



FY 23 Application Q & A Session E-Cigarette, Marijuana, & Other Drug Prevention Grant

August 16, 2022
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

Application Timeline

Date	Activity
August 8, 2022	Grant announced
August 16, 2022	Q & A Session
August 26, 2022 at 11:59 PM	Grant application due
September 9, 2022	Applicants notified of funding status
October 1, 2022 – June 30, 2023	Project Period
January 15, April 15, June 15	Progress Reports Due
July 2023	Final Report Due

Eligible Grantees

1. Grantees must be at least one of the following:

- i. Coalition of local community organizations within Utah County that is focused on substance abuse prevention
- ii. Local government agency within Utah County, including a law enforcement agency, for a program that is focused on substance abuse prevention
- iii. Local education agency within Utah County

2. Grantees shall address root causes and factors associated with the use of electronic cigarettes, marijuana, and other drugs by:

- i. Addressing risk and protective factors as identified in the Utah SHARP survey
- ii. Identifying ways to implement the [7 strategies from CADCA](#), and
- iii. Explaining how all programs are evidence based or a promising practice as identified by the CDC

Eligible Grantees cont.

3. Grantees cannot use already funded activities for project proposals.
4. Grantees applying as a coalition must provide coalition meeting minutes for the previous year.
5. Grantees applying in conjunction with partners, or another agency must submit letters of support from their partners acknowledging the agreement to support and a willingness to work in a partnership if awarded the funding throughout the entire grant year.
6. Grantees applying must reside within Utah County. We want to help our local county members help their communities in which they serve.

What Is A Coalition

A coalition is a group of diverse individuals who come together to work on a common goal. A coalition brings professional and grass-roots organizations from multiple sectors together, expands resources, focuses on issues of community concern, and achieves better results than any single group could achieve alone.

The requirement for a coalition is to provide a certain number of Coalition Involvement Agreements, certain number of sectors represented, and a certain number of months of Coalition meeting minutes with at least 6 members present. A coalition involves an investment of time and resources, and it *should not* be built if a simpler entity will get the job done or if community support is lacking.

Definition of Local Education Agency

- **Local education agency (LEA)** means a school district, a county office of education, a community college district, or a school district on behalf of one or more schools within the school district.
EC 8208 (ak)
- **Local education agency (LEA)** means a public board of education or other public or private nonprofit authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public or private nonprofit elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public or private nonprofit elementary schools or secondary schools. The term also includes any other public or private nonprofit institution or agency having administrative control and direction of a public or private nonprofit elementary school or secondary school, including residential child care institutions, Bureau of Indian Affairs schools, and educational service agencies and consortia of those agencies, as well as the State educational agency in a State or territory in which the State educational agency is the sole educational agency for all public or private nonprofit schools.

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/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

× 2021 SHARP Survey Reports

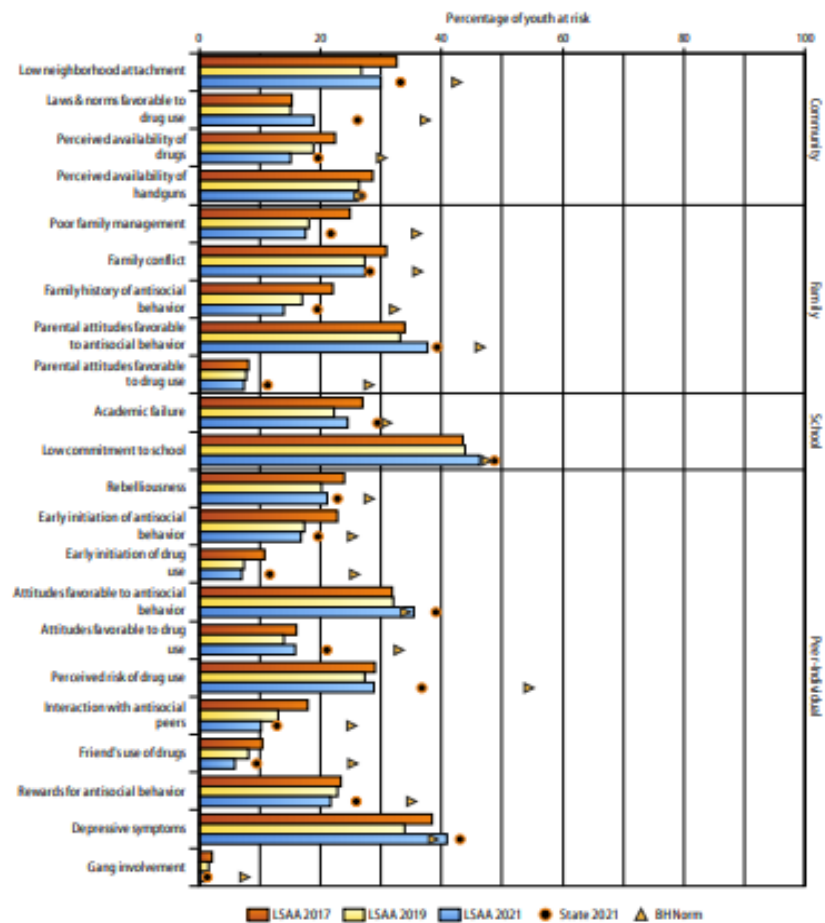
- Statewide Report 2021
- Bear River District
- Central Utah
- Davis County
- Four Corners District
- Northeastern District
- Salt Lake County
- San Juan County
- Southwest District
- Summit County
- Tooele County
- Utah County
- Wasatch County
- Weber and Morgan Counties
- American Indian Student Profile
- 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
- Not Sufficient Data to Report Transgender Student Profile Report

Risk Factors Among Utah County Youth

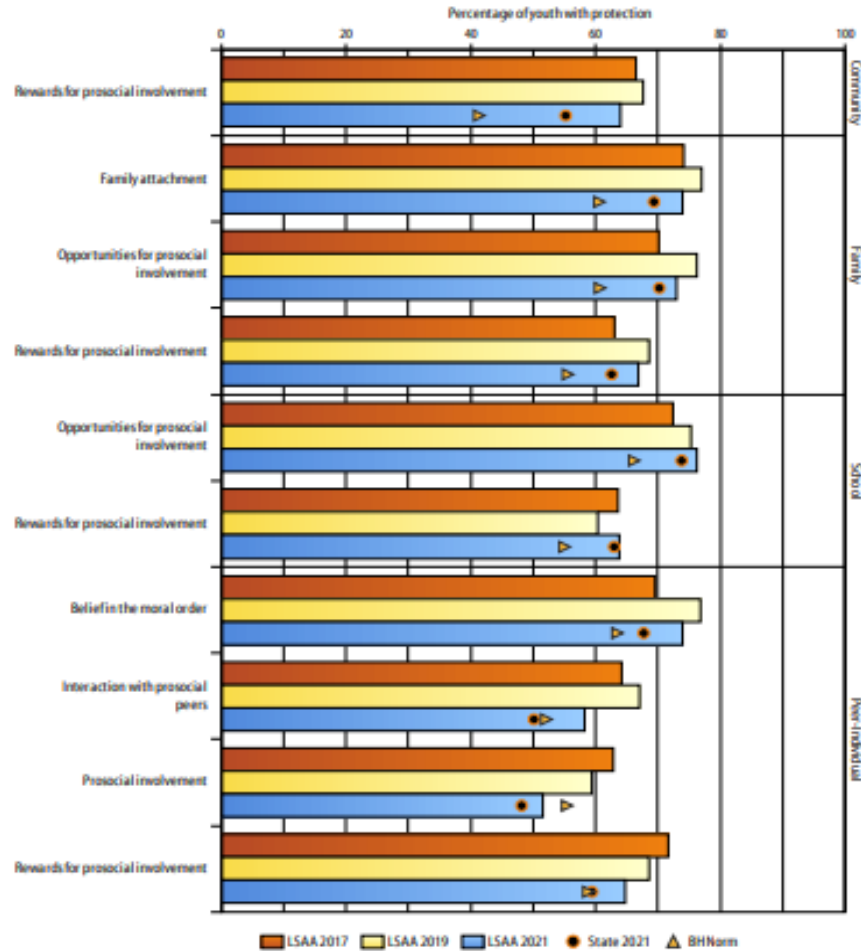
RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

	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 2021 SHARP Survey



Protective profile, All Grades Utah County LSAA 2021 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

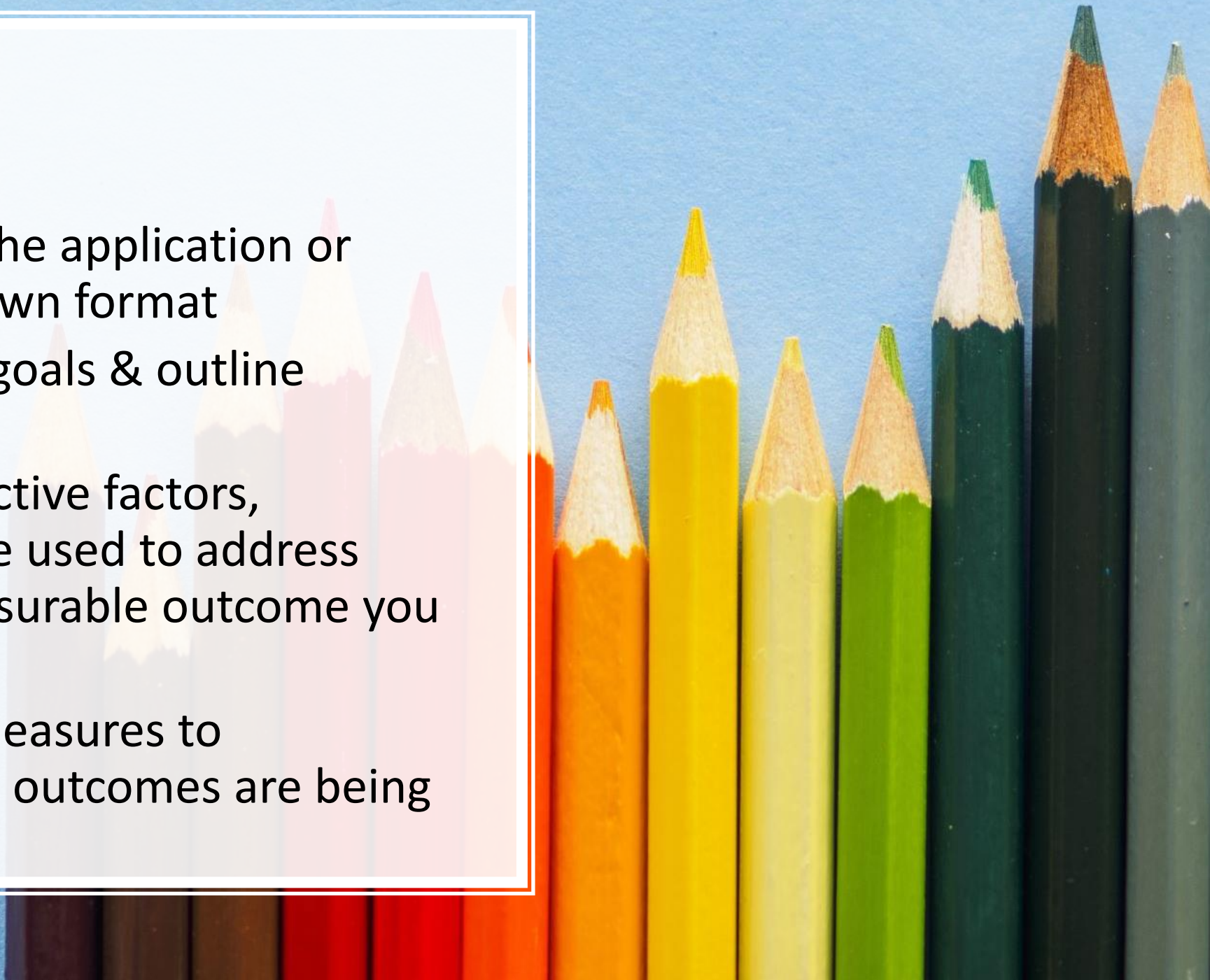
Strategy	Intervention	Examples
Enhance access or reduce barriers	Improving systems and processes to increase the ease, ability and opportunity to utilize systems and services	Access to treatment, childcare, transportation, housing, education special needs and cultural and language sensitivity
Incentives/Disincentives	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-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



FY23 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 2022</i> <i>June 2023)</i>	Process Objective	(Example: <i>Fremont Middle School will implement Botvin Life Skills to all 7th and 8th Grade students in the school year 2021-2022).</i>)
				Short-term Objective	(Example - <i>Favorable attitudes towards drug use will decrease by 2% from 2020 to 2022</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>)				

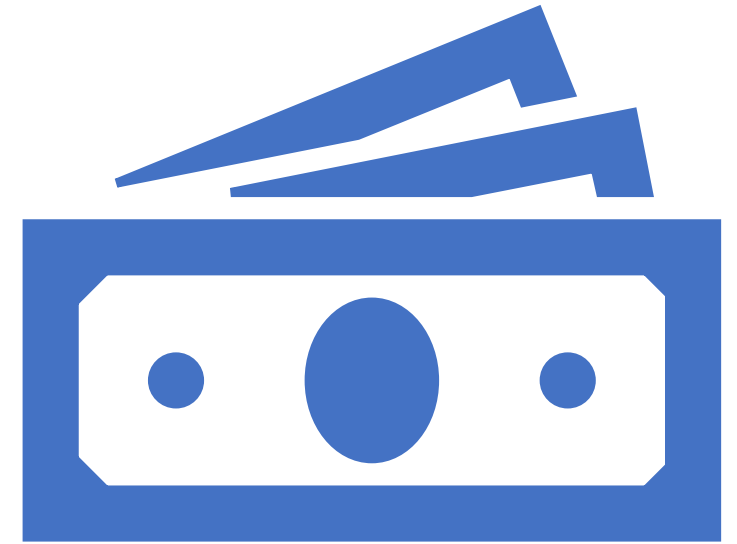
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Evaluation Plan

- 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](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		\$



Questions?

For additional information, please contact:

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