

Vermont Agency of Education
Nicotine and Substance Use Prevention Grant
2024-2025 (FY 25)

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Background

This grant is made possible by tobacco settlement funding which is provided to the State of Vermont annually. The focus of this grant is to support comprehensive school-based prevention.

Although this funding is awarded at the supervisory union/district level, applicants should consider how this funding can complement and work in conjunction with other prevention resources in their local communities. In doing so, overall prevention efforts are strengthened and sustained beyond the end-points of grant cycles.

FY 25

For this FY25 grant cycle, all applicants will be permitted to choose all or some of the five strategies. New applicants are strongly encouraged to commit to all five to ensure a comprehensive approach, but all applications will be considered. Applicants must include a strong rationale for their choices.

While AOE values and supports the use of screening, brief intervention and referral to treatment (SBIRT) and direct counseling services within the school setting, the scope of this particular grant is limited to more universal primary prevention strategies, with the exception of the cessation strategy, which focuses on providing cessation support those already using nicotine or other substances.

The FY25 grant includes the following strategies, which are intended to build protective factors and reduce risk factors for nicotine and other substance use.

Curricular

School Health Policy

Cessation

Youth Engagement and Empowerment

Family Engagement

Eligible Grantees

The Vermont Agency of Education (AOE) invites all local educational agencies (LEAs) to apply for the Nicotine and Substance Use Prevention grant for the purpose of prevention of nicotine and other substance use across their LEA.

Previous grantees are eligible to apply.

It is acceptable for the SU/SD applicant to plan for and delegate grant coordination to a person who is not a staff member or on LEA payroll (for example, a community coalition leader) and for that person to play a key role in preparing the grant application.

However, it is the LEA itself who is the applicant and possible grantee. The final application, award process, and grant compliance remains the LEA's responsibility.

Award Amounts and Duration

This is a competitive process based upon available AOE funding as allocated by the State of Vermont annually and upon grantee maintaining compliance with grant requirements and expectations.

Applications will be scored by a team of reviewers selected for their familiarity with school-based health and prevention, and awards will be based on the quality of the application responses.

Applicants may apply for up to \$35,000 if doing all five grant strategies, and less if doing fewer strategies. The amount requested should correspond with the scope of work and take into consideration the capacity needed to implement the chosen strategies SU/SD-wide. Depending on the quality of the application, scope of work, number of schools and/or students served, and on the number of other successful applications, award amounts may be less or even potentially more than the applicant proposes. Applicants should have in mind a range in which they can successfully implement their work plan and be prepared to adjust accordingly.

The intent is to provide awardees with this funding over a two-year period, providing that funding continues to be available. The subsequent year's award/allocation is contingent on the submission of an updated annual work plan and budget that is approved by AOE. Subsequent year awards are not guaranteed and may be adjusted or redacted if grantee is not in compliance or does not use full award amount in previous year.

Grant funds do not carry over from year to year.

Requirements

All applicants must utilize the Grant Management System (GMS) for submission of their grant applications including programmatic and financial data if a grant is awarded.

Paper applications/attachments will be rejected.

Allowable Uses of Funds

Funds awarded through this grant must be used to directly support efforts to complete the Applicant's proposed Work Plan. Please note that indirect charges (e.g. overhead costs, business office feeds, etc.) cannot be included in the budget as only direct costs are allowable in state grants. Please also note that grant funds cannot be used for food, gift cards or cash prizes.

These funds may be used to support salaries, but it is important to note that any salary investments must be specifically correlated to percentage of staff time spent accomplishing these objectives.

The budget must provide a clear understanding of how grant funds will be used to meet the proposed Work Plan flowing from the pre-established, approved objectives.

At this time, vape detector purchases will not be considered an allowable use of these grant funds.

Timeline (exact dates subject to change slightly):

Any applicant requiring clarification of any section of this proposal or wishing to submit questions may do so according to the timetable in this section. Questions may be asked during the information sessions or may be emailed to Beth Keister beth.keister@vermont.gov. Any clarification or questions submitted following the last day of the question period to the RFP will not be responded to. At the close of the question-and-answer period a copy of all questions or comments and AOE's responses will be posted on the AOE's web site.

Grant application released(tentative): March 11, 2024

Question and answer period begins: March 11, 2024

Information Session/Office Hours: Thursday, March 14 from 11:00-12:00 pm; Friday, March 22nd from 10:00-11:00 (will be recorded; link will be posted to webpage)

Deadline to submit questions: Monday, April 8, 2024, 11:59 PM

Response to questions made available on webpage: Friday, April 12, by 4:30 PM

Application Due Date: Wednesday, April 17, by 11:59 pm

AOE response to grantees: May 23, by 4:30 PM (this may be an award notification or a request for more information depending on the application)

Funds released no earlier than (and pending successful submission of any requested application materials and any necessary AOE approvals complete): July 1, 2024

Application and Submission Process

The application template can be found in Appendix A, which is for reference only. **The application must be completed and submitted through the GMS by 11:59 p.m. on Wednesday, April 17th, 2024.** Printed or emailed applications will be automatically rejected.

The LEA's Central Data must be complete in order to be able to submit this application. Please ensure this is completed as soon as possible. Late submissions due to Central Data processing will not be allowed. Anyone working on the application in GMS must be given permission by the Superintendent or Authorized Representative: the role/permission is "leatobacco."

The Superintendent/Authorized Representative will need to approve and submit the application to AOE; if the person preparing the application is someone other than this person, they must ensure that the Superintendent is aware of the application deadline and prepared to review and submit on time.

Best Practices and Guiding Principles

Appendix D includes information specific to each grant strategy, which must be read and consulted by the applicant to ensure that proposals are aligned with best practices and guiding principles.

Grant Award Decisions and Disposition of Applications

The AOE reserves the right to award in part, to reject any and all applications in whole or in part and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the students would be served. After receiving the grant application, the AOE reserves the right not to award all grants, to negotiate specific grant amounts and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the AOE reserves the right to change the dollar amount of grant awards. The AOE reserves the right to adjust grant award amount at any time during the year or after the

first year, for example if a grantee fails to complete the work plan as intended. Funding for the second year is contingent on fund availability and on the grantee's compliance.

Other Requirements

Grantees must be prepared for:

- Submission of a minimum of two annual progress reports through the GMS system, which describe progress toward goals.
- At least one in-person or virtual site visit per year with either the AOE Coordinator or a sub-contracted expert (strategy coach).
- Regular phone and email communication from the AOE Tobacco and Substance Use Prevention Coordinator.
- Grantees must update AOE as soon as there is a relevant personnel change and/or as soon as contact information has changed.
- Regular phone, email and/or in-person contact with the regional and/or content-specific technical assistance contractor(s)/strategy coaches.
- Attendance at any trainings, youth summits, webinars and/or conference calls as applicable to the chosen strategies and to the general grant coordination.

Note Regarding Plagiarism

If a discovery of plagiarism is made known or brought to the attention of officials at the AOE during a grant competition then, at the discretion of the AOE, the AOE has the right to remove the grant application from funding consideration because of the occurrence.

Appendix A - Grant Application

The questions from the application are provided here for reference and planning purposes. The actual application must be completed and submitted through GMS.

2024-2025 Nicotine and Substance Use Prevention Grant

Applicant (Supervisory Union or District):

Contact person (if awarded, you will later be asked to identify two coordinators and other key personnel):

Address:

Email:

Phone:

Fax:

The applications will be scored as follows:

Needs statement: 4 points

Readiness statement: 3 points

Work plan/implementation plan to address strategies: 8 points

Budget: 3 points

Total possible points: 18 points

Please note: past compliance, use of funds and quality of implementation will be considered when reviewing applications submitted by past grantees. Past grantees are encouraged to proactively acknowledge and provide a plan for improvement if they are aware of past challenges.

STATEMENT OF NEED—Total of 4 points

- 1) Please explain why your LEA needs this funding, using the following information to support your statement: student and community data, such as YRBS, community health profile and any other relevant sources; current funding for prevention; current capacity both in terms of school personnel and community resources.

Describe the unique characteristics of the students, school(s) and communities in order to convey their strengths and needs, and how (if awarded) this funding would support them.

READINESS—Total of 3 points

When answering these questions: if you are a previous grantee, please include information about how progress from previous grant years informs readiness.

1. Successfully completing the work of this grant requires district-wide support amongst multiple parties. Please affirm your LEA's commitment to and interest in comprehensive school-based prevention, including any potential challenges you anticipate.
2. Please describe the LEA's relationship with community stakeholders, and how these relationships will be leveraged to support and sustain the work of this grant (for example, a community coalition).
3. Please check any funding sources the LEA also receives which support prevention work and briefly describe how this grant will complement them (the list will show the following-check all that apply and summarize in the text box: Vermont Department of Health Division of Substance Use School-Based Substance Use Prevention Grant; district-specific JUUL settlement funding; Act 112 Mental Health Grant; AWARE grant; Stronger Connections Grant; other).

PLAN/IMPLEMENTATION (8 points)

When completing the application, please describe the LEA's approach and plan to accomplish each of the following objectives for each strategy.

Summarize any previous relevant work as it pertains to each strategy, especially if LEA is a returning grantee. Returning grantees should do this even if they don't plan to apply for that particular strategy; most of the scoring team will not be familiar with prior grantees' accomplishments to date and this provides a rationale. If not applying for a strategy, note "not seeking funding for this strategy."

5a) Curricular (Strategy 1):

Objectives:

New applicants will: *use the HECAT to develop a Pre-K-12 scope and sequence to revise/develop their tobacco and substance use prevention curriculum by June 30, 2025, with implementation starting year two.*

Returning grantees will: *describe plans to assess, develop and or maintain current curricular offerings, which can include completing a HECAT module again or completing additional modules, or simply the purchasing of additional materials.*

5b) Policy (Strategy 2):

Objectives:

New applicants will: *complete the School Health Index (SHI) by June 30, with policy revision/implementation to begin year two.*

Previous grantees will: Describe how these funds will enhance and further the LEA's policy work.

All applicants: Describe potential areas of focus for school health policy and why this work is important for the LEA.

5c) Cessation (Strategy 3):

Objectives:

Applicants will: *offer nicotine cessation services at the high school level via Not-On-Tobacco (NOT) each year of the grant.*

Identify any challenges that could be faced in recruiting and retaining students and explain how creativity will be used to increase student motivation and likelihood of engagement.

5d) Youth Engagement and Empowerment (Strategy 4)

Objectives:

Applicants will: *implement youth engagement and empowerment programs with a focus on nicotine or substance use prevention, or other student-chosen health and wellness topics, as defined in Appendix D, in each year of the grant.*

Please be sure to include how youth will be truly engaged rather than passive participants.

Identify any/all programs planned (for example, OVX/VKAT, Getting to Y). If applicants will be using funds for a youth engagement group which is not part of a pre-established program, they must complete Appendix F. Programs/focuses of the youth engagement must pertain to nicotine or substance use prevention or other relevant health topics (e.g.

anything which is considered protective against nicotine or substance use: mental health, health equity, drug-free activities, etc).

Please describe any/all history with such groups as context and describe commitment to and enthusiasm for continuing with this work. If LEA has never had a youth engagement group, describe how this will be beneficial.

5e) Family Engagement (Strategy 5):

Objectives:

Applicants will: *implement family engagement activities and programs aligned with the [CDC Family Engagement strategies](#) in each year of the grant.*

The focus for family engagement must include nicotine and other substance prevention and can also include related topics like health and mental health promotion. Describe the intended outcomes, and a plan to assess whether the activities were successful. Please include any relevant information about past family engagement activities.

BUDGET (3 total points)

Please provide a one-year fiscal budget. Once approved, the first-year budget can be amended prior to April 1, 2025, and the following year budgets may be adjusted with the submission of the annual work plans.

Applicants may apply for up to \$35,000 per year. The requested amount should correspond reasonably with the amount of work proposed.

A specific dollar amount has not been assigned to each strategy because it is understood that the amount needed to complete an objective will vary among LEAs and will also depend on the implementation plan for that strategy. The investments related to one strategy area need not equal exactly 1/5 of the total award but should also not comprise a disproportionate percentage of the total award.

For each type of budget item, please identify which strategies it encompasses. For example, if allocating funding for a salary, be sure to identify which aspects of the grant that staff member will be addressing.

Appendix B - GMS Instructions

The Agency of Education uses the online Grants Management System (GMS) for grant applications, award notices, and ongoing activities related to grant awards.

The login page can be found here:

<https://vtaoe.mtwgms.org/VermontGMSWeb/logon.aspx>

The person at the LEA responsible for completing and submitting the grant application can find the application and complete the process at that link.

Additional resources for navigating GMS can also be found at that link. If you are having difficulty with the system, please email the GMS helpdesk at

AOE.GMSHelp@Vermont.gov

Appendix C - Scoring Sheet and Rubric

Scoring Sheet: AOE Tobacco and Substance Use Prevention Grant

Used by reviewers; provided to applicants for transparency.

Scored Section	Total Points	Comments
Statement of Need/Statement of Readiness	7	
Please explain why your LEA needs this funding.	/4	
District-wide support to ensure success Description of SU/SD's relationship with community stakeholders, and how these relationships will support and sustain the work of this grant (for example, a community coalition) Other funding sources	/3	
TOTAL Points awarded for this section		

Scored Section	Total Points	Comments
Plan/Implementation	8	
Plan for each strategy, with reference to any applicable documents or guidance listed	/8	
Budget	/3	
TOTAL points awarded for this section		

Please add all subtotals in the yellow highlight for the **TOTAL SCORE:** _____

Additional Comments:

Scoring Rubric (used by reviewers; provided to applicants for transparency)

General Rubric

Score Range:	Low	Medium	High
General considerations for scoring of all sections	<p>Spelling or grammatical errors make application incomprehensible at times.</p> <p>Acronyms or abbreviations/references are not spelled out or explained.</p> <p>Previous grantees have not provided basic description of prior work for each strategy.</p> <p>No rationale for strategies selected.</p>	<p>Some spelling/grammatical errors.</p> <p>Some references to local initiatives or programs are made without explanation.</p> <p>If applicable, grantee has provided basic description of prior work for each strategy area.</p> <p>Rationale is provided for the strategies selected, but could use more detail.</p>	<p>No spelling or grammatical errors.</p> <p>Any acronyms are spelled out and explained.</p> <p>Section is organized in logical fashion.</p> <p>Previous grantees have described prior work in each strategy area.</p> <p>Applicant provides compelling rationale for their selections.</p>

Rubric: Needs Statement

Score Range:	0-1	2-3	4
Description	<p>No data is used to provide evidence of need, or data is presented but not explained.</p> <p>Applicant does not demonstrate familiarity with grant strategies and/or does not appear to have applied information from Appendix D.</p>	<p>Data is used to provide evidence of need, could use more detail.</p> <p>Data and context is provided but interrelatedness could be clearer.</p> <p>Applicant has basic understanding and familiarity with grant strategies.</p>	<p>Applicant provides compelling statement; data and narrative are interwoven seamlessly.</p> <p>Creative use of data, beyond just the YRBS (if possible) OR various YRBS data sets are used to illustrate full scope of need.</p> <p>Data presented is explained and connections/ interrelatedness is made clear to reviewer.</p> <p>Needs statement reflects clear understanding of substance abuse risk and protective factors; applicant demonstrates clear understanding of strategies and has applied them in proposal.</p>

Rubric: Statement of Readiness

Score Range	0-1	2-3	4
Description	Response is incomplete or missing information.	<p>Applicant confirms SU/SD-wide commitment to grant, more detail could be provided.</p> <p>Community or other partnerships are identified; more detail could be provided.</p> <p>Other funding sources are identified and some narrative is provided, could use more detail.</p>	<p>Applicant provides reassuring statement regarding SU/SD-wide commitment to carrying out grant strategies, taking into account various factors.</p> <p>Applicant identifies how community partners and/or other funding sources work or can work to support grant strategies and vice versa.</p>

Section II: Plan

Score Range	1-2	3-5	6-8
<p>Description</p>	<p>If proposal includes youth engagement programs or activities that are self-designed, applicant did not describe these or complete required worksheet.</p> <p>Work plan does not describe or identify basis for items listed in budget (for example, supplies or purchases in budget with no mention in work plan).</p> <p>Applicant lists programs with no explanation/description of what they actually are, or does not draw connection between these and the grant strategies.</p> <p>Proposal indicates passive level of youth or family engagement.</p> <p>Proposal makes claims but leaves out specific plan (for example, “we will engage families”).</p> <p>Applicant has not identified who will oversee and/or facilitate activities or does not have clear plan.</p> <p>Previous grantees do not summarize past progress for each strategy.</p> <p>Budget items are unclearly described or don’t correlate with plan.</p>	<p>Applicant has plan to complete objectives.</p> <p>If applicant proposes self-designed youth engagement programs, the required Appendix F is filled out but missing some parts.</p> <p>Programs are defined but reviewer is left to fill in some details as to how they relate to a strategy.</p> <p>Youth engagement programs are identified based on student desire and interest and describe how they will engage youth</p> <p>Applicant provides some rationale for selection (if not choosing all five strategies) but could use more detail.</p> <p>Applicant identifies past progress in each strategy area but could use more detail.</p> <p>Budget items overall appear appropriate and related to plan but may lack some detail.</p>	<p>Activities are clearly defined: if youth engagement is self-designed, the App. F worksheet has been completed. If working with external program (such as Getting to Y), applicant still summarizes the goals and intended outcome of the work.</p> <p>Applicant has identified potential challenges and ways to address them.</p> <p>Applicant has tied back to needs data when possible.</p> <p>Plans go above and beyond simply information sharing and strive for true engagement and inclusion.</p> <p>Proposal summarizes any relevant past progress in each strategy area.</p> <p>It is clear why applicant has chosen the strategies they have.</p> <p>It is clear how the proposal builds upon past progress or present status.</p> <p>Budget items appear appropriate and correlated with work plan; distribution of funds makes sense given the inputs described (e.g. staff time, training, supplies, etc.)</p>

Appendix D - AOE Nicotine and Other Drug Use Prevention Grant

Further reading, descriptions and considerations for each strategy

Coaching and technical assistance will be provided to grantees for every strategy area.

Curricular Strategy

Please review [this document](#) for context.

Although comprehensive health education already requires education about tobacco and substance use, this strategy creates the opportunity for intentional review and, as necessary, improvement of the LEA's current curricular offerings. The Center for Disease Control (CDC) developed a tool called the [Health Education Curriculum Assessment Tool \(HECAT\)](#), which supports schools in conducting a “clear, complete, and consistent analysis of [their] health education curricula” and, accordingly, “select or develop appropriate and effective health education curricula, enhance existing curricula, and improve the delivery of health education.”

The HECAT consists of various modules. Some modules focus on particular topics such as tobacco (module T) or alcohol and other drugs (Module AOD), while others focus on the total comprehensive health education curriculum and, correspondingly, take more time to complete. You can download the HECAT at the link above for reference, but further training and support will be provided to grantees by strategy coaches starting in FY 25.

School Health Policy Strategy

One of the many ways that schools can affect nicotine and substance prevention is to examine their policies and procedures and determine how those could better support holistic student health. The Center for Disease Control (CDC) developed a tool called the [School Health Index \(SHI\)](#), which provides a framework and process for making such change.

Here are some examples of changes made by previous grantees as part of the SHI and related work:

Reviewing and updating school procedures on tobacco and substance use violations;

Increasing tobacco-free campus signage around school property (for example, to discourage the use of nicotine products by parents or other visitors).

Nicotine Cessation Strategy

Although this grant is primarily focused on prevention efforts, this strategy supports the provision of cessation services to students who need them. The American Lung Association's Not-On-Tobacco (NOT) is a cessation program for students who currently use tobacco and nicotine products.

The NOT training is currently available online and there may be more updates in the future. Facilitators of the cessation services must complete this training.

Grant funds may also support staff time required to support and facilitate other groups for student cessation and recovery (subject to approval from AOE).

Youth Engagement and Empowerment Strategies

Youth engagement programs can be based on existing models (for example: Our Voices Xposed/Vermont Kids Against Tobacco (OVX/VKAT), Above the Influence, Getting to Y, Students Against Destructive Decisions (SADD) and more) or they can be self-designed (completely self-designed programs must complete appendix F).

Positive youth engagement and empowerment is more than simply getting students to "show up", or supplying them with positive activities or experiences (see [Hart's Ladder of Participation](#)).

For the purposes of this grant, **youth engagement** is "the sustained and meaningful involvement of a young person in an activity focused outside of themselves:"

Sustained: Youth engagement that endures over time leads to positive outcomes.

Meaningful: The engagement activities and topics are relevant to young people – this can be assured if youth are asked to contribute to the development of the engagement activity.

A focus outside the self: Youth are engaged when they feel connected and/or are contributing to something larger than themselves.

Full engagement consists of **Head, Heart, Feet and Spirit components:**

Head: a cognitive component, e.g., learning new things

Heart: an affective component, e.g., feeling excited

Feet: a behavioral component, e.g., spending time doing an activity

Spirit: a spirit component, e.g. connecting with other youth and adults to make change

For the purposes of this grant, **youth empowerment** is defined using the YES Model's three characteristics:

Skill Development: The process of strengthening skills and increasing knowledge to improve effective decision-making, productive peer and community interactions, and strategic advocacy.

Critical Awareness: The ability to identify and analyze information and resources in order to have a deeper understanding of the “how” and “why” of positive change.

Opportunities: The actions taken to create positive change.

Family Engagement Strategy

Family Engagement, for the purposes of this grant, refers to the intentional and strategic inclusion of families and caregivers in school health.

Please refer to the following links, some of which provide information specific to family engagement in tobacco control, when writing your proposal:

<https://www.search-institute.org/infographic-6-ways-engage-families-partners/>

https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_teachers.pdf

https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

Appendix E - AOE Nicotine and other Substance Use Prevention Grant

Example Needs Statement (fictional)

Rural Vermont School District serves the town of Rural, which has a population of 1,200. Rural School is a K-12 school with roughly 500 students. 72% of our high school youth checked “disagree” or “very much disagree” in response to the statement “I feel valued and supported by adults in my community,” which tells us that they do not feel connected to our community. As we know, feeling like a valued member of one’s community is an important developmental asset and protective factor against substance use.

70% of our students qualify for free and reduced lunch and the average annual household income of our community is \$32,000. As such, many of our students don’t have the financial resources to explore activities and opportunities outside of what we can provide at the school.

Our students appear to be well educated about the harms of substance abuse, as over 75% rated all drug categories (including vaping products) as “harmful” or “very harmful” in the 2021 YRBS survey, and the majority of students also answered that their parents would disapprove. Yet, more than 50% of our high school students had tried EVP, alcohol or cannabis and 45% had used one of those within the past 30 days.

It is our strong belief that boredom and lack of positive activities to engage in may be playing a large role in our high rates of teen substance use especially when contrasted with their beliefs about use.

We believe that funding dedicated to addressing the nicotine and substance use issues would enable us to establish a framework for prevention and build protective factors for our youth.

Appendix F - Action Plan Worksheet for Youth Engagement

(may also be useful for Family Engagement planning)

This form is required for each *self-designed program* (those not affiliated with any established program such as, but not limited to, those mentioned in Appendix D) proposed for Youth Engagement and Empowerment Strategy. Completion of this form is welcomed for Family Engagement programs as well.

Please complete this worksheet and upload it in the Grants Management System (GMS) where indicated.

Please complete the following Logic Model table:

<p>Program Name:</p>	
<p>Long-term Outcome: Condition <i>For example, “students will have skills to manage stress without substances”</i></p>	<p>Step 1: Identify the long-term outcomes of your program</p>
<p>Intermediate Outcomes: Behavior <i>For example: “30-day electronic nicotine device use statistic will lower to ___”</i></p>	<p>Step 2b: Identify the intermediate outcomes of your program</p>

<p>Initial Outcomes: Attitude</p> <p>For example: <i>“youth will be able to identify relationship between stress and substance use”</i></p>	<p>Step 2a: Identify the initial outcomes of your program</p>
<p>Activities</p> <p>For example: <i>a discussion series open to teens grades 9 and 10 about managing stress</i></p>	<p>Step 3: Identify the activities that will take place</p>
<p>Inputs: Human or Other Resources Needed to Implement</p> <p>For example: <i>volunteers, staff, building, curriculum materials, etc.</i></p>	<p>Step 4: Identify the inputs</p>
<p>Outputs: What does the activity deliver?</p> <p>For example: <i>up to 15 youth will have access to 8 discussion groups at 60 minutes each; youth will collaborate on informational materials and share them with peers in chosen format</i></p>	<p>Step 5: Identify the outputs: what, who, how often?</p>

Please describe how the program addresses the following characteristics of youth engagement from Appendix E:

Sustained: Youth engagement that endures over time leads to positive outcomes.

Meaningful: The engagement activities and topics are relevant to young people

A focus outside the self: Youth are contributing to something larger than themselves.

Full engagement consists of **Head, Heart, Feet and Spirit components**

Some programs may be more focused on engagement and less on empowerment, and this is okay. If your program also fosters youth empowerment, please describe how it meets the following three characteristics of youth empowerment as described in Appendix E (if not, type N/A):

Skill Development: The process of strengthening skills and increasing knowledge to improve effective decision-making, productive peer and community interactions, and strategic advocacy.

Critical Awareness: The ability to identify and analyze information and resources in order to have a deeper understanding of the “how” and “why” of positive change.

Opportunities: The actions taken to create positive change.

What is your rationale for choosing these particular programs (for example, youth survey, other school wide data, student needs and risk factors, etc.)

How will you assess whether the program had the intended initial and/or intermediate outcomes?