



Hello and welcome to the FY21 application Question and Answer session for the E-cigarette, marijuana, and other drug prevention grant.

We will take time today to review this grant opportunity and application process. There will be time at the end of the presentation to answer any additional questions you may have.

This meeting will be recorded and the recording and PPT will be shared with you and those unable to attend.

Picture Credit: Shutterstock

Funding Overview

- E-cigarette, Marijuana, & Other Drug Prevention Grant
- Result of 2020 Legislative Session S.B. 37 and changes to [Utah Code 26A-1-129](#)
- Annual funding opportunity
- \$50,000 - \$100,000 per award

COVID-19 Disclaimer:

- Anticipate disruptions and limitations
- Develop plans that reflect the new reality
- Consider innovative strategies

Application Timeline

Date	Activity
August 31, 2020	Grant announced
September 15, 2020	Q & A Session
September 30, 2020 at 11:59 PM	Grant application due
October 15, 2020	Applicants notified of funding status
October 15, 2020 – June 30, 2021	Project Period
January 15, April 15, July 15	Progress Reports Due
July 15, 2021	Final Report Due



Eligible Grantees

Grantees MUST fit in one of these categories:

- Coalition of community organizations that is focused on substance abuse prevention
- Local government agency, including a law enforcement agency, for a program that is focused on substance abuse prevention
- Local education agency



Application Components

- ☐ Application Information Form
- ☐ Proposal Summary
 - ☐ Define the community
 - ☐ Statement of the problem
- ☐ Action Plan
- ☐ Budget
- ☐ Budget Narrative
- ☐ Evaluation Plan

Grant Project Focus

Grantees must address root causes and factors associated with the use of electronic cigarettes, marijuana, and other drugs

- Addressing risk and protective factors as identified in the Utah SHARP survey
- Implement 7 strategies from CADCA
- Activities must be evidence based or a promising practice

Grantees cannot use already funded activities for project proposals.

Root Causes are the underlying reasons that create the differences seen in **health** outcomes. They are the conditions in a community that determine whether people have access to the opportunities and resources they need to thrive.

Risk factors are characteristics of school, community and family environments, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior.

In order to promote academic success and positive youth development and to prevent problem behaviors, it is necessary to address the factors that predict these outcomes.

SHARP Survey Data

- <https://dsamh.utah.gov/reports/sharp-survey>

Utah.gov human services

human services SERVICES PROVIDERS EDUCATION REPORTS ABOUT CONTACT

SHARP SURVEY

SHARP Survey Reports

The reports in this section summarize the findings from the Utah Prevention Needs Assessment Survey that is conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey is administered every two years, to students in grades 6, 8, 10, and 12 in most public and certain charter school districts across Utah. The survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors.

Translate

2019 SHARP Survey Reports

2019 SHARP Survey Reports

- Statewide Report 2019
- Bear River District
- Central Utah
- Davis County
- Four Corners District
- Northeastern District
- Salt Lake County
- San Juan County
- Southwest District
- Summit County
- Tooele County
- Utah County
- Wasatch County
- Weber and Morgan Counties

- American Indian Student Profile
- Asian Students Profile
- Black Students Profile
- Hispanic Students Profile
- Multi-racial Students Profile
- Pacific Islander Students Profile
- White Students Profile
- Bisexual Student Profile Report
- Gay or Lesbian Student Profile Report
- Heterosexual Student Profile Report
- Not Sure or Other Orientation Student Profile Report
- Female (Woman-Girl) Student Profile Report
- Male (Man-Boy) Student Profile Report
- Transgender Student Profile Report
- Other Gendered Student Profile Report

The SHARP survey is administered to students in grades 6, 8, 10, and 12 every other year. The latest survey and report was completed in 2019. The report provides data on substance use, antisocial behavior, community and school climate and safety, social and emotional health, substance-related indicators, physical health and safety, risk factor profiles, and protective factor profiles.

You can access Utah County data and data for the state by the categories outlined in the red box from the website.

From Prevention Program, can get the following reports:
 North, Central (Provo, Vineyard, Orem) and South reports
 Hispanic Utah County
 LGBTQ Utah County

If you wish to see school district/school level data, you must seek permission from school district, and then the school district can choose to deny the request. The school district will be the ones to provide this to you.

I'm going to show you a few charts from the report that will help you identify the risk/protective factors for your community. You'll first want to look over the substance use

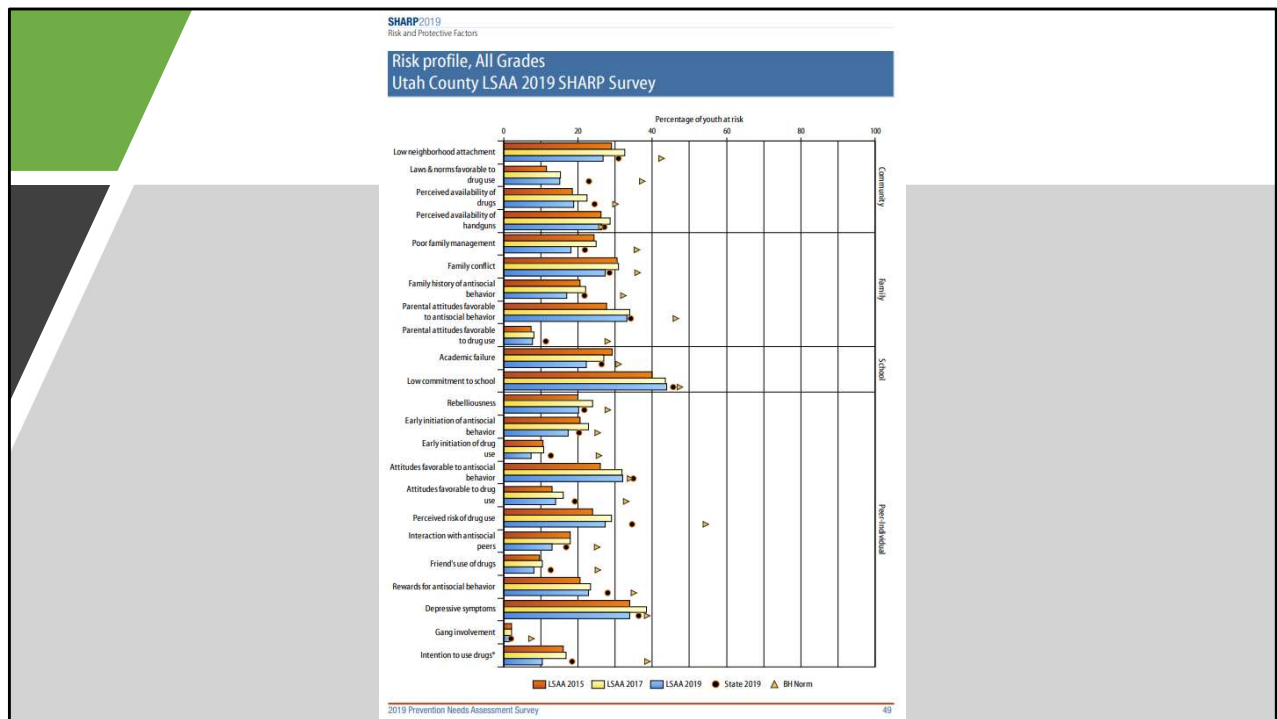
and substance-related indicators to identify e-cigarette use, marijuana use, and other drug use in the community you serve.

Risk Factors Among Utah County Youth

RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

	Community								Family			School		Peer/Individual						
	Availability of Drugs	Availability of Firearms	Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	Media Portrayals of the Behavior	Transitions & Mobility	Low Neighborhood Attachment & Community Disorganization	Extreme Economic Deprivation	Family History of the Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School	Early & Persistent Antisocial Behavior	Rebelliousness	Gang Involvement	Friends Who Engage in the Problem Behavior	Favorable Attitudes Toward the Problem Behavior	Early Initiation of the Problem Behavior	Constitutional Factors
Substance Abuse	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy							✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
School Drop-Out					✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
Violence	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Depression & Anxiety					✓			✓	✓	✓		✓		✓						✓

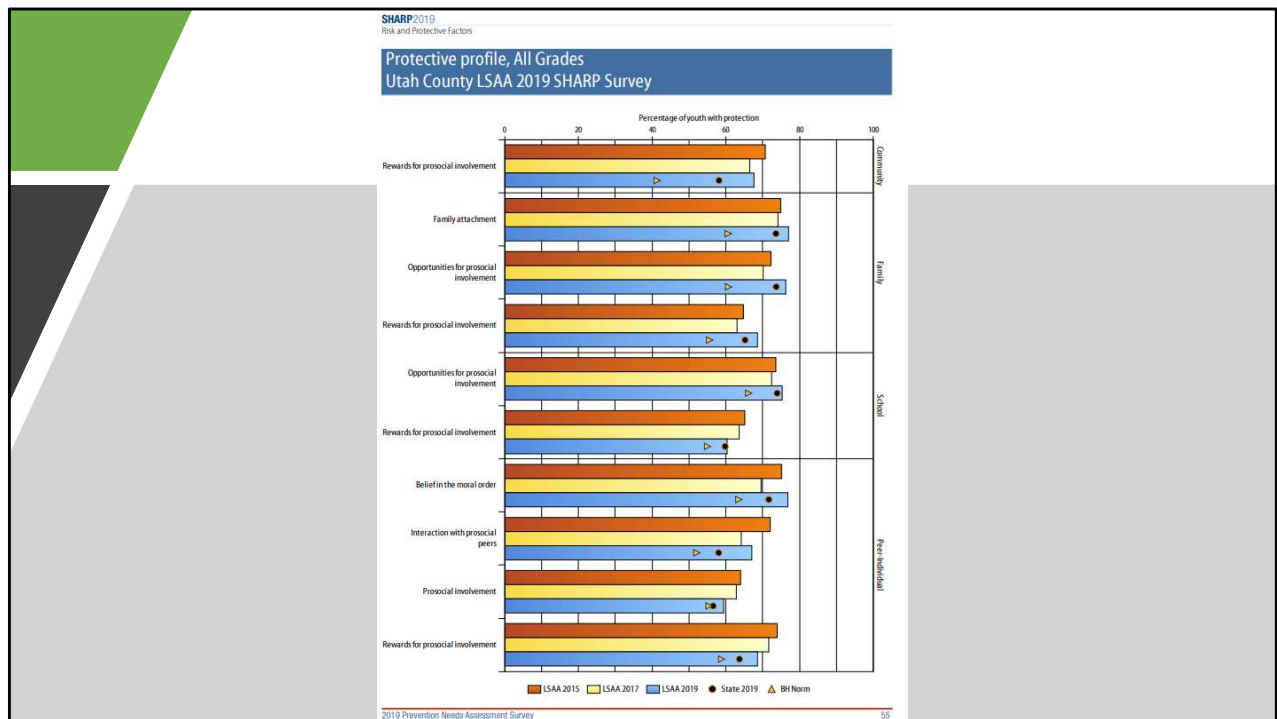
This chart shows the links between the 20 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.



This is on pg. 49 of the report and talks about risk profile for all grades (also broken down by year 6th, 8th, 10th, 12th)

Remember that we are looking for risk factors that are increasing or are higher than the other factors, higher than the state average, or higher than the BH norm. These are the risk factors you will want to focus on addressing to lower.

BH: Bach Harrison Norm



This is on pg. 55 of the report and talks about protective profile for all grades (also broken down by year 6th, 8th, 10th, 12th)

Remember that we are looking for protective factors that are decreasing or are lower than the other factors, lower than the state average, or lower than the BH norm. These are the protective factors you will want to focus on addressing to increase/strengthen in your community.

Pg. 57 of the 2019 SHARP report talks through how to look at the numbers in your community for risk and protective factors, compare them to drug use rates, and identify and prioritize high priority problem areas.

CADCA 7 Strategies

Strategy	Intervention	Examples
Provide Information	Educational presentations, workshops or seminars and data or media presentations	Public service announcements, brochures, billboard campaigns, community meetings, town halls, forums, web-based communication
Enhance Skills	Workshops, seminars or activities designed to increase the skills of participants, members, and staff	Training, technical assistance, distance learning, strategic planning retreats, parenting classes and model programs in schools
Provide Support	Opportunities to support people for participation in activities that reduce risk or enhance protection	Providing alternative activities, mentoring, referrals for services, support groups, youth clubs, or parenting groups

- These strategies assist in educating the public, raising awareness and helping individuals make healthy choices.
- Affect small numbers of individuals and are too weak to impact the community at large.
- Often necessary in a community where denial of and limited knowledge about the current problem is prevalent.
- Provide initial information necessary to bring a community together around an issue.

Seven methods that can bring about community change have been adopted as a useful framework by CADCA's Institute. Each of these strategies represents a key element to build and maintain a healthy community. In the planning process, utilize all seven strategies to be as comprehensive as possible to achieve population-level change. When focusing on implementation of environmental strategies, consider the types of information, skill-building and support activities necessary to move your interventions forward. You will see that the strategies overlap and reinforce each other.

<https://www.cadca.org/sites/default/files/files/spfandenvironmentalstrategies.pdf>

Enhance access or reduce barriers	Improving systems and processes to increase the ease, ability and opportunity to utilize systems and services	Access to treatment, childcare, transportation, housing, education special needs and cultural and language sensitivity
Incentives/ Disincentives	Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior	Increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations and loss of privileges
Change Physical Design	Changing the physical design or structure of the environment to reduce risk or enhance protection	Parks, landscapes, signage, lighting, outlet density
Modify and Change Policy	Formal change in written procedures, bylaws, proclamations, rules or laws with written documentation and/or voting procedures	Workplace initiatives, law enforcement procedures and practices, public policy actions and systems change within government, communities and organizations

- These strategies are environmental, community change focused
- Multi-strategy plan using these strategies with the first three = comprehensive approach

Evidence Based or Promising Practice

- For examples and ideas:
 - Best Practices for Comprehensive Tobacco Control Programs
 - https://www.cdc.gov/tobacco/stateandcommunity/best_practices/index.htm
 - Prevention Toolkit: PreventMedAbuse
 - <http://www.preventmedabuse.org/about-the-tool-kit/7-strategies-to-effective-community-change/#.X1fJ-nlKiU>
 - SAMHSA Evidence-Based Practices Resource Center
 - <https://www.samhsa.gov/ebp-resource-center>
- Tie your proposed interventions back to a best practice



Action Plan

- 9 month action plan
- Use the example in the application or come up with your own format
- Include measurable goals & outline activities
- Address risk & protective factors, strategies that will be used to address those and what measurable outcome you expect
- Include evaluation measures to demonstrate desired outcomes are being achieved

FY21 Action Plan				
Agency Name:				
Risk/Protective Factor(s)				
Goal(s)				
Strategy/Activity	Who is responsible?	By When?	What outcome will result from your activity?	
			Process Objective(s):	(Example: Freemont Middle School will implement Botvins Life Skills to all 7th and 8th Grade students in school year 2020-2021)
			Short-term Objective(s):	(Example - Favorable attitudes towards drug use will decrease by 2% from 2019 to 2021)
			Long-term Objective(s):	(Example - 30 day alcohol use among students in grades 8-12 will decrease by 2%)

Budget

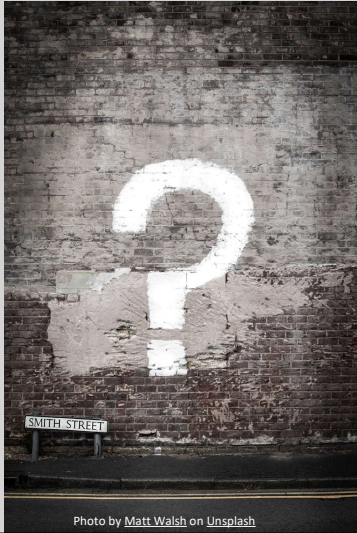
- Awards: \$50,000 - \$100,000
- Budget Requirements
 1. No more than 2-3% of the funding may be used for training and travel costs. If applying for a youth group, consider including budget items for the youth to attend a training in addition to adults
 2. No more than 10% can be used for administrative costs
 3. Up to 5% can be used for equipment (i.e computer). Any purchase over \$5,000 must be approved
 4. Up to 10% of the funding can be used for evaluation
 5. There is no limit on the amount of salary support that may be requested. If the proposed budget includes personnel, include position details and salaries by position in application budget justification.
 6. Funds may not be used for construction
- Appropriate justification for all budget items is required
- Use the budget form provided or one similar

Category of Funding	Justification	Funding Amount
Personnel Salary		\$
Fringe Benefits		\$
Travel (in/out of state)		\$
Supplies		\$
Equipment		\$
Subcontractors		\$
Media Outreach		\$
Other		\$
Total Amount Requested		\$

Evaluation Plan

- The evaluation plan should include the following components:
 - Purpose of the evaluation
 - Evaluation questions and criteria
 - Data collection and analysis plan and implementation
 - Evaluation report and findings
- Examples:
 - <https://www.cadca.org/resources/evaluation-primer-setting-context-community-coalition-evaluation>
 - https://www.cdc.gov/tobacco/stateandcommunity/tobacco_control_programs/surveillance_evaluation/evaluation_plan/index.htm
 - Appendix F: https://www.cdc.gov/asthma/program_eval/guide.htm

Questions?



For additional information, please contact:

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<https://health.utahcounty.gov/2020/08/31/communitygrants/>

Picture Credit: Photo by [Matt Walsh](#) on [Unsplash](#)