



FY 22 Application Q & A Session E-Cigarette, Marijuana, & Other Drug Prevention Grant

June 17, 2021
12:00 – 1:00 PM

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
June 9, 2021	Grant announced
June 17, 2021	Q & A Session
June 30, 2021 at 11:59 PM	Grant application due
July 15, 2021	Applicants notified of funding status
July 1, 2021 – June 30, 2022	Project Period
October 15, January 15, April 15, July 15	Progress Reports Due
July or August 2022	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 Cover Page
- Community Description
- Statement of the problem
- Selected Intervention
- Action Plan and Evaluation Plan
- Budget Form

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.

SHARP Survey Data

- <https://dsamh.utah.gov/reports/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.

× 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

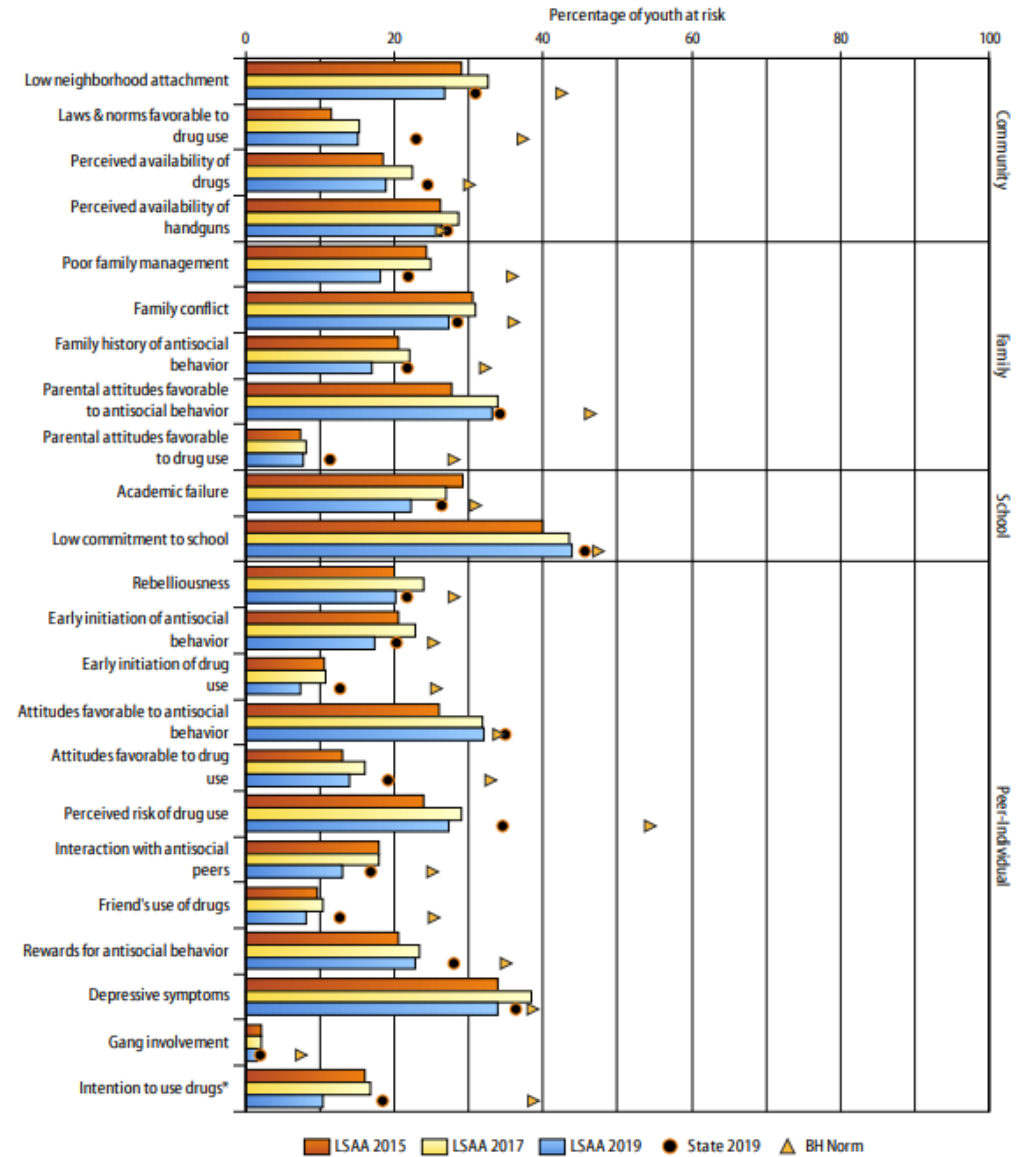
- Female (Woman-Girl) Student Profile Report
- Male (Man-Boy) Student Profile Report
- Transgender Student Profile Report
- Other Gendered Student Profile Report

Risk Factors Among Utah County Youth

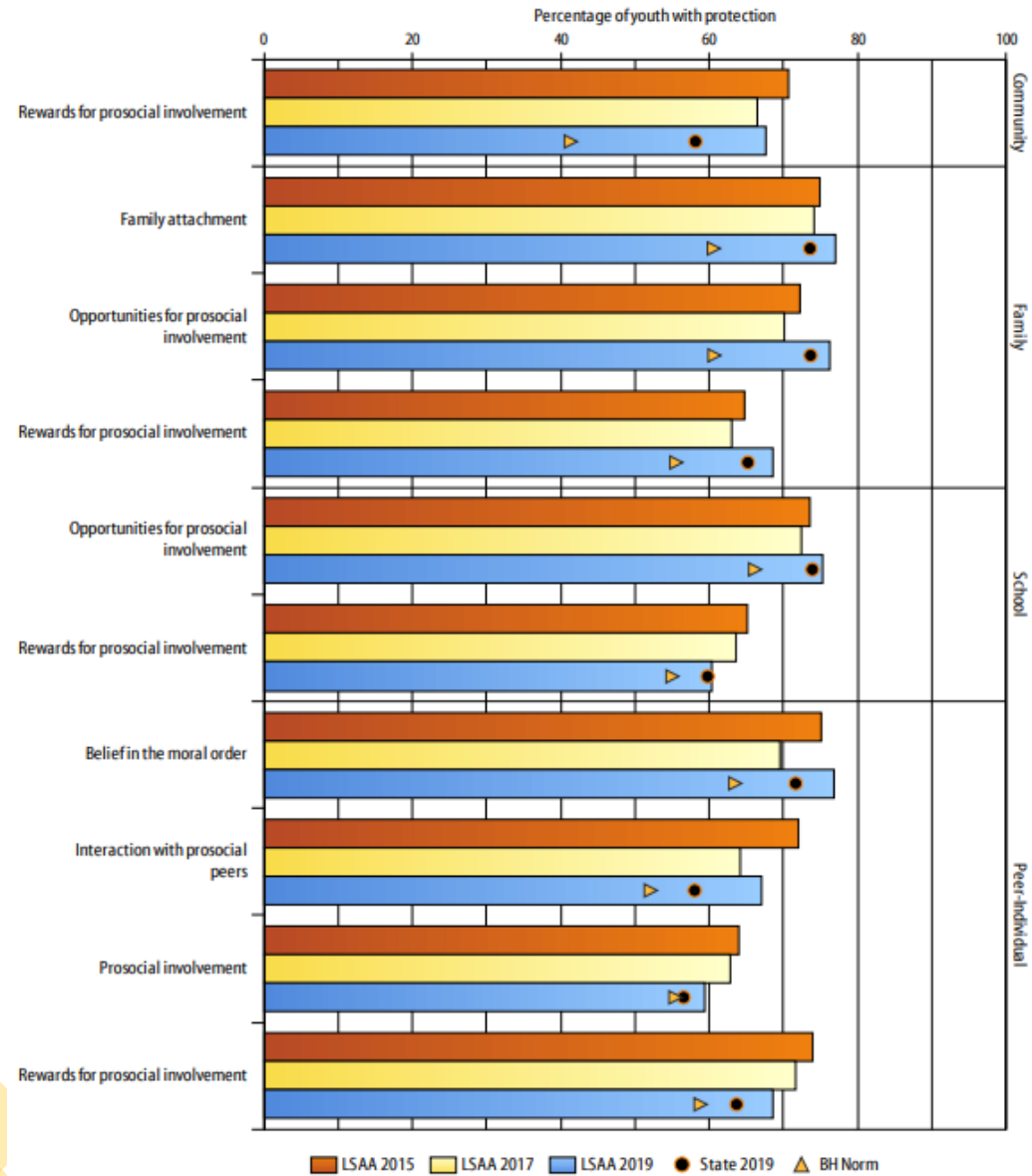
RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

	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					✓			✓	✓	✓		✓		✓						✓

Risk profile, All Grades Utah County LSAA 2019 SHARP Survey



Protective profile, All Grades Utah County LSAA 2019 SHARP Survey



CADCA 7 Strategies

Provide Information

Enhance Skills

Provide Support

Enhance access or reduce barriers

**Incentives/
Disincentives**

Change Physical Design

Modify and Change Policy

- 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.

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

Strategy	Intervention	Examples
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

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-toolkit/7-strategies-to-effective-community-change/#.X1fJ-nlKiUI>
 - SAMHSA Evidence-Based Practices Resource Center
 - <https://www.samhsa.gov/ebp-resource-center>
- Tie your proposed interventions back to a best practice

Action Plan

- 12 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



FY22 ACTION PLAN

Risk & Protective Factors Addressed	(Example: <i>Risk Factor: favorable attitudes towards drug use</i>)				
Goal(s)	(Example: <i>Promote and enhance the school-based Botvin LST prevention programs.</i>)				
Activity	Strategy(ies) for Community-Level Change	Who is responsible?	By When?	What outcome will result from your activity?	
(Example: <i>Provide Teacher Trainings</i> <i>Track implementation efforts & provide Teacher Incentives for teaching Botvins</i>)	(Example: <i>Providing information, building skills</i>)	(Example: <i>Grant Coordinator, School Counselor</i>)	(Example: <i>Summer 2021</i> <i>June 2022</i>)	Process Objective	(Example: <i>Fremont Middle School will implement Botvin Life Skills to all 7th and 8th Grade students in the school year 2020-2021</i>).
				Short-term Objective	(Example - <i>Favorable attitudes towards drug use will decrease by 2% from 2019 to 2021</i>)
				Long-term Objective	(Example - <i>30 day alcohol use among students in grades 8-12 will decrease by 2%</i>).
Evaluation Plan: How will you measure progress of your intervention?	(Example: <i>Track the number of teachers trained. Collect monthly reports from each school teacher trained.</i>)				

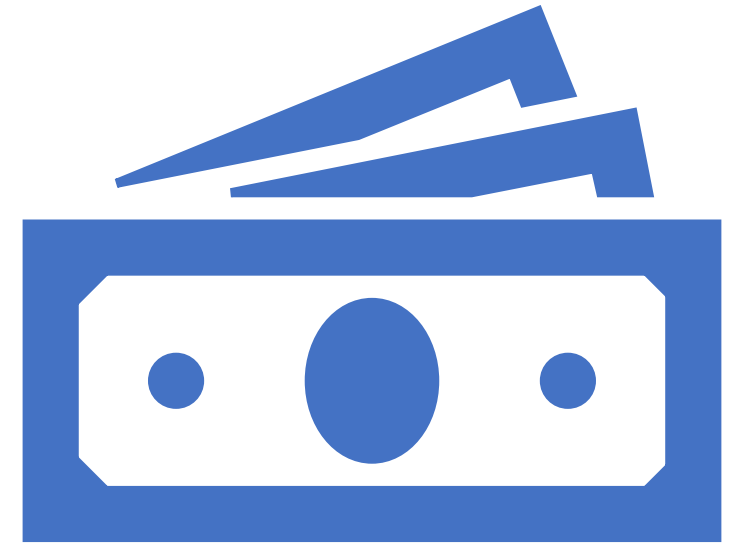
A yellow paper boat is shown on a white surface. The boat is made of folded paper and has a small red string tied around its middle. In the background, a white paper boat is partially visible.

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

Budget

- Awards: \$50,000 - \$100,000
- Budget Requirements
 - 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
 - No more than 10% can be used for administrative costs
 - Up to 5% can be used for equipment (i.e computer). Any purchase over \$5,000 must be approved
 - Up to 10% of the funding can be used for evaluation
 - 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.
 - 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		\$

FY21
Applicants

Spanish Fork City

Provo City School District
Communities That Care

Pleasant Grove Cares Coalition

American Fork Police Department
Communities That Care

FY21 Interventions

Vape Prevention Campaign (signs, commercials, website, etc)

Vape Sensors for junior high/high school bathrooms and signs

Project Towards No Drug Abuse (SRO, taught to kids caught vaping)

Adult Gatekeeper trainings – school staff trainings

Second Steps Curriculum (SEL in classrooms)

Why Try Program in classrooms

Positive Action Program (SEL in classroom)

- After school clubs
- In classrooms

Love and Logic Program in Schools

Youth advocacy groups

Guiding Good Choices Program in community



Questions?

For additional information, please contact:

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<https://health.utahcounty.gov/community-grants-request-for-proposals/>