

Information Session:

E-Cigarette, Marijuana, & Other Drug Prevention Grant FY21

September 24, 2020 2:00 PM

Bear River Health Department

Division of Health Promotion

Grant Focus

- Result of 2020 Legislative Session: S.B. 37 and changes to Utah Code 26A-1-129 (Electronic Cigarette and Other Nicotine Product Amendments)
- Purpose is to address root causes and factors associated with the use of electronic cigarettes, marijuana, and other drugs
- Grantees must address 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

Eligible Grantees

- 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

Funding Overview

- E-cigarette, Marijuana, & Other Drug Prevention Grant
- Annual 12-mo funding opportunity
- \$50,000 - \$100,000 per grantee, \$250,000 combined total

COVID-19 Disclaimer:

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

Timeline

- **September 24, 2020:** Q&A/Info Session
- **October 1, 2020:** Grant applications due by 11:59 PM
- **October 9, 2020:** Applicants notified of funding status
- **December 31, 2020:** 1st quarter ends
- **January 15, 2021:** 1st quarter progress report due
- **March 31, 2021:** 2nd quarter ends
- **April 15, 2021:** 2nd quarter progress report due
- **June 30, 2021:** 3rd and final quarter ends
- **July 15, 2021:** 3rd and final quarter progress report due

Nov 2020, Feb 2021, May 2021:

Quarterly meetings

(Dates TBD)

Student Health And Risk Prevention (SHARP) Survey

- Must address one or more r/p factor(s) identified in SHARP Survey:
 - <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.

SHARP

× 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

A graphic for the 2019 SHARP survey reports. It features a large '2019' at the top in white on a dark blue background. Below it, the acronym 'SHARP' is written vertically in large, bold letters: 'S' (orange), 'H' (dark blue), 'A' (orange), 'R' (dark blue), and 'P' (orange). To the right of the 'H' and 'A' is the text 'TUDENT HEALTH AND RISK PREVENTION' in white. Below this is a light blue box with the text 'Prevention Needs Assessment Survey' in dark blue. Underneath is a dark blue box with the text 'Results for Bear River District LSAA' in white. At the bottom, in a dark orange box, is the text 'State of Utah', 'Department of Human Services', and 'Division of Substance Abuse and Mental Health' in white. A red arrow points from the 'Bear River District' item in the list to the 'Prevention Needs Assessment Survey' box.

2019

STUDENT
HEALTH
AND
RISK
PREVENTION

Prevention Needs
Assessment Survey

Results for
Bear River District LSAA

State of Utah
Department of Human Services
Division of Substance Abuse and Mental Health

SHARP

- 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

+ 2017 SHARP Survey Reports

+ 2015 SHARP Survey Reports

+ 2013 SHARP Survey Reports

+ 2011 SHARP Survey Reports

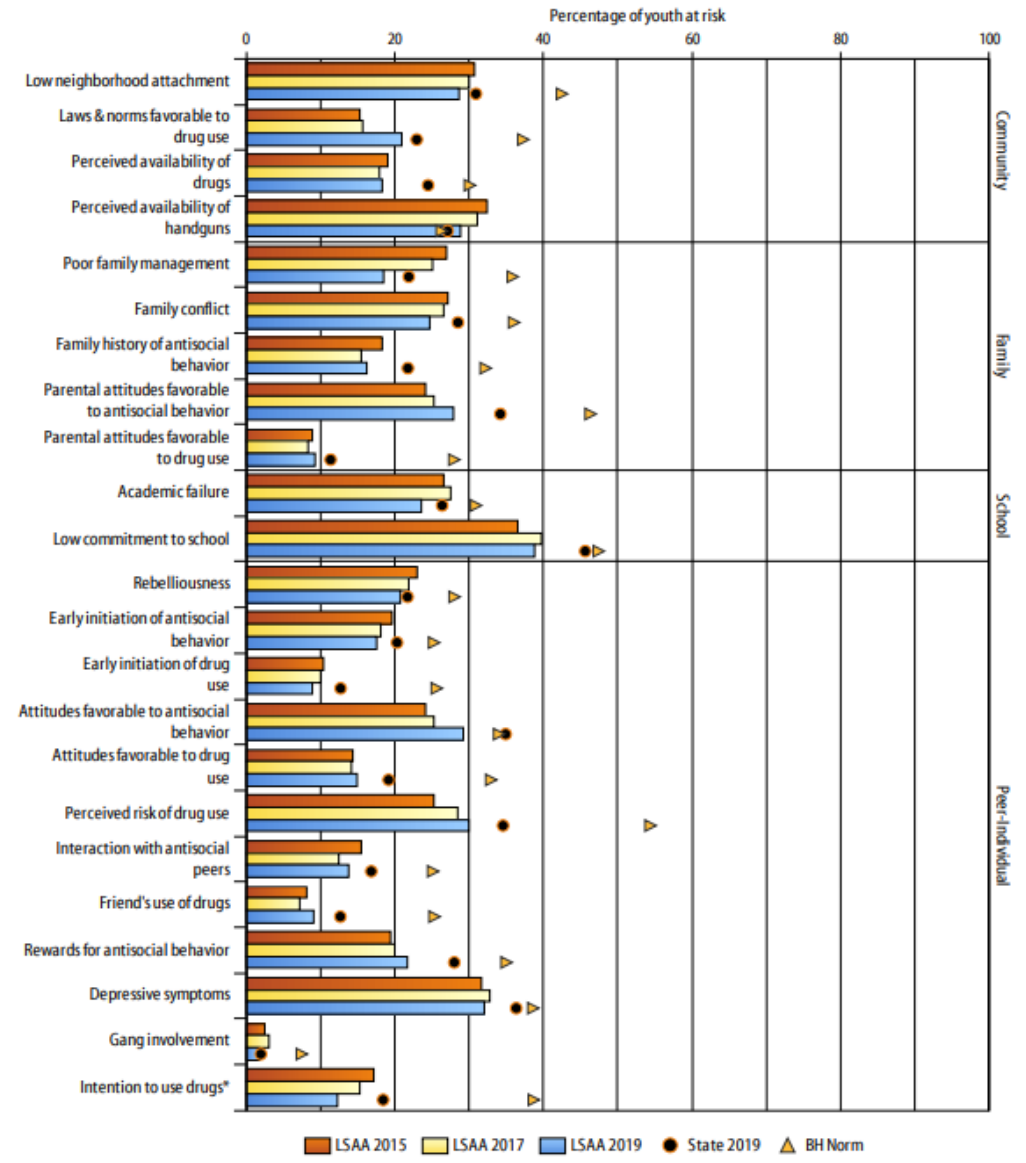
+ 2009 SHARP Survey Reports

Risk Factors

		Risk Factors	Adolescent Problem Behaviors					
Domains		Risk and protective factors are specific aspects of a youth's life experience that indicate the likelihood of them engaging in problem behaviors. Risk factors are associated with a higher likelihood of problem behaviors or negative outcomes while protective factors are associated with a lower likelihood of problem behaviors.	Substance Abuse	Depression and Anxiety	Delinquency	Teen Pregnancy	School Dropout	Violence
Community		Availability of alcohol/other drugs	✓					✓
		Availability of firearms			✓			✓
		Community laws and norms favorable to drug use, firearms, and crime	✓		✓			✓
		Transitions and mobility	✓	✓	✓		✓	
		Low neighborhood attachment and community disorganization	✓		✓			✓
		Media portrayals of violence						✓
		Extreme economic deprivation	✓		✓	✓	✓	✓
Family		Family history of the problem behavior	✓	✓	✓	✓	✓	✓
		Family management problems	✓	✓	✓	✓	✓	✓
		Family conflict	✓	✓	✓	✓	✓	✓
		Favorable parental attitudes and involvement in problem behaviors	✓		✓			✓
School		Academic failure beginning in late elementary school	✓		✓	✓	✓	✓
		Lack of commitment to school	✓		✓	✓	✓	✓
Individual / Peer		Early and persistent antisocial behavior	✓	✓	✓	✓	✓	✓
		Rebelliousness	✓		✓		✓	
		Friends who engage in the problem behavior	✓		✓	✓	✓	✓
		Favorable attitudes toward the problem behavior (including low perceived-risk of harm)	✓		✓	✓	✓	
		Early initiation of the problem behavior	✓		✓	✓	✓	✓
		Gang involvement	✓		✓			✓
		Constitutional factors	✓	✓	✓			✓

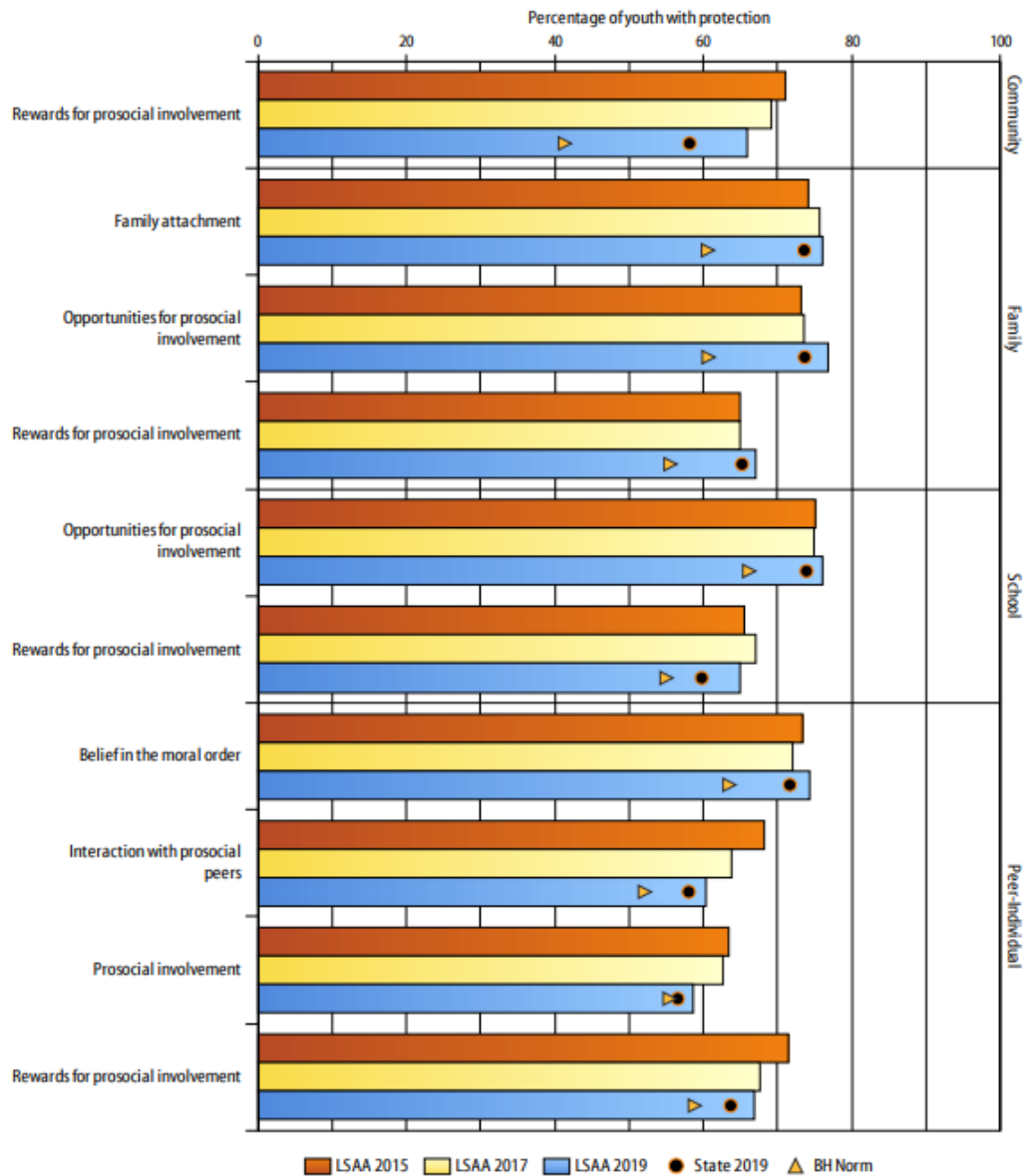
Risk profile, All Grades Bear River District LSAA 2019 SHARP Survey

Bear River District Risk Profile



Protective profile, All Grades
Bear River District LSAA 2019 SHARP Survey

Bear River District Protective Profile



CADCA's Seven 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
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-tool-kit/7-strategies-to-effective-community-change/#.X1fJ-nlKiUI>
 - SAMHSA Evidence-Based Practices Resource Center
 - <https://www.samhsa.gov/ebp-resource-center>
 - Blueprints Evidenced-Based Programs
 - <https://www.blueprintsprograms.org/program-search/>
 - Utah's Registry of Approved Prevention Programs
 - <https://dsamh.utah.gov/pdf/epi/EBW%20Approved%20Revised%202.21.2018.pdf>
 - Results First Clearinghouse Database
 - <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

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?						
			<table border="1"> <tr> <td data-bbox="1133 522 1569 879">Process Objective(s):</td> <td data-bbox="1569 522 2548 879">(Example: Freemont Middle School will implement Botvins Life Skills to all 7th and 8th Grade students in school year 2020-2021)</td> </tr> <tr> <td data-bbox="1133 879 1569 1133">Short-term Objective(s):</td> <td data-bbox="1569 879 2548 1133">(Example - Favorable attitudes towards drug use will decrease by 2% from 2019 to 2021)</td> </tr> <tr> <td data-bbox="1133 1133 1569 1428">Long-term Objective(s):</td> <td data-bbox="1569 1133 2548 1428">(Example - 30 day alcohol use among students in grades 8-12 will decrease by 2%)</td> </tr> </table>	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%)
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Budget

- Awards: \$50,000 - \$100,000
- Budget Requirements:
 1. No more than 10% 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 12% 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. Staff allocated funds need to be justified in the budget narrative
 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

- 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

Application Components

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

Q&A



Contact Info

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THANK YOU!