




**Assistance with Obtaining Grant Funding
to Start a *LifeSkills Training* Program at Your School or Agency**



Introduction

The purpose of this document is to provide individuals with information, resources and tools that may help them secure state, federal or foundation funding to implement the LifeSkills (LST) program in their schools, community organizations or other agencies.

Information in this document is not intended to be used as a template for writing a proposal. Rather, information should be viewed as suggestions and examples that can be used to construct a strong proposal.

Throughout this document, there are several tables with a “hammer” icon  that represents potential “tools” (webpage links, resources, examples) for writing a successful grant proposal to fund LST.



Getting Started

Before you can begin to write your proposal, you must have an idea of the nature of your program and potential funding sources for your program. You should follow a number of steps as you get started.

- 1) **Conceptualize** your program.
 - *How do you want to integrate LST into your school or agency?*
 - *Approximately how many students will be served by LST?*
 - *What are the initial goals of your program?*
- 2) **Create a brief summary** of your proposed program.
- 3) **Conduct a search** to identify potential funding sources (e.g. search www.grants.gov webpage using relevant keywords such as “substance abuse”, “drug abuse”, “alcohol”, “school” and “prevention”).
- 4) **Visit the website** of the funding agency from which you wish to obtain grant funding. (*see list of potential funding sources on next page*). Read all directions very carefully and make sure that your school or agency is eligible to apply for the targeted funding.
- 5) **Call a contact person** at the funding agency. Ask your contact any questions you have about the grant. You may wish to provide a summary of your proposed program to ensure that your goals are relevant to those stated by the funding agency.
- 6) **Download the application** and all appropriate forms. Follow the application guidelines closely.



Possible Funding Sources for LifeSkills Training

The following table contains possible funding sources for implementing LST in your school or agency. The information is intended to be a representative list of potential funding sources for LST, and is not considered to be comprehensive.



Possible Funding Sources for Implementing LST

State

- ✦ State Depts. of Education (http://wdcrobcop01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SEA)
- ✦ State Depts. Of Health (<http://www.fda.gov/oca/sthealth.htm>)

Federal

- ✦ Federal Grants Main Page: (<http://fedgrants.gov>)
- ✦ Grants.Gov (<http://www.grants.gov>)
- ✦ Catalog of Federal Domestic Assistance (<http://12.46.245.173/cfda/cfda.html>)
- ✦ Department of Education <http://www.ed.gov/fund/landing.jhtml?src=rt>
- ✦ Department of Health and Human Services (<http://www.dhhs.gov>)
 - Administration for Children and Families (<http://www.acf.dhhs.gov>)
 - Centers for Disease Control and Prevention (<http://www.cdc.gov>)
 - National Institutes for Health (<http://www.nih.gov>)
 - Substance Abuse & Mental Health Services Administration (<http://www.samhsa.gov>)
 - Health Resources & Services Administration (<http://www.hrsa.gov>)
 - National Institute for Mental Health (<http://www.nimh.nih.gov>)
 - National Institute on Drug Abuse (<http://www.nida.nih.gov>)
- ✦ Office of Juvenile Justice & Delinquency Prevention (<http://ojjdp.ncjrs.org>)
- ✦ Office of National Drug Control Policy (<http://www.whitehousedrugpolicy.gov>)

Foundations and Organizations

- ✦ The Foundation Center (<http://fdncenter.org>)
- ✦ Fundsnet Services (<http://www.fundsnet services.com/educatio.htm>)
- ✦ Annie E. Casey Foundation (<http://www.aecf.org>)
- ✦ Robert Wood Johnson Foundation (<http://www.rwjf.org>)
- ✦ W. K. Kellogg Foundation (<http://www.wkkf.org>)
- ✦ Charles Stewart Mott Foundation (<http://www.mott.org>)
- ✦ Commonwealth Fund (<http://www.cmwf.org>)
- ✦ Pew Charitable Trusts (<http://www.pewtrusts.com>)
- ✦ DeWitt-Wallace/Readers Digest Foundation (<http://www.wallacefunds.org>)
- ✦ W. T. Grant Foundation (<http://www.wtgrantfoundation.org>)
- ✦ Rockefeller Foundation (<http://www.rockfound.org>)
- ✦ Public Welfare Foundation (<http://www.publicwelfare.org>)
- ✦ Carnegie Corporation (<http://www.carnegie.org>)



Typical Information Required in Grant Proposals

This section contains information that you might be required to provide for typical sections found in proposals. It is not meant to be viewed as all-inclusive or totally representative of information required by any one federal, state, or local funding source. Rather, it is a brief description of what funders may expect to see in your proposal as well as possible resources and tools for gathering information for your grant proposals.

I. Introduction: May contain the project abstract, problem statements (general and school-specific).

A. Project Abstract/Executive Summary

The abstract is typically a one-paragraph description of the proposed project. You should provide a summary of what you propose to do. The abstract should be completed during the final stages of the grant writing process, after you have a complete sense of the scope and details of the project.

B. Problem Statements

Problem statements include descriptions of the extent of the problem in a larger context (e.g., alcohol abuse rates for U.S. teenagers) and the problem for a population within the school or agency in which you intend to implement the LST program.

- 1. General problem statement:** This section should consist of a summary of the latest research findings related to youth substance abuse in the United States. You should provide clear evidence through recent scientific literature and surveillance data that substance abuse is a problem in the U.S. for youth, citing sources that relate to your own population as much as possible. You may also survey your own student population using instruments such as the Youth Risk Behavior Survey.



Examples of General Problem Statement Data	Possible Sources of General Problem Statement Data
<ul style="list-style-type: none"> ⊕ The increase in drug use ⊕ Need for school-based approaches to substance abuse prevention ⊕ Reasons why students experiment with substances ⊕ Problems associated with the use of psychoactive substances during childhood 	<ul style="list-style-type: none"> ⊕ Center for Substance Abuse Prevention (http://prevention.samhsa.gov) ⊕ Natl. Clearinghouse for Alcohol & Drug Info. (http://ncadi.samhsa.gov) ⊕ National Institute for Drug Abuse (http://www.drugabuse.gov) ⊕ Monitoring the Future (http://www.monitoringthefuture.org) ⊕ Natl. Inst. on Alcohol Abuse & Alcoholism (http://www.niaaa.nih.gov) ⊕ SAMHSA Office of Applied Studies (http://www.oas.samhsa.gov) ⊕ Partnership for a Drug-Free America (http://www.drugfreeamerica.org) ⊕ Youth Risk Behavior Survey (http://www.cdc.gov/HealthyYouth/yrbs) ⊕ LifeSkills Training (http://www.lifeskillstraining.com/) ⊕ Institute for Prevention research (http://www.med.cornell.edu/ipr)

Example of Problem Statement: A locally administered version of the Youth Risk Behavior Survey indicates that Centerville Middle School students believe that over 75% of teenagers and 60 % of adults smoke or use other tobacco products. Data from the Montgomery County Department of Public Health indicates that smoking rates for teens and adults are 19% and 13% respectively. Centerville Middle School students have an incorrect normative view of the popularity of tobacco use. Research indicates that such beliefs increase risk for initiating and maintaining tobacco use.



- 2. School specific problem statement:** This section describes your school and community, identifies the risk factor or problem in your school or community that could be reduced or prevented with intervention, and describes the specific population that will receive the intervention.



Examples of School-Specific Problem Statement Data	Possible Sources of School-Specific Problem Statement Data
<ul style="list-style-type: none"> ⊕ Socio-economic and demographic data for the geopolitical area ⊕ Substance use and/or violence risk behavior data for the target population indicating increases or persistently high levels of use ⊕ Philosophy or approaches of school or community to youth development ⊕ Risk and protective factors of the school and community environment ⊕ Juvenile crime and law enforcement data related to substance use 	<ul style="list-style-type: none"> ⊕ Census Data (http://www.census.gov) ⊕ Local needs assessments or community surveys ⊕ School safety data ⊕ Local law enforcement data ⊕ Anecdotal data
<p>Problem Statement Example: A survey of Centerville Middle School faculty indicates that teachers are hesitant to provide instruction in substance use prevention because they lack knowledge of both the topic and instructional techniques for prevention education.</p>	

II. Proposed Solution and Goals and Objectives: This section describes current and past approaches to prevention education (locally and nationally), identifies the LST program as the prevention education intervention, describes the researched effectiveness and theoretical foundations of the LifeSkills Training Program, presents goals and objectives aligned with problem statements, and details your plan for implementing the LST Program in the school, community, or other setting.

A. Description of Approaches to Prevention Education

In this section, you should discuss the ineffectiveness of current substance abuse programs in use within your school or community. You can summarize the current cognitive, affective and alternative approaches to drug abuse prevention, including most traditional, didactic approaches, as well as psychosocial approaches, citing their positive and negative aspects, most notably, the evidence supporting the ineffectiveness of many programs in use.



The following table contains a list of model evidence-based substance abuse prevention programs and the link to each federal agency where you find a description of each program. An “X” next to a program denotes that it is considered a model program by that federal agency.



Model Evidence-based Substance Abuse Prevention Programs	<u>Office of Juvenile Justice and Delinquency Prevention (OJJDP)</u>	<u>Department of Education (DOE)</u>	<u>National Institute on Drug Abuse (NIDA)</u>	<u>Substance Abuse and Mental Health Services Administration (SAMHSA)</u>
<i>LifeSkills Training (LST)</i>	X	X	X	X
Athletes Training and Learning to Avoid Steroids (ATLAS)		X	X	X
Strengthening Families Program		X	X	X
Reconnecting Youth Program			X	X
CASASTART		X		X
Project Alert		X		X
Project Northland-Alcohol Prevention Curriculum		X		X
Project T.N.T.-Towards no Tobacco Use		X		X
Second Step: A Violence Prevention Curriculum		X		X
Adolescent Alcohol Prevention Trial (AAPT)			X	
Adolescent Transitions Program (ATP)			X	
Focus on Families			X	
Project Star			X	
Project Family			X	
Seattle Social Development Project			X	
Project Towards No Drug Abuse (Project TND)	X			
OSLC Treatment Foster Care		X		



B. The LifeSkills Training Approach

In this section, you should describe the *LifeSkills Training* approach, citing the theoretical foundations of the program. Click on this link for more information: Depending on the program you will use in your application, you will want to describe the specific components, implementation, and research findings demonstrating efficacy of the approach. Refer to both the Elementary and Middle School Program Overviews for this information.



Description of LST Approach	Possible Sources for LST Description
<ul style="list-style-type: none"> ⊕ Addresses factors promoting drug use in a comprehensive fashion. ⊕ Drug use as part of a general tendency toward problem behavior as conceptualized by Jessor (1982). ⊕ Teaching a variety of personal self-management skills and social skills in order to increase general competence and reduce potential motivations to use drugs--in addition to teaching skills and knowledge that are specific to resisting social influences to engage in drug use. ⊕ Placing emphasis on teaching generic skills with broad applicability to various situations and problems in order to facilitate generalization to a variety of problem behaviors. 	<ul style="list-style-type: none"> ⊕ LifeSkills Training (http://www.lifeskillstraining.com) ⊕ Institute for Prevention Research (http://www.med.cornell.edu/ipr/) (Specific LST articles found at above IPR website) <ul style="list-style-type: none"> ⊕ Botvin & Eng, 1982 ⊕ Botvin, Baker, Renick, Filazzola & Botvin, 1984 ⊕ Botvin, Baker, Botvin, Filazzola & Millman, 1984 ⊕ Botvin, Renick & Baker, 1983 ⊕ Botvin, Baker, Dusenbury, Tortu & Botvin, 1990 <i>Middle School Program:</i> <ul style="list-style-type: none"> ⊕ Botvin et al., 1995 ⊕ Botvin, Eng, & Williams, 1980 ⊕ Botvin & Eng, 1980 ⊕ Botvin, Baker, Renick, Filazzola & Botvin, 1984 ⊕ Botvin, Baker, Botvin, Filazzola & Millman, 1984 ⊕ Botvin, Renick & Baker, 1983 ⊕ Botvin et al, 1983 ⊕ Botvin, Baker, Filazzola, & Botvin, 1991 ⊕ Botvin, Baker, Dusenbury, Tortu & Botvin, 1990 ⊕ Botvin, Baker, Dusenbury, Botvin & Diaz, 1995 ⊕ Botvin, Griffin, Diaz, Scheier, Williams, & Epstein, 2000 <i>Elementary School Program:</i> <ul style="list-style-type: none"> ⊕ Botvin, 2000; Botvin, Scheier, Griffin, in press ⊕ Botvin, Griffin, Paul, Macaulay, 2003



C. Project Goals and Objectives

This section states the changes in problem or risk behaviors that will result from implementation of the LifeSkills Training program or other activities that must be undertaken to support the implementation of the program so that it can achieve the intended results.

Goals are a clearer statement of the vision of the project, specifying the accomplishments to be achieved if the vision is to become real. The target objectives are clearer statements of the specific activities required to achieve the goals, starting from the current status. Each problem statement should have a corresponding goal statement and specific objectives. Two examples of a goal statement linked to a problem statement and specifying objectives are provided below.




Problem Statement	Goal Statement	Objectives
<p>Example 1: A locally administered version of the Youth Risk Behavior Survey indicates that Centerville Middle School students believe that over 75% of teenagers and 60 % of adults smoke or use other tobacco products. Data from the Montgomery County Department of Public Health indicates that smoking rates for teens and adults are 19% and 13% respectively. Centerville Middle School students have an inflated view of the popularity of tobacco use. Research indicates that such beliefs increase risk for initiating and maintaining tobacco use.</p>	<p>Correct misperceptions and beliefs about the popularity of tobacco use among teens and adults to reflect that tobacco use is not socially acceptable or popular.</p>	<p>Decrease the % of students who believe tobacco use is normative for teens and adults by 10 % in the first year of implementation of the LST program, and by an additional 10% in years 2 and 3 of the program.</p>
<p>Example 2: A survey of Centerville Middle School faculty indicates that teachers are hesitant to provide instruction in substance use prevention because they lack knowledge of both the topic and instructional techniques for prevention education.</p>	<p>Increase the knowledge, skills, and attitudes that faculty need to capably and competently deliver instruction in prevention education topics.</p>	<p>Objective 1: Schedule and deliver LifeSkills Provider Training for all 6th grade middle school faculty in preparation for the implementation of the LST program.</p> <p>Objective 2: Schedule bimonthly, feedback meetings of the sixth grade team to create opportunities to discuss successes and challenges in teaching the LST program.</p> <p>Objective 3: Evaluate classroom delivery of the LST program</p>



D. LifeSkills Training Implementation Plan

This section should describe the site’s plan for adopting and implementing each level of the LifeSkills Training Program curriculum, including how LST will be integrated into the classroom and school setting and delivered to students. It should also describe who will be teaching LST as well as a schedule for LST programming. In addition, this section should also discuss how you are going to align LST with your school, district and state learning standards. Effort should be made to implement LST with high fidelity to ensure maximum impact on student behavior and attitudes.

 Examples of LST Implementation Plan Data	Possible Sources of LST Implementation Plan Data
<ul style="list-style-type: none"> ✦ Identifying where in the school curriculum the program will be placed (i.e. Health, Science, all subjects, or one or more subjects) ✦ Who will be teaching it (teachers in subject areas, outside providers such as community health educators or peer leaders) ✦ Schedule for implementation (e.g., 3 times a week over how many weeks) 	<ul style="list-style-type: none"> ✦ Learning Standards Template and LST implementation FAQs ✦ LST Fidelity Guidelines ✦ Implementation models and examples from the field



III. Evaluation: This section should describe how each of the goals and objectives identified will be evaluated.

There are two types of methods for evaluating school-based or community programs. The first, an **outcome evaluation**, is usually quantitative. A quantitative outcome evaluation may use pre and posttests that measure and compare changes in knowledge, behaviors, and attitudes before and after implementation of the program. The most useful quantitative evaluations of outcome also have control groups so that the outcomes can be more readily attributed to the intervention that was used. Outcome evaluations may also include qualitative survey questions, focus groups or self-assessment tools that add richness and support quantitative outcome data. NHPA has developed an evaluation service, and pre and posttest surveys that are specific to and validated for the LST program (see link in below table).

The second type of evaluation is called a **process evaluation**. Process evaluations quite often use qualitative methods such as focus groups, interviews or program observations to measure the quality and process of the implementation of the intervention. In addition, process evaluations may use fidelity checklists, self-assessments, or other methods to gather quantitative process data. Process evaluations are important because quantitative outcomes are related to how well and how completely the program was delivered. This is particularly true in evidence-based programs such as the LST program where fidelity to the full scope and sequence of the program is the basis for successful outcomes. NHPA has developed process evaluation tools that are specific to and validated for the LST program.



Examples of Evaluation Data	Possible Sources of Evaluation Data
<p><i>Process Evaluation</i></p> <ul style="list-style-type: none"> ⊕ Quantitative & Qualitative survey data ⊕ Focus group data ⊕ Program observation data ⊕ Key informant interview data ⊕ Meetings ⊕ Fidelity data <p><i>Outcome Evaluation</i></p> <ul style="list-style-type: none"> ⊕ Quantitative & Qualitative survey data ⊕ Focus group data 	<ul style="list-style-type: none"> ⊕ NHPA Evaluation Service ⊕ LST Implementation Fidelity Check Lists ⊕ Locally developed surveys, focus group and observation protocol

Additional evaluation instruments and methods that evaluate other goals and objectives of the program may have to be created on site. For example, a goal related to staff development and teacher competence could require a survey instrument (a survey, training evaluations) or process (a focus group) that could assess whether the goal and objectives were met.



IV. Management Capacity: This section describes how the project will be managed and the lines of accountability for policy, practice, and fiscal administration of the program. A flow chart is a good way to graphically describe the project’s management capacity and lines of accountability.

Examples of information for this section include but are not limited to:

- The names and titles of everyone who will be involved in the project and a brief description of what they will do.
- A description of past and current grants with dollar amounts, funding agencies, and brief abstracts of the projects that describe project achievements.

V. Budget: This section contains a brief narrative that describes the major cost categories of the program (curriculum, training, evaluation services, etc) and spreadsheets that detail every cost by line item. The funding agency may have specific worksheets that it requires the applicant to use. The budget should support each goal and objective identified in the proposal.

Below is an example of a budget worksheet containing some of the major line items for implementing the LST Elementary School Program at a school or agency. This budget worksheet includes the costs for training and curriculum.



Budget Component	Description	Cost
Training (2-day Provider Training for 20 people)	100 per day, per person	\$3,000
Curriculum	6 classrooms X \$235 per LST curriculum set (1 teacher’s manual & 30 student guides per set)	\$1,410
Materials & Supplies	(6 teachers X \$200)	\$1,200
Evaluation Services	150 students X \$5 per data point (pre/post)	\$1,500
TOTAL		\$7,110



VI. Evidence of Continuance

Evidence of continuance is a description of how the site intends to maintain the program in successive years without the support of the grant funds being applied for. Continuance is also often referred to as institutionalization. This section of the grant describes how the site will support the on-going implementation of the program while it becomes a core element of the sites curriculum of instruction.

Other Helpful Tools for Writing a Grant Proposal



Other Sources of Proposal Writing Assistance

- ⊕ Catalog of Federal Domestic Assistance (<http://www.cfda.gov/public/cat-writing.htm>)
- ⊕ Foundation Center Proposal Writing Short Course (<http://fdncenter.org/learn/shortcourse/prop1.html>)
- ⊕ Dept. of Education Grant Information (<http://www.ed.gov/fund/grant/about/knowabtgrants/index.html>)
- ⊕ Grant-writing Tools for Non-Profit Organizations (<http://www.npguides.org/>)
- ⊕ School Grant Assistance - PK-12 schools grant assistance (<http://www.schoolgrants.org/index.htm>)
- ⊕ GrantsWeb – (<http://www.research.sunysb.edu/research/kirby.html#index>)
- ⊕ GrantProposal.com - (<http://www.grantproposal.com/>)
- ⊕ School Grant Tips – (http://www.schoolgrants.org/grant_tips.htm)