Southeast (HHS Region 4)

PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

How to Write Successful Grants in Prevention

Session 3: Analyzing and Learning From Real-World Examples

June 10, 2024

Presented by

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&

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Southeast (HHS Region 4)

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- This training is 100% supported SAMHSA of the U.S. Department of Health and Human Services (HHS).

- The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by SAMHSA/HHS, or the U.S. Government.

Substance Abuse and M
Services Adminis

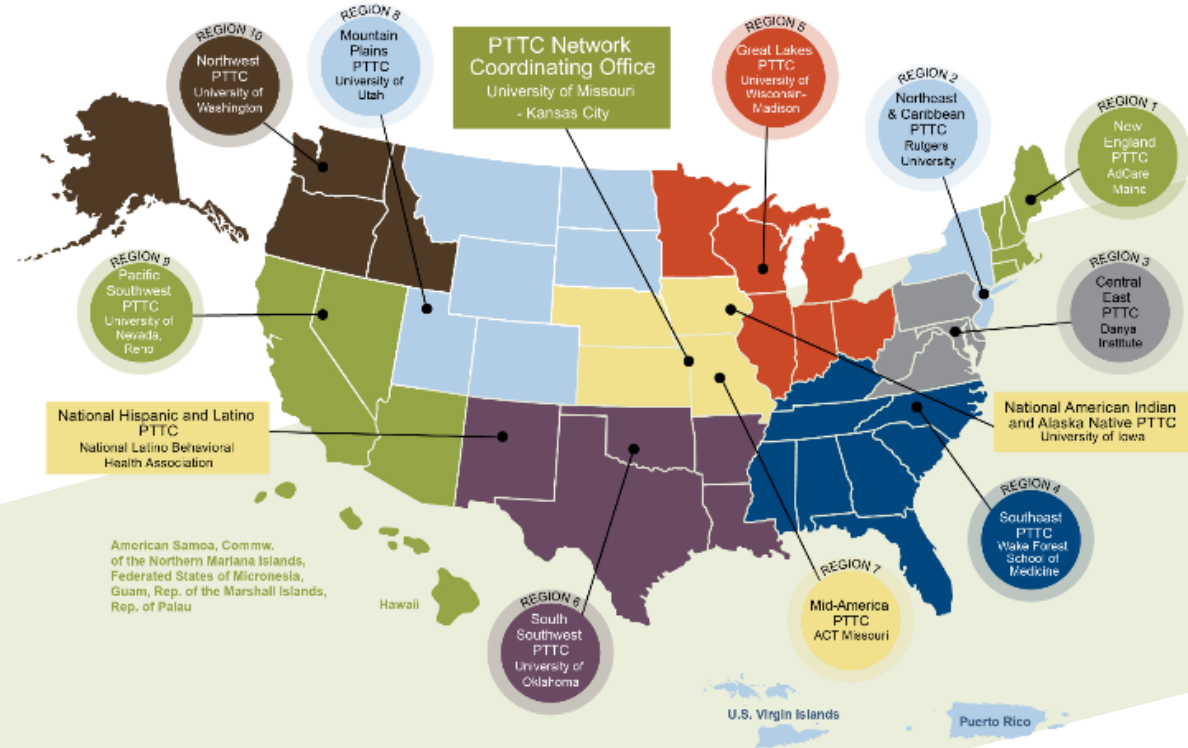The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

Co-Directors
Kimberly Wagoner, DrPH, MPH
and Mark Wolfson, PhD

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TONS of great trainings to share/watch with your coalition members

Analyzing and Learning from Real-World Examples

Workshop #3: Lunch & Learn Series on Grant Writing

Drew Reynolds, PhD, MSW, MEd
Principal Consultant, Common Good Data

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DOWNLOAD TOOLKIT:
www.commongooddata.com/grantwriting

Meet Drew: Experienced leader in data and program evaluation

- Social Worker

- 12+ years of experience, since 2018 as a consultant

- Substance use prevention, mental health promotion, case management, community practice, education and youth services

- Part-time instructor, Georgia State School of Social Work

Meet Guest Expert Keri-Lyn Coleman

- President at Collaborative Planning Group Systems, Inc. & WellScreen, Inc.

- Former White House Drug Policy Advisor and National Substance Misuse Expert.

- Twenty years of experience in the field of prevention and behavioral health promotion.

- Over the past two decades, Keri-Lyn has provided valuable evaluation, strategic planning, and fundraising assistance to non-profit organizations, coalitions, state agencies, and communities throughout the United States.

- She has assisted agencies in securing over $55 million in grant funds.

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The Common Good Data Podcast

The podcast for nonprofit and public sector leaders looking to use data and evaluation strategies to build effective and sustainable programs in the areas of prevention, mental health, human services, and education

www.commongooddata.com/podcast

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Three Workshops

Planning for Successful Grant Writing
Monday, May 20, 12-2

Writing a Winning Proposal Narrative
Monday, June 3, 12-2

Grant Writing Workshop with Real-World Examples
Monday, June 10, 12-2

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Agenda

1. Write a compelling problem statement
2. How to write a strong project description
   1. Goals and objectives
   2. Evidence-based/informed strategies
3. Design an evaluation plan
4. Describe staff and organizational experience
5. Draft a project budget

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Introductions

?

To the chat, please add your:
1. Name
2. Title
3. Organization

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1: Problem Statements

1.1: Problem Statement - Geography

Context:

• Rural County in the South

• Applying for local grant

Question: Describe the specific geographic area to be served by this project – for example: school, workplace, neighborhood, city, county-wide, etc.

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From the Toolkit:

1.1, 1.2 Grant Context

- Rural County in the South
- Applying for local grant

1.1 Question: Describe the specific geographic area to be served by this project – for example: school, workplace, neighborhood, city, county-wide, etc.
Example: Our programs operate within XXX County, a rural county serving 60,000 residents. According to US Census data, there are 12,000 youth ages 11-17 in our catchment area. In general, our local data suggest that youth attitudes and beliefs along with lack of enforcement lead to increased access to marijuana in the community. We will focus our programs and activities at middle and high schools in the local school district.
What does this grant narrative do well? How can this grant narrative be improved?

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1.1: Problem Statement - Geography

Geographic Catchment Area.

Our programs operate within XXX County, a rural county serving 60,000 residents. According to US Census data, there are 12,000 youth ages 11-17 in our catchment area. In general, our local data suggest that youth attitudes and beliefs along with lack of enforcement lead to increased access to marijuana in the community. We will focus our programs and activities at middle and high schools in the local school district.

1. **Be more specific with geography.** It's important to be narrow and specific. Name zip codes/census tracts and identify unique populations. What makes your county unique?
2. **Don't mention youth attitudes.** This is a question about geography, not substance use attitudes.
3. **School needs more detail**. Which schools? Do all schools have this problem, or just a few? Be more specific.

1.2: Problem Statement - Need

Context:

Describe the community need or problem that your project is attempting to address specific to alcohol and/or substance abuse (substance use disorder) prevention, education, treatment, and/or research. Use local data, if possible, to provide evidence of the identified need or problem. Only use national and state statistics if you are making local comparisons.

1.2: Problem Statement - Need

Statement of Need.

The National Survey on Drug Use and Health states that marijuana is the most commonly used illicit drug, with 22% of people aged 12 or older using it in the past year. Data from our state drug survey suggests that marijuana use is highest among high school juniors and seniors. In addition, prescription drug use is a very prevalent problem, particularly among middle school youth. Nearly 2 in 5 youth shared that they knew a friend who used prescription drugs without a prescription.

1. **Answer the question more specifically.** What is the unique problem in your area? How is marijuana a unique problem?

2. **Too broad.** This is a local grant, but the first two sentences cite data from state and national sources. It could be written for any community.

3. **Lacks organization**. The statement jumps from marijuana to Rx drug use without explanation. Could benefit from outline prior to writing.

1.3: Problem Statement - Need

Context:

• Rural County in the South

• Applying for Partnerships for Success Grant (PFS)

Document the need to help reduce the onset and progression of substance misuse and its related problems by supporting the development and delivery of community-based substance misuse prevention and mental health promotion services in the proposed catchment area. Include information on the service gaps and other problems related to the need for infrastructure development. Identify the source of the data.

1.3: Problem Statement - Need

Statement of Need. (3rd paragraph)

XXXX County youth substance use is contributing to alarming trends in school behavior data. Table 1 presents these data from school years 18-19 to 22-23, excepting Covid-19 years. Since 2018, students cited with possession of a controlled substance at school nearly doubled at the state level from 2,224 to 3,987 and in XXXX County from 78 to 176. In 2023, 54% of possession citations across the school district came from just five schools in the project focus area. (the district includes 15 middle/high schools). The average number of citations per each of these five middle/high schools is 32.3 compared to just 15.6 at the district level. Additionally, suspension rates across all five FA schools are much higher than county and state averages. We understand nicotine vapes to be a primary driver of the increase in suspensions and controlled substance charges. An additional factor that likely contributes to high suspension rates is the school district's *No Tolerance Policy* for youth substance possession and minimal access to resources or opportunities for diversion and treatment programs for affected youth. Taken together, the data and discipline environment suggest focus area youth are at risk for a "school to prison pipeline" dynamic whereby early involvement in discipline leads to school dropout, justice involvement, incarceration, and substance use problems in later adolescence and adulthood.

1.3: Problem Statement - Need

Statement of Need. (3ʳᵈ paragraph)

XXXX County youth substance use is co[...]
Table 1 presents these data from schoo[...]
2018, students cited with possession of [...]
state level from 2,224 to 3,987 and in X[...]
citations across the school district came [...]
district includes 15 middle/high schools[...]
five middle/high schools is 32.3 compar[...]
suspension rates across all five FA scho[...]
We understand nicotine vapes to be a p[...]
controlled substance charges. An additi[...]
rates is the school district's *No Toleran[...]
access to resources or opportunities fo[...]
Taken together, the data and discipline [...]
"school to prison pipeline" dynamic wh[...]
dropout, justice involvement, incarcera[...]
and adulthood.

1. **Data are specific and local.** Demonstrates clear knowledge of the local context, and how the problem disproportionately affects some schools.

2. **Adds context.** Mentions the use of No Tolerance School policy, going beyond just data to provide context and meaning.

3. **Theoretical framework.** Identifies STPP as framework to explain link between suspensions and substance use.

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2: Action Plans / Goals and Objectives

2.1: Action Plan – Goals

Context:

- Urban metropolitan area in the Midwest

- Applying for the Partnerships for Success (PFS) grant

1. Describe the goals and measurable objectives (see Appendix E) of your proposed project and align them with the Statement of Need outlined in A.2.

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Writing goals

GOALS

Definition − a goal is a broad statement about the long-term expectation of what should happen because of your program (the desired result). It serves as the foundation for developing your program objectives. Goals should align with the statement of need that is described. Goals should only be one sentence.

The characteristics of effective goals include:

- Goals address outcomes, not how outcomes will be achieved.
- Goals describe the behavior or condition in the community expected to change.
- Goals describe who will be affected by the project.
- Goals lead clearly to one or more measurable results.
- Goals are concise.

Source: FY24 PFS Grant NOFA, SAMHSA

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2.1: Action Plan – Goals

Goal #1: Launch a social media campaign on TikTok and Instagram with community partners (including the local YMCA) to reach the community to discuss topics about mental health stigma and systemic racism in the juvenile justice and other systems.

In the following example, review the example goal and share in the table whether you believe it has met the criteria set by SAMHSA for strong goal writing. Then, re-write the goal in your own words.

2.1 Goal #1: Launch a social media campaign on TikTok and Instagram with community partners (including the local YMCA) to reach the community to discuss topics about mental health stigma and systemic racism in the juvenile justice and other systems.	
Outcome?	
Behavior change?	
Who affected?	
Measurable?	
Concise?	
Goal re-write	

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2.1: Action Plan – Goals

Goal #1: Launch a social media campaign on TikTok and Instagram with community partners (including the local YMCA) to reach the community to discuss topics about mental health stigma and systemic racism in the juvenile justice and other systems.

1. **Outcome not mentioned.** "Discuss topics" is not measurable – change to something you can measure as an outcome.

2. **Change in behavior or condition.** If this social media campaign is successful, what changes in the community?

3. **Who will be affected?**. It should state more clearly who the target audience of the campaign is. Who is "the community?"

4. **Measurable results.** See point #1.

5. **Concise.** Details that could be reserved for the description section (e.g. Tik Tok, YMCA, juvenile justice systems) should be removed to make the goal more concise.

2.1: Action Plan – Goals

Goal #1: Launch a social media campaign on TikTok and Instagram with community partners (including the local YMCA) to reach the community to discuss topics about mental health stigma and systemic racism in the juvenile justice and other systems.

1. **Outcome not mentioned.** "Discuss topics" is not measurable – change to something you can measure as an outcome.

2. **Change in behavior or condition.** If this s... changes in the community?

3. **Who will be affected?**. It should state mo... campaign is. Who is "the community?"

4. **Measurable results.** See point #1.

5. **Concise.** Details that could be reserved for the description section (e.g. Tik Tok, YMCA, juvenile justice systems) should be removed to make the goal more concise.

Your Task: Draft your own version of the above goal to address the 5 points, and add it to the chat.

2.2: Action Plan – Goals

Goal #2: Provide wrap-around prevention services for justice-involved youth to reduce youth substance use.

1. **Outcome is mentioned. ->** Reduce youth substance use
2. **Change in behavior or condition.** Change is mentioned -> substance use
3. **Who will be affected?.** States "justice involved". Should it be more specific?
4. **Measurable results.** Reducing youth substance use will be measurable. Should it be added here?
5. **Concise.** Goal is short and concise.

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2.3: Action Plan –Objectives

Goal #2: Provide wrap-around prevention services for justice-involved youth to reduce youth substance use.

Obj #2.1: Train program staff by covering costs for travel to an annual conference.

1. **Specific.** How many program staff? Which program staff? Which conference? What will they learn?
2. **Measurable.** Need # of staff to track whether met stated objectives.
3. **Achievable.** Yes.
4. **Realistic.** Yes.
5. **Time-bound.** Objective lacks a description of the timing.

2.4: Action Plan –Objectives

Goal #2: Provide wrap-around prevention services for justice-involved youth to reduce youth substance use.

Obj #2.2: By Sept 30, 2028, provide case management and referral services to at least 40 parents of justice-involved youth.

1. **Specific.** Yes. Though they should probably mention the type of services later in the action plan.

2. **Measurable.** Yes – 40 parents. But: is this an opportunity to add details about measurable outcomes? How parents might respond to a survey, e.g.?

3. **Achievable.** Yes.

4. **Realistic.** Yes.

5. **Time-bound.** Yes – Sept 30 2028.

3: Evaluation

3.1 – Performance Measures

Obj	Primary Data Collection Source and Performance Measures	Frequency	Resp. Staff	Analysis
1.3	Alcohol Purchase Survey: Survey 36 stores in our community by 2027.	Annual	Analyst, Evaluator	Count, Map
2.1, 2.4	EBP Program Youth Survey: decrease the number of youth reporting using alcohol at home from 80% to 70%.	Program survey	Coordinator, Evaluator	% change, t-test.
3.1, 3.9	EBP Program Parent Survey: increase the number of parents who report that they monitor their child's behavior.	Program survey	Coordinator, Evaluator	% change, t-test.
5.2, 5.3	School Survey: Reduce HS youth 30-day vaping use from 25% to 5% by 2027.	Program Survey	Director, Evaluator	% change, t-test.
6. 1	School Discipline: Reduce the total number of days spent in out of school suspension year over year.	Discipline Dashboard	Director, Evaluator	Count (%)

How might these performance measures be improved?

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3.1 – Performance Measure

Obj	Primary Data Collection Source and Performance Measures
1.3	Alcohol Purchase Survey: Survey 36 stores in our community 2027.
2.1, 2.4	EBP Program Youth Survey: decrease the number of youth reporting using alcohol at home from 80% to 70%.
3.1, 3.9	EBP Program Parent Survey: increase the number of parents who report that they monitor their child's behavior.
5.2, 5.3	School Survey: Reduce HS youth 30-day vaping use from 25% 5% by 2027.
6. 1	School Discipline: Reduce the total number of days spent in o of school suspension year over year.

How might these performance measures be impro

1.3 – Make it an outcome. Instead of the # of stores, use # of failing stores as an indicator. Shifts it from output to outcome.

2.1 – Better indicator. Use at home isn't that important if youth use elsewhere. Change to one of the four-core measures.

3.1 – More detail. How many parents? What's the baseline, and what are you aiming for?

5.2 – Unrealistic. Aim for a smaller decrease.

6.1 – Discipline – Change to number of youth suspended.

3.1 – Performance Measures

Obj	Primary Data Collection Source and Performance Measures	Frequency	Resp. Staff	Analysis
1.3	Alcohol Purchase Survey: 15% decrease # of failing stores in the survey from 2023 baseline to 2027.	Annual	Analyst, Evaluator	Count, Map
2.1, 2.4	EBP Program Youth Survey: % increase in youth reporting higher perception of risk for marijuana and Rx drug use	Program survey	Coordinator, Evaluator	% change, t-test.
3.1, 3.9	EBP Program Parent Survey: % increase in parents' self-reported monitoring of youth and use of alcohol locks at home.	Program survey	Coordinator, Evaluator	% change, t-test.
5.2, 5.3	School Survey: % increase in peer disapproval of alcohol use from 2023 to 2027.	Program Survey	Director, Evaluator	% change, t-test.
6. 1	School Discipline: Reduce the number of suspensions due to alcohol and drug possession by 20% by 2027.	Discipline Dashboard	Director, Evaluator	Count (%)

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3.2 Consent Form Example

Use toolkit to discuss strengths and limitations of this consent form.

Consent Form Example

Note: This is an example consent form for the purposes of learning and does not constitute legal or medical advice. When devising consent forms, you are encouraged to seek counsel from a qualified professional to ensure your consent documentation meets legal and ethical guidelines in your jurisdiction and area of practice.

This voluntary evaluation survey asks youth about their program experience and about alcohol and drugs.

This survey has no significant risks. There are no direct benefits to taking the survey, though your survey responses will help our staff create programs to better serve other youth like you.

The survey is anonymous. You are invited to answer all questions. Once you complete the survey, there will be no direct way to identify or remove your responses.

This is not a test. There are no right or wrong answers. It is important that you answer each question honestly. Please do not put your name on this survey.

If you have any questions or concerns, please contact email@email.com or XXX-XXX-XXX.

What are some strengths of this consent form?

3.2 Consent Form Example

Use toolkit to discuss strengths and limitations of this consent form.

Consent Form Example

Note: This is an example consent form for t... medical advice. When devising consent for... professional to ensure your consent docum... jurisdiction and area of practice.

This voluntary evaluation survey asks youth a... drugs.

This survey has no significant risks. There are... responses will help our staff create programs...

The survey is anonymous. You are invited to... will be no direct way to identify or remove yo...

This is not a test. There are no right or wrong... honestly. Please do not put your name on th...

If you have any questions or concerns, pleas...

What are some strengths of this consent fo...

State length. How long is the survey?

All surveys have risk. State risks with taking survey.

Share what personal information you will or won't ask. Especially those that could be indirect identifiers (gender, race)

How will you protect data? Share what procedures you will take to keep data confidential.

Withdrawal – How can a participant withdraw from participation?

4: Budget

Ex #5.1: Budget

Take a look at the budget.
What do you notice?
What could be improved?

Recommendations:

1. Mid-year travel needs more details.

2. Campaign is listed under travel. This should go under supplies and contractual with more detail.

3. Need to detail how they arrived at $10,000 for educational trips.

C. Travel

Trip #	Purpose	Origin and Destination	Calculation					Travel Cost	FEDERAL REQUEST
			Item	Cost / Rate per Item	Basis	Quantity per Person	Number of Persons		
1	Mid-year	Different locations	Other (No registration fees)	$69,445		12.00	12	$10,000	$10,000
2	Campaign	Different sites	Other (No registration fees)	$1,666.67		12.00	1	$20,000	$20,000
3	Educational Trips	Different sites	Other (No registration fees)	$5,000.00		1.00	1	$5,000	$10,000
			Other (No registration fees)	$5,000.00		1.00	1	$5,000	
							TOTAL	$40,000	$40,000

Trip # Travel Narrative:

Mid-year — Different locations — Travel Cost **$10,000**

1 Event to accommodate large number of attendees and invite motivational speakers, experts in adolescent psychology, substance abuse counselors to provide workshops and interactive sessions focusing on topics such as coping skills, decision-making and more.

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SAMHSA — **SAMHSA Detailed Budget and Narrative Justification**

Trip # Travel Narrative:

Campaign — Different sites — Travel Cost **$20,000**

2 Develop campaigns that educate teen about the dangers of substance abuse, including the physical, emotional, and social consequences. Use age-appropriate language and visuals so they can relate to the message.

Educational Trips — Different sites — Travel Cost **$10,000**

3 Engaging with local communities, schools, in order to organize events, workshops, and support groups to provide resources and foster connections.

Ex #5.2: Budget

Take a look at the budget.
What do you notice?
What could be improved?

Recommendations:

1. The student lead/change makers activities reference breakfast and dinner being provided. Food is an unallowable expense. Remove this from the budget.

2. Mental Health fairs need to reference alcohol since this is an alcohol prevention grant.

E. Supplies

Line Item #	Item	Calculation					FEDERAL REQUEST
		Unit Cost	Basis	Quantity	Duration	Supplies Cost	
1	Students' lead activities	$750.00	Change makers how to lead activities with classmates	4.00		$3,000	$3,000
2	TIPS	$1,000.00	Alcohol prevention	2.00		$2,000	$2,000
3	Mental Health Fairs	$3,333.33	To bring awareness on mental health issues	3.00		$10,000	$10,000
					TOTAL	$15,000	$15,000

Line Item #	Supplies Narrative:						
1	Students' lead activities	Unit Cost $750.00	Basis Change makers how to	Quantity 4.00	Duration	Supplies Cost $3,000	
	Activities on different sites by change makers on how to lead, with classmates (breakfast, dinner provided)						
2	TIPS	Unit Cost $1,000.00	Basis Alcohol prevention	Quantity 2.00	Duration	Supplies Cost $2,000	
	Training for Intervention ProcedureS in to prevent underage drinking, intoxication, and drunk driving.						
3	Mental Health Fairs	Unit Cost $3,333.33	Basis To bring awareness on	Quantity 3.00	Duration	Supplies Cost $10,000	
	Having fairs to address how mental health issues impact individuals, families and communities. Topics might include the prevalence of mental health disorders, the importance of early intervention. Providing resources for support and treatment that can empower participants to seek help or support others who may be struggling.						

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5: Partnerships

Ex #5.1: Partnerships - LOC

To Whom it May Concern,

We are pleased to support ABC Coalition in its efforts to prevent substance use in our community through this grant opportunity.

We believe that our mission of ABC aligns with the work of this grant opportunity and are looking forward to serving as a collaborating partner in this grant opportunity. We are happy to support them with whatever support we can provide. We enthusiastically support their terrific work – by far the best in the community – and look forward to partnering with them once funds are allocated to this illustrious project.

Sincerely,

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Ex #5.1: Partnerships - LOC

To Whom it May Con

We are pleased to su
in our community th

We believe that our
opportunity and are
grant opportunity. W
can provide. We ent
the community – an
allocated to this illus

Sincerely,

1. **Lacks details of what organization will commit to do and pay for.** State specifically what they will do (e.g. provide .5 FTE staff member to run XX program).

2. **Lacks description of how funding is shared.** Should state specifically how the partner plans to use or not use funds from the grant.

3. **Lacks description of accountability**. Who will be in charge from the organization of ensuring the work is done?

4. **"Over the top" language.** "illustrious" and "terrific" and "best in community".

Ex 5.2: Partnerships, Descriptions

XYZ University Department of Public Health. The University commits to partnering with ABC Coalition to support the efforts of the coalition's youth council. The students from the university will, as a part of their university coursework, engage with the youth council and participate in leadership and mentorship activities. Some students may elect to take on some program evaluation related activities as a part of their course work. Students may also support the development of content for social media awareness and advocacy campaigns, which may also be used as a part of their coursework.

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Ex 5.2: Partnerships, Descriptions

XYZ University Department of Public Health. The University commits to partnering with ABC Coalition to support the efforts of the coalition's youth council. The students from the u~~~~~~ with the youth cou~~~~~~ Some students may~~~~~~ part of their course~~~~~~ for social media awa~~~~~~ part of their course~~~~~~

1. **Lacks details.** How many students will participate, and when? What and who holds the students accountable? Who is the university contact to oversee this partnership? Will the students be participating to gain course credit, or paid via student employment?

2. **Lacks accountability**. Students "may" help with program evaluation and social media work. This language suggests there's nothing to hold the university or students accountable to accomplishing the work.

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Pro Tip:

Always start by reading the Notice of Funding Award (NOFA)

Then read it again.

Then re-read it again.

Thanks for coming! Let's stay in touch.

Drew Reynolds, PhD, MSW, MEd

Principal Consultant

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Thank You

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PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The purpose of the Prevention Technology Transfer Center (PTTC) Network is to improve implementation and delivery of effective substance abuse prevention interventions, and provide training and technical assistance services to the substance abuse prevention field.

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Services Administration