

Substance Abuse Prevention (SAP) 2021-2022

Grant Application Introduction and Instructions

For Funding Under the Substance Abuse Prevention Program [R277-460](#)

Timeline

Substance Abuse Prevention grant webinar: **October 20, 2021, 12:00 PM – 1:00 PM** [Zoom Meeting Link](#)

Meeting ID: 870 7544 5648; Passcode: SAPVGRANT

Grant Application deadline: **November 10, 2021:** [Application Link](#)

Substance Abuse Prevention award email notifications to LEAs: **November 30, 2021**

Introduction and Instructions

Thank you for your interest in applying for Substance Abuse Prevention (SAP) funding. There are many factors involved in why some students, schools, and communities deal with substance misuse. There is no single answer to this problem and there is no single funding source to provide solutions. This must be a collaborative approach – a community effort to increase the protective factors and reduce the risk factors for substance misuse. With that in mind, USBE prevention efforts are becoming increasingly integrated. We are looking at the whole picture of policies, practices, and braided funding to build, as comprehensive as possible, a plan that targets interventions for all students at-risk for substance misuse.

This application was created according to the requirements outlined in [R277-460](#) . Awarded funds may be used for the following:

- Substance use prevention and education
- Substance use prevention training for teachers and administrators
- District and school programs to supplement, not supplant, existing local prevention efforts in cooperation with local substance abuse authorities

Instructions for completing the Grant Application:

The application can be accessed and submitted online: [Application Link](#).

Applicants will choose one of three application paths to complete:

Path 1: For LEAs requesting funds for professional development only

Path 2: For LEAs requesting funds for project implementation only

Path 3: For LEAs requesting funds for both professional development and project implementation

When filling out the application online, please keep in mind the following:

- It is not necessary to overexplain common terms or practices. You will be speaking to an informed audience familiar with substance misuse prevention and intervention terminology.

- Terms or practices unique to your project design should be explained in greater detail.
- Budget categories to be used are typical to all education-related projects. Please provide sufficient budget explanations as outlined in the sample budget. Calculations should have all necessary elements described so that the details equal the total.
- Please be clear and concise. **Please limit your responses to one to two paragraphs per question.**

Application Resources:

- The Logic Model, Risk and Protective Factors Chart, and Protective Factors Framework are included on pages 3-5 of this document and are intended to guide the development of your project and application.
- To assist LEAs in completing the online application through Qualtrics, a preview of the questions that are on the Qualtrics application will be provided beginning on page 6.

Instructions for LEAs that receive SAP Funding:

1-LEAs with award amounts will receive instructions to go into UtahGrants to fill out the proposed budget section with the exact amount awarded to be completed within two weeks of receiving the instructions.

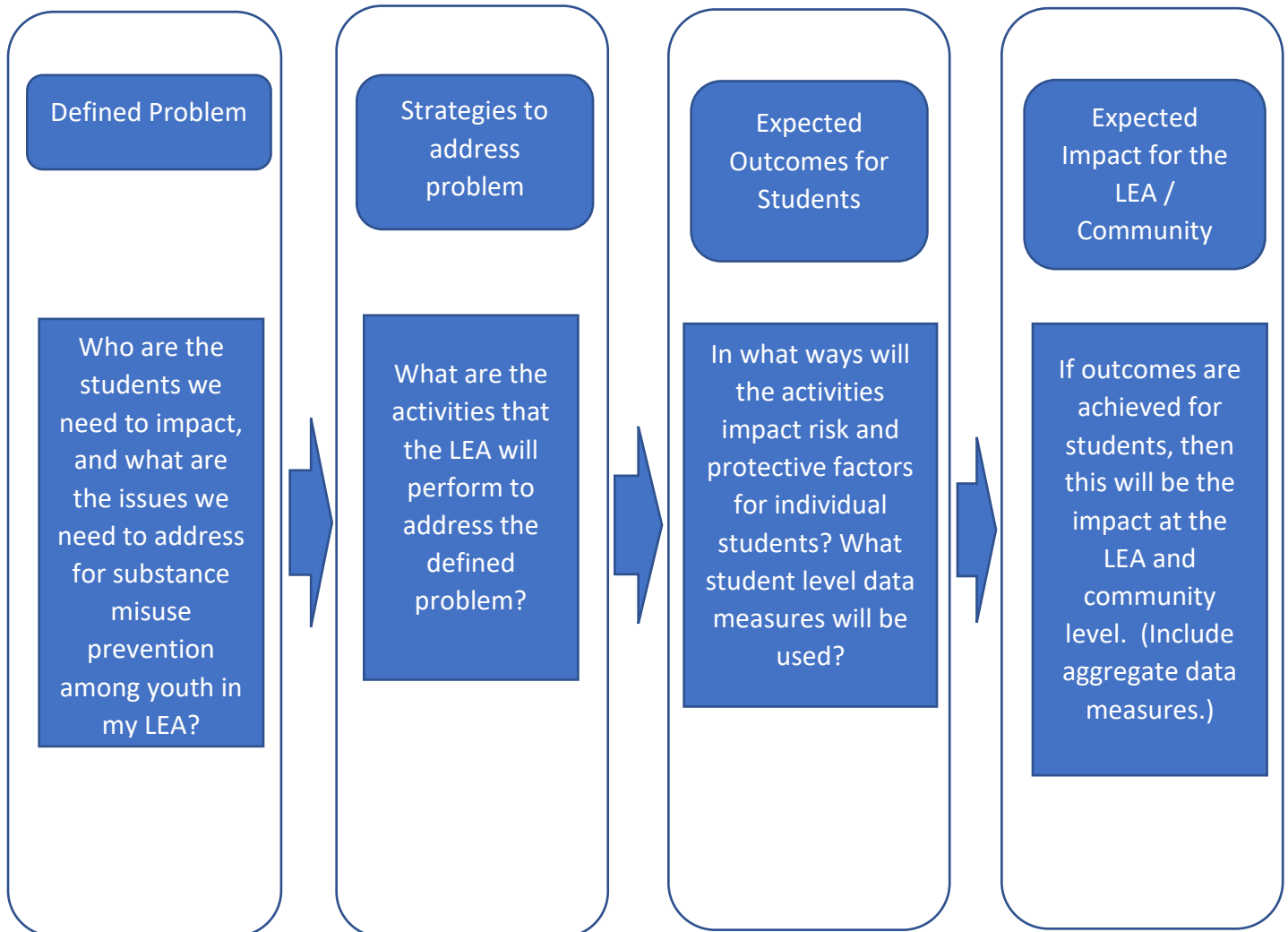
2-Please submit reimbursement requests with receipts to UtahGrants at least quarterly. The SAP Grant Manager will send out reminders via email.

3-End of year reports are due by June 30, 2022. Year End Reports are required by [R277-460](#), and must include:

- An expenditure report
- A narrative description of activities funded
- A report on evaluation data collected

SAP Logic Model

The Logic Model is included as a resource to guide the development of your project and application.



Risk & Protective Factors

The Risk and Protective Factors information and chart is included as a resource to guide the development of your project and application.

Risk factors are conditions that increase the likelihood that youth will become involved in problem behaviors in adolescence and young adulthood, while protective factors are conditions or attributes that can help mitigate risks. *

Prevention interventions aim to support or bolster protective factors, which give youth the resources and strengths they need to avoid substance misuse and other problem behaviors.

	Risk Factors	Protective Factors
Community	<ul style="list-style-type: none"> • Low neighborhood attachment • Laws & norms favorable to drug use • Perceived availability of drugs 	<ul style="list-style-type: none"> • Rewards for prosocial involvement
Family	<ul style="list-style-type: none"> • Poor family management • Family conflict • Family history of the problem behavior • Parental attitudes favorable to the problem behavior 	<ul style="list-style-type: none"> • Family attachment • Opportunities for prosocial involvement • Rewards for prosocial involvement
Peer/Individual	<ul style="list-style-type: none"> • Rebelliousness • Early initiation of the problem behavior • Friends who engage in the problem behavior • Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> • Cognitive competence • Emotional competence • Social/Behavioral competence • Self-efficacy • Belief in the future • Self-determination • Pro-social norms • Belief in the moral order
School	<ul style="list-style-type: none"> • Academic failure • Low commitment to school 	<ul style="list-style-type: none"> • Opportunities for prosocial involvement • Rewards for prosocial involvement

* The presence of risk factors and/or the lack of protective factors is not a guarantee of the development of problem behaviors, but their presence have been proven to be strong predictors of problem behaviors.

Protective Factors (PF) Framework

The Protective Factors (PF) Framework chart is included as a resource to guide the development of your project and application.

The Center for the Study of Social Policy (CCSP), a national non-profit organization conducted research to determine what protective factors help strengthen families and enable children to thrive. Their research was synthesized into five protective factors. It is a framework that is utilized by more than 30 states and is applied in many settings. The highest quality programs ensure that each of these five protective factors are addressed while serving students.

Protective Factor	Students	Schools
Concrete Supports	Students have access to quality services that meet their basic needs in order to help them feel safe and regulated (nutrition, clothing, housing, health care, sleep). Students also know how to ask for help and advocate for themselves.	Schools have ways to help students and families access concrete supports when needed. Schools are deliberate about teaching skills to support student self-advocacy and seeking help is viewed as a strength.
Knowledge of Development	Students understand important aspects of human development, including the effects of trauma on brain development.	Schools implement policies and practices that reflect a deep understanding of child and adolescent development and trauma-sensitive practices.
Social Connections	Students have healthy, sustained relationships with peers and adults that promote a sense of trust, belonging, safety, and a sense that they matter.	Schools help students develop social skills necessary for forming and sustaining healthy relationships. Schools also facilitate ways for students to form healthy, connected relationships with both adults and peers.
Resilience	Students have the ability and skills to manage stress and function well when faced with stressors, challenges, or adversity.	Schools integrate a strength-based approach into their culture and climate in order to help students develop a resilient mindset.
Cognitive and Social-Emotional Learning	Students acquire the skills that are essential to forming an independent, positive identity and having a productive adulthood, such as: executive functioning, self-regulation, self-awareness, self-esteem, self-efficacy, self-compassion, goal setting, empathy for others, etc.	Schools understand the importance of Social-Emotional learning as well as academics, and incorporate SEL principles into curriculum to help build emotional intelligence and workforce readiness.

Application Questions Preview

(LEAs will respond to application questions online: [Application Link.](#))

Contact Questions:

LEA:

LEA point of contact:

Phone number:

Email address:

Path 1: Professional Development Only:

Professional Development Plan:

Q1: Describe your LEA's plan for professional development on substance misuse.

Q2: What outcomes do you anticipate seeing as a result of your professional development plan, and how will this support your existing evidence-based prevention efforts?

Q3: How will you evaluate the outcomes described in your response to the previous question?

Accuracy Certification:

Q4: The Project Director certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate.

Path 2: Project Implementation Only:

Project Implementation Plan:

Q1: Describe how the SAP funding will be used. Include a brief description of any research-informed/evidence-based practices and resources that you will be using. If this funding is used to supplement existing efforts, describe how this funding will improve the current services being provided.

Q2: Describe your need for SAP funding using available community and LEA/school level data. For example, what risk/protective factors does your data indicate your project should focus on? What schools/geographical areas does your data indicate your project should serve? (Use SHARP data, and consider including additional data sources that demonstrate your LEA's need.)

Q3: Describe your LEA's collaboration with your Local Substance Abuse Area Authority and community groups for the purposes of youth substance use prevention and intervention. How are you currently collaborating and what are your plans for future collaboration?

Q4: What specific risk and protective factors are you targeting?

Q5: Using the SMART (Specific, Measurable, Achievable, Realistic, and Time-based) format, what are your specific goals and objectives to reach the vision? (Please be mindful that these goals should be what you think you can likely accomplish within the timeline of this grant. You may want to limit it to your top 2-3 goals).

Q6: How will you ensure that all students who are in need have access to your project?

Q7: Describe how your plan to use SAP funding will enhance existing substance use prevention curriculum and school health initiatives.

Q8: List potential challenges/barriers to your substance use prevention project, if any, and your plans to overcome them.

Q9: If applicable to your proposed project, describe your plans to collect classroom implementation teacher reports.

Q10: If applicable to your proposed project, what are your plans for classroom monitoring visits?

Q11: What data will be collected and how will you use the collected data to determine outcomes?

Accuracy Certification:

Q12: The Project Director certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate.

Path 3: Both Professional Development & Project Implementation:

Answer questions for Path 1 and Path 2.

Instructions: Provide detail proposed budget allotments. It is not necessary to use all budget categories. Use the Example of Budget Detail and Summary on the following pages. **(LEAs will respond to budget questions online: [Application Link.](#))**

Budget Category	Explanation/Detail:	Category Total:
Salaries (100)		\$ _____
Employee Benefits (200)		\$ _____
Purchased Professional and Technical Services (300)		\$ _____
Purchased Property Services (400)		\$ _____
Other Purchases (500)		\$ _____

Budget Detail and Summary (continued)

Travel (580)		\$ _____
Supplies, Materials, and Property less than \$5,000 (600)		\$ _____
Other (800)		\$ _____
Total Direct Costs		\$ _____
Unrestricted Indirect Cost	_____ % (list the LEA unrestricted indirect cost rate) Indirect Cost Rate Chart	\$ _____
Property (700) Note: Only items with an individual value of \$5,000 or greater are defined here.		\$ _____
Grand Total		\$ _____

Budget Category	Explanation/Detail	Total
Salaries (100)	1 Coordinator, 0.1 FTE x \$30 per hour x 124 days = \$2,976.00 Full- or part-time salaries for project employees must be included in this grant application. This item should not include stipends paid to employees for work outside of their regular contract. Stipends should be included in line-item C. If salary funds are identified in the application, please indicate the basis of computing these salaries.	\$2,976.00
Employee Benefits (200)	FICA & additional insurances: 11.75% of \$2,976.00 = \$349.68 Employee benefits for project employees must be included in this application. Such employee benefits include state retirement, Social Security, local retirement, group insurance, industrial insurance, unemployment insurance, and any other employee benefits not classified above. Employee benefits related to stipends for teachers or other regular employees who work outside of their regular contract may be placed in this line item.	\$349.68
Purchased Professional and Technical Services (300)	Keynote Speaker for Parent Seminar = \$1,800 Services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. Providers (consultants) of such services, all travel, meals, lodging, honorariums/fees, materials, and related expenses are to be included in this category. Such consultants might also include staff of the provider who might serve in this capacity during those times when they are not salaried employees of the grantee, including summers, weekends, holidays, or other non-contractual time. For each consultant provide name, anticipated consultant fees, number of contracted days of work, and purpose of proposed expenditures. This category also includes stipends paid to employees for work outside of their regular contract which may be instructional (i.e., professional development) or administrative, depending on activity.	\$1,800.00
Purchased Property Services (400)	Providers may receive funding support for a variety of services rendered by organizations and personnel not on the payroll of the applicant pertaining to operation, maintenance, insurance, and rental property used by the provider. Typical expenditures in this category include utility service, cleaning services, disposal services, snow plowing, custodial services, equipment repair, vehicle repair, rental of buildings, equipment, or vehicles, etc. Provide specific information about such anticipated costs.	
Other Purchases (500)	All amounts paid for services rendered by organizations or personnel not on the payroll of the provider other than Professional and Technical Services (300) or Property Services (400). Such expenditures may include communications, advertising, printing and binding, property insurance, liability insurance, telephones, postage	

Budget Category	Explanation/Detail	Total
	meter, etc. Provide specific information about all projected expenditures.	
Travel (580)	Travel to training 500 miles @ .43/mile = \$215.00 Travel of instructional staff to and from remote teaching sites and staff travel to required USBE meetings. Travel and registration expenses associated with staff professional development.	\$215.00
Supplies, Materials, and Property less than \$5,000 (600)	LifeSkills Elementary Level 1 Grade 3 Teacher Manuals & Student Guide (40 x \$105.50) = \$4,220.00 Office supplies= \$26 Provider may receive funding support for a variety of items of an expendable nature that are consumed, worn out, or have deteriorated with use. Items that lose their identity through fabrication or incorporation into different or more complex units or substances are also considered supply expenditures. Expenditures in this category include, but are not limited to, software, paper, writing tools, books, textbooks, manuals, reproduction costs, binders, classroom computer and printers, overhead projectors, audiovisual materials, courseware, assessment instruments, etc. Items to be purchased must be identified and detailed by quantity and cost per item.	\$4,246.00
Other (800)	This line item is seldom used, but it is included to use with the purchase of goods and services not otherwise classified above.	
Total Direct Costs		\$9,586.68
Unrestricted Indirect Cost	11.92%--List district unrestricted indirect cost rate here.	\$1,142.73
Property (700) Note: Only items with an individual value of \$5,000 or greater are defined here.	Providers may use funding for property acquisitions of \$5,000 or greater cost per item, leasing, and rentals if such transactions are clearly identified as <u>essential</u> to the operation of the program. Expenditures in this category include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment \$%,000 or greater cost per item. Expenditures are to be used solely for adult education services. These expenditures may be administrative in nature. All items in this category must be clearly explained and detailed in the Budget Summary Explanation.	
GRAND TOTAL		\$10,729.41



SAVE THE DATE!



Substance Abuse Prevention Grant

Webinar

October 20, 2021, via Zoom

12:00 PM – 1:00 PM

[Zoom Meeting Link](#)

Meeting ID: 870 7544 5648

Passcode: SAPVGRANT

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