want to say rehearsed and ready. Here are some things to keep in mind:

- Identify who at each business or organization makes funding decisions and secure the phone number and email address of this individual.

- Have in writing a short one or two page document that explains who your group is, what NCAAW is, what you have done in the past and the goals you wish to accomplish. This demonstrates that your organization has a history and makes good use of any money you are given.
- Ask for a specific dollar amount. You can ask for a general figure such as \$500 (of course, be willing to take any donations), or a more definitive amount to fund a specific event or project. It is wise to have this in writing as well.
- Be able to leave a document with your contact information. It is likely that people who are in a position to help you out financially will need some time to think about their decision. Leave them with a packet. If they do not get back to you in a week, follow up with a polite phone call.

Thank them for their time, regardless of the outcome.

### **CAMPUS CONNECTION**

If you are approaching community organizations and businesses for donations, be sure to talk with your campus development office first. They can work with you and guide your efforts. They also will know if the campus has already approached particular groups and whether or not it is okay to re-approach a group.



### **WAYS TO ATTRACT AN AUDIENCE**

1. Send personal invitations to people using campus mail or email. Target important groups and individuals who you want to attend. If you have time, you should follow up with a phone call. Maybe ask these VIPs to perform some task at the event, like introducing speakers or events, or helping out at an information table.
2. Make personal presentations at group meetings and ask for support. This works great at fraternities and sororities, RA staff and student government meetings. This also gives people a chance to ask questions. Make sure the people presenting the meeting announcements are dynamic and well spoken. It also helps to bring giveaways to these meetings, such as pens or cups.
3. Ask a local pizza or sub delivery shop to act as a sponsor. Tape your event advertising, including health and safety messages, to each delivery box that goes out during NCAAW.
4. Ask professors to give extra credit to students who attend events. Two extra points on a midterm could certainly bring some students out to hear a speaker!
5. Give incentives and rewards to those committee members who can bring five friends to any event! Do the same for RAs, fraternity and sorority pledge educators, and so on.
6. Involve residence life. See if RAs can get programming credits for bringing their floor members to your events.
7. Use table tents in campus dining areas to advertise your events. Be sure to get the proper approval first, however!
8. Always have a specific campus group as the headline sponsor of a particular event. This always helps to boost attendance. Make sure their membership has a lot to do at the event as well!
9. Use social networking sites to advertise your programs.

More marketing tips are available at [bacchusnetwork.org/positive-image.asp](http://bacchusnetwork.org/positive-image.asp)

## Campus Resources

Long before you start writing grant proposals or approaching local businesses, you should begin on your own campus. Remember that alcohol abuse and impaired driving prevention and education are core parts of your college or university's mission: almost every aspect of your campus has a vested interest in reducing the harm caused by irresponsible alcohol use. Start with the campus health departments, such as your Counseling Center or Health and Wellness Office. Ask if they will contribute to your awareness week. They may not be able to directly contribute finances, but may be able to furnish supplies, facilitate an information table, or even obtain guest speakers.

Then go to campus departments such as Residence Life, Public Safety, and Greek Affairs. These organizations directly interact with the student body on a daily basis and have a strong interest in your goals and message. Approach some of the campus organizations who support events in the best interest of your college or university.

Possible Sources of Campus Funding or "In-Kind" Donations:

- President's, Vice-President's, Chancellor's or Dean's contingency funds
- Student Government
- Community Relations Office
- Alumni Foundation Programming Board
- Athletic Department
- Athletic Boosters (Alumni Club)
- Parents Council
- Residence Life
- Residence Hall Associations
- Interfraternity and Panhellenic Councils
- Individual Fraternities and Sororities
- Professional Fraternities and Sororities
- Graduate Student Organizations
- Religious Student Organizations
- Minority or Multicultural Affairs Offices
- Disabled Student Services
- Counseling Services
- Student Union Discretionary Funds
- Campus Dining Services
- Unrestricted Contributions Funds
- Speakers Bureau or Special Events Funds

With all the potential on-campus organizations at your disposal, you should be able to raise a considerable amount of money for your NCAAW efforts. If campus funds are not enough, it is time to start looking off campus.

## Build for the Future

Whenever you enter the arena of fundraising, know that anything you do now will help you build for the future. When you have had a positive response to a funding request—take notes as to whom you talked to and how you arrived at your success. This will help those who are trying next year to pick up where you left off. Even if things do not turn out to be successful this year, you might have built a relationship that can be pursued in upcoming years.

Make sure you properly thank anyone who contributed to your cause or set aside time to talk with you with a follow-up note and some sort of mention at your events. This will make them more likely to continue to give in the future.

Additional fundraising tips are available at [bacchusnetwork.org/group-fundraising.asp](http://bacchusnetwork.org/group-fundraising.asp)

## MARKETING YOUR NCAAW

Your marketing plan is your map to how, when, and where you are going to let the campus and community know about your NCAAW programs. It is crucial to inform your potential audience about activities as far in advance as possible. You will want to bombard them with information concerning NCAAW, and you will have to make your program seem fun, interesting and more attractive than the myriad of other options available on a college campus on any given night of the week! Your marketing plan must be well thought out before you order that first poster.

1. Target your potential audience. Identify your target population and brainstorm what type of advertising might capture the attention of those students. Be aware it is most effective to get the information out by using a mix of traditional and non-traditional advertising methods. Yes, do the flyers, but also chalk sidewalks and use costume characters to deliver your publicity! Have someone parachute into your football game! Consistent themes, colors, and logos will help show the far-reaching impact of your week's events.
2. Identify all the media that will be valuable to get the word out. Find out about deadlines and costs. For example, how much lead-time does the campus or local newspaper need to run an ad or press release and how much does advertising space and printing cost? Create a calendar with your

committee so you will not miss any deadlines. Be sure your promotion activities are in line with your available budget. Make an appointment with the campus graphics and public relations department and integrate your committee's ideas with their expertise. See the text box on Using the Media to Promote Your Message for very important details.

3. Determine a schedule and assign specific tasks. Make sure the deadlines and tasks you have assigned are reasonable and reachable. Use a backward planning method of setting up your promotional campaign. In other words, start with the opening date of your week; and work your way backward on the calendar. If you are ordering educational or promotional materials to distribute, be sure that you do so in plenty of time. Record on your calendar the expected arrival date. By doing this, even if the atmosphere gets very hectic, the details will not be forgotten. Assign one individual to monitor the calendar on a daily basis.

4. Make sure your sponsors are well publicized on your materials. Be generous in sharing credit for the week's activities. Consider getting an inexpensive banner featuring your NCAAW theme and list the sponsors of your activities. Make sure to have this banner at all of your events.

5. Stay on schedule. Assign one individual to oversee each step and make certain everyone follows through with assigned responsibilities.

6. Keep careful records of all publicity ordered. Be meticulous in approving any artwork before it is printed.



## **USING THE MEDIA TO PROMOTE YOUR MESSAGE**

There are advantages to building close relationships with members of both campus and community media staffs. A personal rapport with these individuals can only help the success of your activities. When promoting a message, a campaign, or a specific event, three types of marketing approaches are easily accessible, and even better, are free! These are the Media Alert, Press Release and Public Service Announcement (PSA).

### **Media alerts vs. press releases**

A media alert is typically used to generate attention for an event to occur in the near future. For example, when a rally is going to take place at the Capitol, a media alert is sent to encourage the media to attend and report visually on the activity.

A press release is used to announce something that has already happened or will happen in the future. For example, when a member is elected to a board of directors, an organization will send out a press release to encourage the media to do a story based on the information in the release and follow-up interviews or research.

### **How to write media alerts**

A media alert should be concise and to the point. Because the reporter or news desk receives so many alerts and press releases, it is important to give them the facts in a simple manner. A media alert should not be longer than one page.

Make the alert newsworthy. Think before you write. Is this interesting? Is this solving a problem? Is this filling a need? Is the activity benefiting somebody or something? This information will give you the basis for your piece.

Do some homework: Send your alert to specific reporters if possible. Follow-up to make sure it was received. Be prepared to send it again if necessary. If you do not have access to specific reporters, or if you are trying to reach a large-scale audience, contact the newsroom and/or assignment desk.

### **What to include**

**Title:** Give your alert a title that allows the reporter to understand, in one sentence, what is happening and why it is important. The title will determine whether or not the piece is actually read. The title should be at the top of your page in bold letters. For example:

### **“BACCHUS Peer Educators Hold ‘Reality Check’ on January 9 to Save Lives”**

**Who:** One line statement regarding who is participating and/or responsible for the release. For example:

### **“BACCHUS Peer Educators at <Campus Name>”**

**What and Why:** This is your chance to tell the reporter what is happening, so use your words wisely. Include as many pertinent details but be concise. It is important to state the facts, not your opinion, while garnering attention for a potential story. For example:

### **“Students may not realize the impact even a small amount of alcohol has on their driving. These activities are designed to help students make the connection between...”**

Include the date, time, and location so that it appears twice in the document. After the initial statement, you may go into further detail on the reason for your action. For example:

### **“XYZ College students make responsible, healthy choices when it comes to alcohol.”**

Bold the following sections:

**Where:** Include the name, location, city, zip code, cross street, and a phone number of the location. For example:

**The University Student Center (555.333.1111); 1701 Main Street, Anytown CO 00002 (corner of 18th and Main, downtown)**

**When:** Include day, month, date, year, and time. For example:

**Saturday, October 23, 2010: 1PM-5PM.**

**Media Contact:** Include appropriate name, phone, cell, and email address. Using two contacts is always helpful in case the reporter cannot reach the first one. You may include your Web address here. For example:

**Joe Smith: (work) 555.555.5555 (cell) 555.444.4444: joesmith@email.com**

**Web: bacchusnetwork.org**

**To Attend:** If there is a possibility your alert will be printed in the paper as a calendar release or if you are trying to generate attendance, include the appropriate contact and price if applicable. For example:

**Tickets are \$5 per person. To register, contact Jane Smith: 555.333.3333 or janesmith@email.com or visit our website at bacchusnetwork.org**

## **EVALUATING AND REPORTING YOUR EFFORTS**

If evaluation scares or intimidates you, try thinking about it as a guide. Evaluation can be an informant that assists you in understanding the issues, perceptions, and attitudes of your students and campus as well as impact, outcomes, and the overall difference prevention is making on your campus. The process and information gained from evaluations will guide you to the success of your efforts, outline the next steps, and ultimately strengthen your strategies.

Since there are several different ways evaluations can be composed, you will want to choose an evaluation format to target what you want to know. Some campuses collect use, attitude and perception data using surveys and focus groups. Other campuses use environmental scans to learn more about the campus' policies, enforcement work, and general support for prevention. Peer education groups can implement program evaluations after each educational event they host to gauge learning, intent to change behavior, and questions that still need to be answered.

If you are new to evaluations, it can be helpful to start small. Simply using a program evaluation can give you information about the usefulness of the program, what messages students are learning, and what they would like to know in the future. For stronger results, it is helpful to conduct a brief, 5-10 question pre-test as well as the follow up post-test and evaluation. To make this evaluation a stronger guide for you, you may want to ask perception and intent questions, such as "How often do you think students at this campus drink?" or "If you currently drink, how likely are you to decrease your drinking in the future?"

Other groups will partner with an evaluator or faculty member on campus to collect the names and emails of students who attend a program. The group and evaluator can then follow up with the students three to six months after the program to assess any longer term retention of knowledge and behavior change.

With evaluation, your most valuable approach is to make progress in small steps. Your most valuable resource can be in finding a campus faculty or staff member with a background in evaluation. This person can help you create, conduct, build upon, and understand your evaluation efforts and response. With evaluations as your guide, you will be able to track the growth of your program and the true difference it is making with students on campus.

## **Reporting Evaluation Results**

Some campus groups are required to report the number of students reached, programs conducted, and the impact of their work on the campus. These reports may take the form of monthly updates to a peer education advisor or health center supervisor. They may also exist as year-end reports to the department funding your campus' prevention work. It is important to showcase your successes and the next steps for the upcoming term. Reporting on your results can also be an opportunity to ask for additional support by discussing what you would be able to accomplish with extra funds, staff, or resources. For example, your report could state:

"For NCAAW, with \$200, five peer educators, and one staff advisor, we were able to engage 300 first-year students with an educational program on alcohol poisoning as well as a skill building program on how to lower one's risk while drinking. Based on our program evaluations, we know 93% of the students learned at least two new skills or pieces of information and 75% of students plan on implementing one of the protective behavior skills the next time they choose to drink.

Next year, with your support and an additional \$500 we will expand these programs to reach an additional 500 students by targeting two more first year residence halls, two intramural sport teams, and one fraternity or sorority."

It will be important to strengthen your request with a breakdown of how the funds will be spent, how your group will connect with these additional groups on campus, and how you will continue to measure your progress.

By collecting evaluation information and reporting your results and future plans, your groups will become known for their willingness to increase the effectiveness of your prevention strategies for the future.