

ANNUAL REPORT



PRIDE PROGRAMS 2015 - 2016



"To Prevent the Use and Abuse of Alcohol, Tobacco and Other Drugs (ATOD) Amongst Our Youth"

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August 2015

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BACKGROUND

Drug use amongst Bermuda's youth remains an ongoing concern for the PRIDE Bermuda organization. 71% of students reported use of at least one drug in their lifetime according to the recent National School Survey 2015 or Survey of Middle and Senior School Students on Alcohol, Tobacco, Other Drugs (ATOD) and Health which surveyed 3,017 students. The good news is that results show a decline in the number of students who reported having at least one drink in their lifetime; a decrease in the number of students who said they had a drink in the last 30 days prior to the survey; a significant increase in the number of protective factors and a decrease in a number of risk factors.

Concerns: Although use has declined alcohol still remains a drug of choice with 53% of students drinking in their lifetime and 18% indicating current use (past 30 days). Most users said that alcohol is easy to get, mainly from friends. One fifth (20%) said in the last 30 days they were offered to buy or use alcohol. Cigarette smoking is on the rise with an increase in use from 10.7% to 12%. Marijuana is the easiest illicit drug to obtain as indicated by 40% of students. They report gaining access mostly through friends. Students who reported use of marijuana at least once in their lifetime increased from 21% in the 2011 survey to 26% in the 2015 survey. Youth (Primary 5 – Middle 1) also reveal that they are using at a younger age, 7.7 and 8.3 years of age, in the 2012 Survey of Students on Knowledge and Attitudes of Drugs and Health. Alcohol and marijuana are easily accessed by this younger population. NOTE: *Children who drink alcohol before the age of 15 are 4 times more likely to have a problem with abuse of alcohol in the future (National Institute of Alcohol Abuse and Alcoholism (NIAAA)).*

PRIDE's approach "to prevent the use and abuse of alcohol, tobacco and other drugs amongst our youth" is to effectively implement evidence-based substance abuse prevention programs. PRIDE implements two programs that are considered model programs by the United States, Substance Abuse Mental Health Services Administration (SAMHSA): Botvin LifeSkills Training (LST) and Promoting Alternative Thinking Strategies program (PATHS). Successful implementation has improved youth coping and life skills and reduced observable problem behaviours.

As a member of the collaborative Shared Outcomes Measurement Project, PRIDE joins with 8 schools and other organizations to impact the North-East Hamilton community of Pembroke.

PRIDE recognizes the importance of addressing the environmental conditions of the community to effect lasting community change. PRIDE is the lead organization of The Bermuda Coalition, whose strategic role is focused on reducing substance abuse, anti-social behaviour and violence in our community. The organization aligns itself with the

National Drug Control Master Plan to provide community engagement, public education on the risk and threats of the 3 focus areas, and capacity building. The Bermuda Coalition is currently working to address underage drinking in Bermuda.

OBJECTIVE

To successfully implement evidence-based prevention programs for primary, middle and high school aged youth, in both public/private schools and/or community settings in Bermuda.

PROGRAM OUTCOMES

1. Provide students with the opportunity for sustained relationships with positive adult role models.
2. Provide opportunity for students to participate in on-going pro-social activities.
3. Help at risk students stay in school.
4. Create a safe place for youth and adults so that youth disclose. (Disclosure of risk behaviours e.g. bullying)
5. Increased family/ significant adult support at child activities/events.

PARTICIPANT OUTCOMES

1. Students/Adults participating will complete both the pre and posttests of the program.

LifeSkills Training Outcomes

- a) Increase drug knowledge
- b) Decrease pro-drug attitudes
- c) Increase life skills (application)

PATHS Outcomes

- a) Decrease aggressive/disruptive behaviours
- b) Increase concentration/attention
- c) Increase social and emotional competency

PROGRAM DESCRIPTIONS

LIFESKILLS TRAINING (LST)

LST is a comprehensive school-based substance abuse prevention program. *LST* is designed to address a wide range of *risk and protective factors* by teaching *personal and social skills* in combination with *drug resistance skills and normative education* at all levels of the education system.

PROMOTING ALTERNATIVE THINKING STRATEGIES (PATHS)

The PATHS[®] (Promoting Alternative Thinking Strategies) Curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom.

PROGRAM RESULTS

PRIDE Programs 2015/2016 in collaboration with schools, funders and our partners has experienced a successful year. **955** persons participated in a program or program related event this year.

We retained 21 adult role models in sustained relationships with 833 students in 15 schools: 12 primary, 2 middle and 1 high school. This year PRIDE was able to:

1. Provide students with the opportunity for sustained relationships with positive adult role models.

21 positive adult role models (100%) sustained relationships with PRIDE Program participants throughout the school year.

770 participants (94%) remained involved in a PRIDE Program this year.

2. Provide opportunity for students to participate in on-going pro-social activities.

820 participants were provided opportunities to participate in pro-social activities.

3. Help at risk students stay in school.

The 820 (100%) participants stayed in school all year.

4. Create a safe place for youth and adults so that youth disclose.

No disclosures reported this year.

5. Increased family/significant adult support at child activities/events.

3 events were held this year with 114 family/significant adults attending.

6. Students will complete the pre and post-tests of a program.

432 of the 770 (56%) students sustained were pre/post tested and successfully completed a PRIDE Program.

LIFESKILLS TRAINING PROGRAM

PRIDE Youth Club (PYC) is a substance abuse prevention program for primary and middle school students. The program is designed to provide students who sign up for the weekly program, 3 areas of activities: Prevention Education through the *Botvin LifeSkills Training Program*; Community Service and Peer Outreach with lots of drug-free fun. Students are given a LifeSkills Certificate of Completion, if they complete the pre and post tests and at least 6 LST lessons. Those who do not meet these requirements are provided with Certificates of Participation.

Participants

- **One hundred forty nine** (149) students volunteered with parental permission to participate in PRIDE Youth Clubs (PYC) this year. 7 PYCs implement the LST curriculum; one provided supplemental LST activities as the curriculum was provided in the classroom.
 - **One hundred twenty eight** (128) students (86%) were retained in a Club.
 - Thirteen (13) adult role models sustained relationships with the participants.
 - **100%** of the students upheld their drug free pledge over the course of their involvement in the program.
- Fidelity: 6 PYCs (86%) completed all 8 modules of the Primary LST Program.
- **On hundred and five** participants (82%) completed the program (pre-test, post-test and at least 6 LST lessons) and received a certificate of completion.
- PYC participants were engaged in 17 pro-social activities this year.

PRIDE Youth Clubs (PYC) School		Total LST Trained Advisors	Total number of participants per club	Percentage participants sustained thru June 2016	Number of participants dropped out	Number of participants completed LST program	Number of incidents (Infractions of Pledge)	Percentage participants upheld Drug Free Pledge
1.	Francis Patton	1	23	100%	2	21	0	100%
2.	Harrington Sound	2	29	79%	11	23	0	100%
3.	Heron Bay Primary	1	7	86%	1	6	0	100%
4.	Somerset Primary	2	16	94%	1	15	0	100%
5.	Victor Scott	1	9	100%	0	9	0	100%
6.	West End Primary (Did not complete)	1	16	69%	5	0	0	100%
7.	West Pembroke	3	32	97%	1	31	0	100%
TOTAL		11	132	88%	21	105	0	100%
SUPPLEMENTAL CLUBS								
8.	*East End Primary (Supplemental Club)	2	17	100%	0	N/A	0	100%
TOTAL		2	17	100%	0	N/A	0	100%

LIFESKILLS CONTRACTED SERVICES

The *LST Program* was also facilitated as a classroom-based curriculum. It was facilitated by trained LST facilitators from both PRIDE Staff and school personnel (teachers, school counselors and paraprofessionals).

Outcomes:

Two hundred and eighty two (282) students participated in a classroom-based or afterschool LST program at 7 schools: 5 primary, 1 middle and 1 high school.

Resource school: Saltus Grammar had an additional **194** students in S6 – S8 classes.

CONTRACTED SERVICES	Total number of trained LST Facilitators	Total number of classes	Total number of participants	Number of Participants completed LST Program	Number of participants did not complete	Percentage of Program Modules Completed
School						
Afterschool Program – Paget Primary P4	1	1	11	10	1	100%
Afterschool Program – Purvis Primary P4	1	1	10	6	4	100%
East End Primary P4 – P6	1	3	31	26	5	100%
Elliot Primary P4 – P5	1	4	60	50	10	100%
Northlands Primary P4 – P6	1	6	81	77	4	100%
TOTAL	5	15	193	169	24	100%
PERCENTAGES				88%	12%	100%

CADA LST	Total number of trained LST Facilitators	Total number of classes	Total number of participants	Number of Participants completed LST Program	Number of participants did not complete	Percentage of Program Modules Completed
CADA.Somersfield Academy	1	2	36	31	5	100%
CADA/Bermuda High School	1	3	53	51	2	100%
TOTAL	2	5	89	82	7	
PERCENTAGE				92%	8%	100%

Note: Resource Schools: These schools use the program as part of their curriculum but do not implement it with fidelity. This is largely due to scheduling/cycles. Resource schools results are not included in our report. However, the numbers of students participating in the program are recorded.

RESOURCE SCHOOL	Total number of trained LST Facilitators	Total number of classes	Total number of participants
Saltus Grammar S6 – S8	8	12	194

LIFESKILLS TRAINING RESULTS

PARTICIPANT OUTCOMES

1. Increase participant drug and life skills knowledge;
2. Decrease in pro-drug attitude;
3. Increase in application of life skills

PRIMARY LEVEL

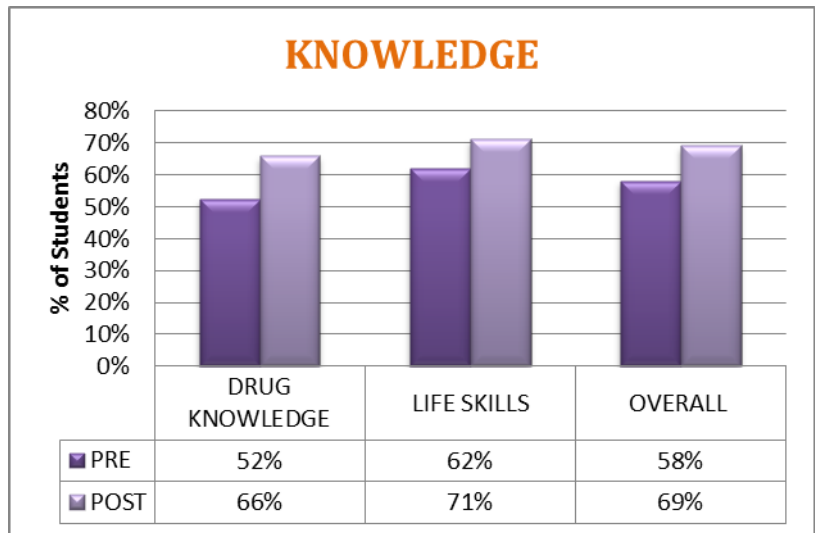
In partnership with 3 classroom-based sites: East End, Elliot and Northlands Primary Schools; the Department for Youth, Sport and Recreation/Afterschool Program (ASP) at 2 ASP sites: Paget Primary and Purvis Primary, and 6 PRIDE Youth Club sites (Francis Patton, Harrington Sound, Heron Bay, Somerset Primary, Victor Scott, and West Pembroke), LifeSkills Training Primary Level 1 through Level 3 Programs were implemented with 309 primary students of which 274 matched pre/posttest pairs were collected. The curriculum was delivered in 22 classes from P4 through P6, by 15 trained LifeSkills facilitators comprising of School Counselors, Teachers, Paraprofessionals and 2 PRIDE Facilitators. This report summarizes results of the program from September 2015 through June 2016.

SUMMARY

The program was successful at improving students' overall knowledge as demonstrated by the increase from 58% at pretest to 69% at posttest. Students' drug knowledge improved as they started with a score of 52% and ended the program with a score of 66%. The program was also successful at improving students' life skills knowledge as scores increased from 62% to 71% by the end of the program.

There were no improvements in students' anti-drug attitudes over the course of the curriculum. Students' attitudes could be reflective of favourable environment conditions to alcohol use and smoking in our community.

By the end of the program students demonstrated improvement in life skills with scores moving from 76% at pretest to 83% at posttest. These skills included thinking through a decision before making it, relaxing when feeling stressed, communicating clearly, recalling information about advertisements, seeking guidance when needed and being assertive.



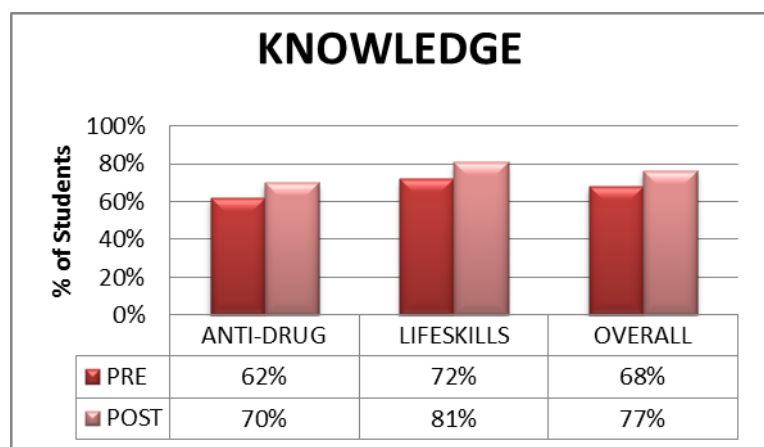
MIDDLE SCHOOL LEVEL

In partnership with CADA, PRIDE Bermuda implemented the LifeSkills Training Middle Level 1 Program with 36 middle school students in school year 2015/2016. The curriculum was delivered by one trained PRIDE Facilitator. The evaluation utilized a pretest – posttest design, consisting of 31 (86%) matched pairs evaluations. This report summarizes results of the program from November 2015 through May 2016.

Most sessions in the Middle Level 1 program were delivered with high levels of fidelity. Levels of 80% are rated as high fidelity (Guide to the Implementation of Evidence-based Programs, Julie Savignac and Laura Dunbar, 2014). Levels of fidelity in sessions observed were also delivered with high fidelity.

SUMMARY

Comparing results from pretest to posttest reveals that the LifeSkills Middle School Level 1 Program at Somersfield Academy Middle School was successful at improving students program related knowledge as taught in the curriculum. This is demonstrated by an increase in the percentage of knowledge items answered correctly overall on the post test (77%) as compared to the pretest (68%). The program was also successful in increasing anti-drug knowledge from 62% to 70% at post test and life skills knowledge from 72% to 81% at post test.



Students began the program with favourable measures of attitudes regarding substance use (anti-drinking 97% and anti-smoking 100%). While change did not occur in the right direction, measures remained high by the end of the program (anti-drinking 87% and anti-smoking 89%).

Students had gains in the use of life skills. Drug refusal skills started high at pretest (90%) and increased to 95%. Assertiveness skills began at 61% and increased to 65%. This means that students are more likely to apply these skills when they experience social pressure to use substances.

Although, students' perception of risk was already at a high point at the start of the program, improvements were seen for all four items: binge drinking (77% to 94%), cigarettes (97% to 100%), marijuana (97% to 100%) and regular drinking (58% to 74%). Students began the program with favourable attitudes of wrongfulness toward peer use of substances. By the end of the program students maintained their favourable attitude (100%) toward wrongfulness of peer use for tobacco and marijuana. There was a slight change in the wrong direction for alcohol (100% to 97%).

HIGH SCHOOL LEVEL

In partnership with CADA, PRIDE Bermuda implemented the LifeSkills Training High School Program with 53 Bermuda High School G10/S1 students. The curriculum was delivered in 3 classes by one trained PRIDE facilitator. The evaluation utilized a pretest – posttest design, consisting of 51 (96%) matched pairs. This report summarizes results of the program from January 2016 through March 2016.

Most sessions in the High School program were delivered with high levels of fidelity. Where fidelity was lower the sessions were two part sessions but were delivered in one sitting. Levels of fidelity in sessions observed, were also lower.

CONCLUSION:

Comparing the results from pretest to posttest levels reveals that the Bermuda High School LifeSkills Program was mostly successful in impacting the targeted outcomes. Students improved their overall knowledge as taught by the curriculum. This is demonstrated by the percentage of correct knowledge answers at post testing rising to 82% from 80% at pretesting. This improvement in knowledge indicates that students gained information related to the curriculum and retained the content of the program.

Students began the LifeSkills Program with favourable measures of attitudes regarding substance use. By the end of the program students' anti-smoking attitude remained the same (86%), while attitudes against hard drugs increased from 84% to 86%.

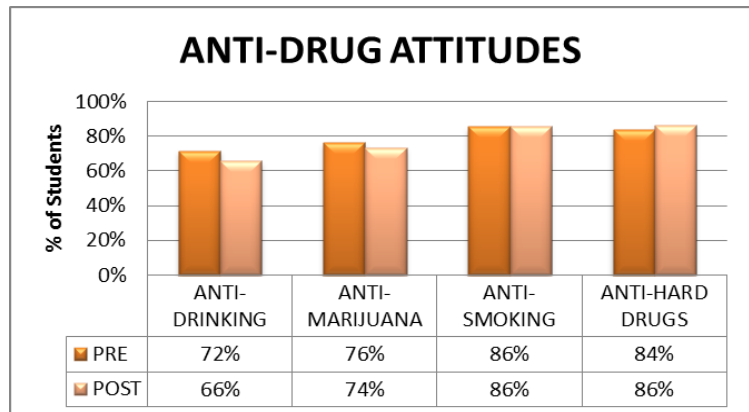
Students' relaxation and self-control skills were low at the start of the program 46% and 57% respectively, students gained in relaxation and self-control skills by 4%. This means that students are more likely to have a negative attitude towards substance use, will use relaxation skills when anxious and exercise self-control. Students came into the program with good refusal skills (88%) which remained high at the end of the program (87%).

The program was successful at improving students' perceived risk of harm for drug use. Students' perception of risk increased for binge drinking as demonstrated by the increase at post testing from 80% to 88% and their perception of risk for regular drinking also increased from 69% to 76%. Although perception of risk for cigarettes and marijuana were not impacted in the right direction scores remained high at the end of the program.

To effectively impact pro-drug attitudes, there must be a strategic effort to address the favorable norms within our community that support this attitude. Efforts must be made to decrease risk factors such as community laws and norms that are favorable towards drug use; favorable parental attitudes and involvement in drug use; and favorable peer attitudes towards drug use.

Recommendations:

1. To address community norms: collaborate with The Bermuda Coalition to change community norms and other risk factors that may be impacting student attitudes.



- To increase program effectiveness develop a system of Quality Assurance; monitor delivery for fidelity and student attendance.

PATHS (Promoting Alternative Thinking Strategies)

Two hundred and six (206) students participated in PATHS this year in two schools:

- Elliot Primary committed to full implementation with fidelity (**105 students**).
- Resource school: Northlands Primary participated using the program as a curriculum resource (**101 students**).

94% of the students were sustained in relationships with the three adult facilitators (school counselors and PRIDE Facilitators) throughout the school year.

Fidelity Criteria:

- Offered twice a week for 20 – 30 minutes
- Concepts modeled whether through vocabulary or use of Turtle
- PATHS Kid of the Day/Week compliments activity
- Parent/child activities

Elliot Primary PATHS Results

In October 2015 the *PATHS Preschool/Kindergarten Curriculum* was implemented at Elliot Primary School in the two P1 Classes, the *PATHS Grade 1 Curriculum* was implemented in the two P2 Classes and the *PATHS Grade 2 Curriculum* was implemented in the two P3 Classes. The recommended dose of 2 classes lasting 30 minutes each per week, per class was achieved. Students participated in the PATHS Kid of the Day/Week compliment activity. There was some modelling of concepts by classroom teachers. The weakest component of the program was the parent involvement component. The goal was to see if the PATHS Program would improve student behaviour in three key behavioural areas: aggressive and disruptive behaviors (e.g. yells at others during conflicts, fights), attention and concentration (e.g. stays on task, engages in an activity for a sustained period of time) and social and emotional competence (e.g. accepts when things don't go his or her way, expresses needs and feelings appropriately). The evaluation of the PATHS Program utilized a pretest – posttest design. The Primary 1 test evaluates students on 31 individual behaviours and the Primary 2 and Primary 3 test evaluates students on 30 individual behaviours.

ELLIOT PRIMARY PATHS Classes	Primary 1	Primary 2	Primary 3	Total
Number of Classes	2	2	2	6
Number of Students Participated	36	36	33	105
Number of Students Dropped Out	3	1	2	6
Number of Students Did Not Complete	2	19	2	23
Number of Students Pre/Post Assessed	31	16	29	76
Number of Modules (all classes)	90	104	100	294
Number of Modules completed	85	91	94	270
Proportion of Curriculum completed	94%	88%	94%	92%

Primary 1 Results

A total of 36 P1 students participated in the PATHS Preschool Program throughout the school year. Classroom teachers evaluated 31 students (14 males and 17 females) at the beginning of the year using the PATHS pre-test and again at the end of the year using the PATHS post-test. 85 of 90 (94%) modules of the curriculum were taught. 80% is rated as high quality (Savignac and Dunbar, 2014).

Behavioural Change:

1. Aggressive and Disruptive Behaviors: 45% (14) students showed an improvement in aggressive and disruptive behaviour; 32% (10) of the students had negative change; 23% (7) of students had no change.
2. Concentration and Attention: 45% (14) students improved their concentration/attention; 16% (5) of students had negative change; and 39% (12) students showed no change.
3. Social and Emotional Competence: 71% (22) students improved their social and emotional competence; 19% (6) had negative change; 10% (3) showed no change.

Primary 2 Results

A total of 36 P2 students participated in the PATHS Grade 1 Program throughout the school year. Only one class was evaluated, 16 students (8 males and 8 females) at the beginning of the year using the PATHS pre-test and again at the end of the year using the PATHS post-test. 45 of 52 (87%) modules of the curriculum were taught.

Behavioural Change:

1. Aggressive and Disruptive Behaviors: 56% (9) students showed an improvement in aggressive and disruptive behaviour; 31% (5) of the students had negative change; 13% (2) of students had no change.
2. Concentration and Attention: 56% (9) students improved their concentration/attention; 6% (1) worsened (negative change); and 38% (6) students showed no change.
3. Social and Emotional Competence: 94% (15) students improved their social and emotional competence; 0% (0) had negative change; 6% (1) showed no change.

Primary 3 Results

A total of 33 P3 students participated in the PATHS Grade 2 Program throughout the school year. Classroom teachers evaluated 29 students (18 males and 11 females) at the beginning of the year using the PATHS pre-test and again at the end of the year using the PATHS post-test. 94 of 100 (94%) modules of the curriculum were taught.

Behavioural Change:

1. Aggressive and Disruptive Behaviors: 62% (18) students showed an improvement in aggressive and disruptive behaviour; 35% (10) of the students had negative change; 3% (1) of students had no change.
2. Concentration and Attention: 55% (16) students improved their concentration/attention; 31% (9) had negative change; and 14% (4) students showed no change.

3. Social and Emotional Competence: 83% (24) students improved their social and emotional competence; 17% (5) had negative change; 0% (0) showed no change.

Overall, students on all year levels made the most improvement in the social-emotional competencies.

Note: Resource Schools: These schools use the program as part of their curriculum but do not implement it with fidelity. This is largely due to scheduling/cycles. Resource schools results are not included in our report. However, the numbers of students participating in the program are recorded.

RESOURCE SCHOOL	Total number of trained LST Facilitators	Total number of classes	Total number of participants	Total number of participants dropped out
Northlands Primary	1	6	101	3

RECOMMENDATIONS:

Quality Assurance

- Increase monitoring of program delivery to 20% of curriculum per class.
- Monitor implementation of parent activities to improve fidelity.
- Record student attendance.
- Offer formal PATHS training for Elliot and PRIDE Staff.

TARGET POPULATION

Our target population spans from Primary through High School S1. **833** students participated in a PRIDE Program this year. This number represents 78% of our total target population in the 15 participating schools.

STAKEHOLDER FEEDBACK

LifeSkills Program Student Surveys

Primary Level: Response = 93% / Satisfaction = 91%

- 89% would recommend this program to other students
- Student comments: *PRIDE was excellent and showed me how to make good decisions and apply. This Class helps me calm down. I would like to take this class to middle school and (on and on).*
- Improvements: *Have more fun activities.*

Middle Level: Response = 97% / Satisfaction = 69%

- 58% would recommend the class to a friend.
- 74% reported one important thing that I learned was not to smoke...drink...or take drugs.
- Student comments: *Overall, I really liked this class and it is very interesting. I enjoyed this class and it was a lot of fun...I enjoyed learning about life.*
- Improvement: *Add more interactive activities.*

High School Level: Response = 96% / Satisfaction = 37%

One of the most important things I will take away from the LifeSkills Class

- To think about all the consequences before you make a decision to do anything.*

- *It's important to respect others with different beliefs or opinions than mine.*
- *How our choices and decisions impact our lives so much.*
- *The way that media influences people.*
- *Improvement: More physical, interactive and video activities.*

PRIDE Youth Clubs

Parent Survey

- 78% would use the program again
- 78% would recommend a friend send their child to the program
- 86% said the Advisors care about their child
- 100% felt their child enjoyed the program
- 100% felt their child has more knowledge about making decisions.
- *Improvement: more communication with parents.*

PATHS:

Primary Level 1: Response = 52% / Satisfaction = 100%

- 100% shared that they enjoyed PATHS classes.
- My favorite part was...giving compliments to others; PATHS skit; PATHS stories, Adventures with Twiggle/holding Twiggle; reading books
- 81% (13) students taught another child or adult how to do "Turtle" (*a calming down technique*).

Primary Level 2: Response = 89% / Satisfaction = 100%

- 100% shared that they enjoyed PATHS classes.
- My favorite part was...being the PATHS Kid; Adventures with Twiggle/when I took Twiggle home;
- 77% (23) students taught another child or adult how to do "Turtle" (*a calming down technique*).

Primary Level 3: Response = 90% / Satisfaction = 84%

- 84% shared that they enjoyed PATHS classes.
- My favorite part was...Adventures with Twiggle; when we learned about feelings/sharing my feelings.
- I used the Control Signals Poster (to help me calm down and make a decision) - 81% (21) students said they have used it.

COMMUNITY CHANGE INITIATIVE

The Bermuda Coalition

The strategic role of the Bermuda Coalition (BC) focuses on specifically addressing the reduction of substance abuse, anti-social behaviours and violence in our community. The Bermuda Coalition aligns its strategic role with Bermuda's *National Drug Control Master Plan and Action Plan*. The organization and its stakeholders participate and collaborate in activities and projects that include 3 priority areas: community engagement, education about the risks and threats of substance abuse, anti-social behaviours and violence on the health of our community and capacity building.

The Bermuda Coalition Advisory continues to meet on a regular basis, monthly or as required. The Advisory Committee: Judith Burgess, Chair (PRIDE); Jerome Laws, Vice Chair (Police); Sheridan Scotton, (Prison Fellowship); Randolph Vaucrosson, Treasurer; Shavana Wilson (DNDC); Diane Gordon, Communications (Bermuda Red Cross); Truell Landy, Secretary (PRIDE).

Fundraising Drives:

- Our 3rd Annual Walk-a-thon was postponed.

Capacity Building/Training

- Cummings Zuill Scholarship sponsored 1 BC member to attend CADCA Forum in Washington D.C. in February 2016.

Community Engagement

- Four BC members joined CADA and the Bermuda Police Service to provide underage drinking awareness at Horseshoe Beach on the first day of Cup Match, Emancipation Day July 28th, 2016. Persons who were of drinking age were provided with a wristband to show at the bar if they wished to purchase an alcoholic beverage. This project was deemed a success.

Education and Awareness

- BC is working to address Underage Drinking:
 - 1. Modify Policies**
 - Modify existing legislation
 - Text a Tip Initiative
 - Social Hosting Laws

BC's first Town Hall Meeting to address UAD will be held on November 3, 2016. The event is supported by The Department of Health, Department for National Drug Control, The EMTs of The Bermuda Hospitals Board, The Bermuda Police Services.

