

For Office Use Only:

Grant Number: _____

Approval status: _____

Amount Received _____

FY25 Youth Empowerment (YE) Grant Funding Announcement

KY YOUTH EMPOWERMENT (YE):

Prevention specialists work through Regional Prevention Centers (RPCs) to empower youth groups by directing and evaluating funding proposals and plans to implement strategies that focus on the prevention of alcohol, nicotine (cigarettes, dip, e-cigarettes, vapes, etc.) and other drug use. This funding opportunity promotes the prevention of the use and misuse of substances.

GRANT REQUIREMENTS:

YE funds are dedicated to substance use/misuse primary prevention efforts. To be eligible:

- The grant **MUST** specifically address the prevention of substance use/misuse; grants with a MH focus will need to address at minimum one substance.
 - Grants must be written with youth voice and involvement, adult advisors may assist in writing the grant application, but **MUST** do so in collaboration with their youth members
 - Activities and plans must be youth-led and adult guided (The role of the adult advisor is like a coach. Coaches can't play the game, but they can help team members play to their potential.)
 - The group must have an adult advisor/sponsor
 - Funds are available to middle and high school aged youth
 - Groups **must** work with their Regional Prevention Center (RPC) in the writing **and** implementation of the grant
 - Youth group members and adult advisors must complete a Youth Empowerment survey by the end of the funding cycle (survey and deadline to submit will be sent by RPC)
 - If efforts are planned to address related consequences of substance use/misuse, (e.g., suicidal behaviors), data must be provided showing the direct link to substance use/misuse
 - Complete Youth Substance Use Prevention Skills (YSUPS) Training (4 parts) during the funding cycle awarded; **Part 3 must be completed prior to submitting YE Grant Application.**
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AWARD AMOUNTS:

Applicants can request up to \$2000 per funding cycle. The adult advisor may apply for up to \$100 as reimbursement for time spent on the project. (Please see Funding Agreement Section.)

Requests for funding that exceed the maximum amount or do not strictly follow application/funding guidelines **will automatically be denied.

***The Grant Review Committee reserves the right to fund grants for less than the requested dollar amount. Reductions in funded amounts will be based on the results of the review process and can include consideration of the applicant's collaboration with the RPC and willingness to receive technical assistance.

HOW TO APPLY:

1. Review the entire packet before beginning the application process.
2. Complete all sections of the enclosed application. Type directly into the document.
3. Submit the draft to RPC by due date.
4. Make edits or submit justification for not making changes that RPC suggests by due date.
5. Submit final grant application by due date.

IMPORTANT DATES:

- Application Request Deadline: January 26, 2024
 - Application draft due to RPC: by COB February 27, 2024
 - RPC Feedback returned to applicant: by March 15, 2024
 - Final Grant due to RPC: by March 29, 2024
 - RPC will submit final grant to SUD Prevention and Promotion: April 5, 2024
 - Grant Review and Scoring Discussion: April 2024
 - Award Notifications: May 2024
 - Mid-point progress report due: January 27, 2025
 - Final progress report due: May 30, 2025
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DOCUMENTATION REQUIREMENTS:

- All application information must be typed in 12-point Calibri font.
 - All pages must be one-sided and numbered
 - The entire grant application must be submitted, including any addendums or additional information, using the grant deadlines in the “Important Dates” section of the grant application packet.
 - Late submissions will NOT be reviewed.
 - If a grant application is missing required components, time extensions will not be provided, and the grant will not be reviewed.
 - Receipts for all purchases are required.
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Funding Agreement:

The adult mentor and designated youth member will provide the RPC/YES with the following items:

1. Sign-in sheets for planning meetings.
2. Documentation of implementation activities (newspaper clippings, pictures, etc.).
3. A mid-point progress report in January.
4. A final report in May.
(Reporting forms will be sent by your RPC)
5. An invoice and receipts for all expenditures.
6. List of core youth group members.

Compliance with the listed requirements will ensure allocation of reimbursement to the adult sponsor. Noncompliance with any of the listed requirements will result in forfeiture of adult reimbursement funds, with funds being reallocated as appropriate and the possibility of future applications being denied.

YE grants will **NOT** fund:

- A grant if the requested amount exceeds \$2,000.
 - Activities not directly led by youth.
- Items and activities not related to the six Center for Substance Abuse Prevention (CSAP) Strategies (Appendices I and II).
 - Scare tactics will not be funded.

APPLICATION

GROUP NAME:			
NAME(S) OF YOUTH MEMBERS WHO ASSISTED IN THE WRITING OF THIS APPLICATION:			
GROUP STREET ADDRESS:			
GROUP CITY, STATE, ZIP:			
ADULT ADVISOR'S NAME:		EMAIL:	
ADULT ADVISOR'S PHONE:			

PROJECT TITLE:			
AMOUNT REQUESTED:			
PROJECT DESCRIPTION: Use this section to write a brief summary of the project and include details of what the group plans to do in the community.			

*****FOR REGIONAL PREVENTION CENTER USE ONLY*****					
Is the applicant currently receiving YE funding? _____ Yes If yes, #Years funded _____ No _____					
Region Number:	RPC:				
Is this applicant's identified substance use/misuse issue a priority in the RPC work plan?			Y	N	
How does this applicants' proposed project support the RPC's work plan?					
How many hours of technical assistance did RPC staff provide to this applicant in support of their application?					
Was feedback given to applicant?	Y	N	Did applicant use feedback provided in final application?	Y	N
Signature of YES Representative (signature indicates review of RPC checklist)			Date		
<i>Rachel Stanley</i>					
Signature of RPC Director			Date		
<i>Shawn Freeman</i>					

APPROACH – 35 Points

<p>Mission Statement of Group: (3 POINTS)</p>	
<p>What substance use/misuse topic has been identified as a problem in your community? What are you attempting to address in applying for this grant? (3 POINTS)</p>	
<p>Data Supporting the Problem:</p> <p><u>Explain</u>, using at least two IDENTIFIED data sources, the data that supports your statement that the issue is a problem in your community (cite the data source).</p> <p>Please DO NOT copy and paste data. We are looking for an explanation of the data and what it tells about usage of the substance by the community's youth.</p> <p>Examples of data sources: Kentucky Incentives for Prevention (KIP) Survey data, Youth Risk Behavior Survey (YRBS), Family Resource/Youth Service Center (FRYSC), or other survey data, police reports, media reports, newspaper articles, etc. Applicant should cite the sources regarding the ATOD problem indicated. (6 POINTS)</p>	

<p>1) In your own words, describe why the stated issue is a problem in your community. (Use data from above.) (5 POINTS)</p> <p>2) Describe how youth will be involved in the project and the impact your group intends to have on youth. (5 POINTS)</p> <p>3) Who is the intended audience for the project? (2 POINTS)</p> <p>4) What is the estimated number of people who will benefit from the activities you plan to implement? Est # of youth Est # of adults (4 POINT)</p> <p>5) Where will your activities take place? Please provide information about the community, county, school, etc. where the activities will occur. There may be more than one activity location. (3 POINTS)</p>	
<p>Community Partners: Who in your community will help your group with your activity? Ex: Regional Prevention Center (must be listed), School, Family Resource/Youth Service Center (FRYSC), etc.</p> <p>-A minimum of 3 partners must be listed including the RPC (4 POINTS)</p>	

Selected Strategy – 5 Points

<p>Identify at least 1 of the CSAP strategy categories your project fits, choosing from strategies 1-6. (Refer to Appendices I and II). (Must choose at least 1)</p> <p style="text-align: right;">(1 POINTS)</p>	<p><input type="checkbox"/> 1. Information Dissemination</p> <p><input type="checkbox"/> 2. Education (must provide link to materials)</p> <p><input type="checkbox"/> 3. Community-Based Processes</p> <p><input type="checkbox"/> 4. Alternative Activities</p> <p><input type="checkbox"/> 5. Problem Identification & Referral (will not be used for this grant)</p> <p><input type="checkbox"/> 6. Environmental Strategies (bonus points – see Appendix I & II)</p>
<p>Please explain why you feel this strategy(ies) will address the community problem identified in this application?</p> <p style="text-align: right;">(4 POINTS)</p>	

Short Term Goals & Objectives – 20 points

You will use this section to explain how you will ensure the project/activity has the outcome you want. Please consider your project narrative when completing this section. Write at least **one** goal (what you hope to change by the end of your project/activity), and at least **one** objective (what specific changes will you work to create). All objectives must be Specific, Measurable, Achievable, Realistic for all planned activities, Time-Sensitive, Inclusive and Equitable (SMARTIE). Documentation will be required as part of progress reporting. **Please refer back to YSUPS Part 3 for additional information related to goals and objectives.**

GOAL 1:	
Objective 1:	
Objective 2: (optional)	

GOAL 2: (optional)	
Objective 1: (optional)	
Objective 2: (optional)	

Action Plan – 15 Points

An action plan briefly describes the required **steps** needed to complete each goal, **in the order** in which they will occur. Based on your objectives, please list in order the activities your group will do to accomplish your goals. Please use a second page to add more activities if needed. Activities you are requesting funding for must be completed within the funding cycle.

	ACTIVITY(IES):	WHO IS RESPONSIBLE?	ANTICIPATED DATE OF COMPLETION:
1.)			
2.)			
3.)			
4.)			
5.)			
6.)			

Additional space, please use if needed.

Evaluation – 10 Points

Identify evaluation methods and provide a brief description of how each method will show you accomplished what you set out to do. Examples include sign-in sheets, flyers, signed pledges, etc. Documentation will be required. Multiple methods are required.

EVALUATION METHODS:	
1.)	
2.)	
3.)	
4.)	
5.)	
6.)	
7.)	
8.)	
9.)	
10.)	

Additional space, please use if needed:

Budget Justification – 15 Points

Complete the budget for your project below. Failure to follow the allotted requirements for each category may result in denial of your application. Remember that funds must be used to implement the selected CSAP strategies. Please provide a **DESCRIPTION AND CALCULATION** for each line item. Please refer back to YSUPS Part 3 for additional information related to the budget.

***A maximum of 50% of your budget may be spent on food and a maximum of \$500 of your budget may be used for alternative activities (see CSAP Strategies in Appendix 1).

SAMHSA recommends no more than \$3.00 per participant for food for each activity.

Funds requested for scare tactics will not be approved.

Example:

EXPENDITURE CATEGORY	DESCRIPTION / CALCULATION	TOTAL
Stickers	500 x.10 each = \$50 Stickers will be used on pizza boxes at the local Pizza Hut for the sticker shock campaign	\$50
Flyers	1000 x.50 each= \$500 Flyers will be printed to advertise each parent academy session – one flyer will go home with each middle school student (total 950), remaining 50 flyers will be placed in local businesses by youth.	\$500

WHICH IDENTIFIED CSAP STRATEGY DOES THIS TARGET?	EXPENDITURE CATEGORY	DESCRIPTION / CALCULATION	TOTAL
SUBTOTAL			
***Federal guidelines prohibit the use of any of the grant funds for commodities. Commodities are promotional materials such as t-shirts, pens, etc., that are not critical to the purpose of your project.			
TOTAL AMOUNT REQUESTED: Total amount requested cannot exceed \$2000			

Additional space, please use if needed.

Be sure to label the corresponding section of the application

Appendix

Appendix I - CSAP Strategies

KY YE funds must be used for primary prevention activities. Primary prevention activities are those intended to prevent or delay the initiation of substance use/misuse. Efforts are grouped into six strategies:

- (1) Information Dissemination: This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco/nicotine product, and other substance use/misuse, substance use disorders, and their effects on individuals, families, and communities. Information dissemination is characterized by one-way communication from the source to the audience, with limited interaction between the two.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following (talk to your RPC representative about resources they may already have or can access for you):

- Clearinghouse/information resource center(s)
- Resource directories
- Media campaigns, billboards, yard signs
- Brochures/flyers
- Radio/TV/theater public service announcements
- Speaking engagements
- Health fairs/health promotion events
- Promotion of national, state, and local hotlines
- Social media posts

- (2) Education: This strategy involves two-way communication and is distinguished from the Information Dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect life and social skills, including decision-making, refusal skills, and critical analysis (e.g., of media messages).

Education always includes use of an established curriculum. If you are interested in this strategy, talk with your RPC representative about available opportunities, and how they can help you implement.

Examples of activities for this strategy include (but are not limited to) the following:

- Classroom and/or small group sessions (all ages)
- Education programs for youth groups
- Evidence-based curriculum implementation

- (3) Alternative/Service Activities: This strategy includes constructive and healthy activities that offset the attraction to substance use/misuse and prevent related consequences.

Examples of activities for this strategy include (but are not limited to) the following:

- Drug-free dances and parties

- Youth/adult leadership activities
- Community drop-in centers
- Service projects

(4) Environmental: (More information related to this strategy is provided in Appendix II)

This strategy establishes or changes written and unwritten community standards, codes, norms, and attitudes that influence the misuse of alcohol, tobacco/nicotine products, and other drugs.

Examples of activities for this strategy may include (but are not limited to) the following:

- Promoting the establishment or review of policies focused on substance use and related consequences in schools, workplaces, and communities
- Maximizing local enforcement of existing laws, regulations, and policies that affect availability, distribution, and consequences of substance use/misuse
- Reviewing or modifying alcohol and tobacco/nicotine product advertising and pricing practices

*If you choose to work within this strategy, please consider sharing your project and outcomes with your local government officials (school board, mayor, city council, etc.) and/or promoting your work through an Op-Ed in your local paper and on social media.

(5) Community-Based Processes: This strategy aims to enhance the ability of the community to provide behavioral health promotion, prevention, and treatment services.

Examples of activities for this strategy include (but are not limited to) the following:

- Community, volunteer, and stakeholder training
- Strategic planning
- Multi-agency coordination and collaboration
- Grant-writing
- Community team building
- Formal community/coalition meetings

(6) *Problem Identification and Referral: This strategy aims to identify individuals who have used substances and may have experienced consequences but whose behavior can be changed through prevention education. This strategy is used for screenings performed by prevention specialists, not for assessments by clinical staff.

*This strategy is here for educational purposes only; YE grantees will not use it.

Appendix II: Environmental Strategies with clarification:

****BONUS POINTS CAN BE EARNED BY SELECTING AN ENVIRONMENTAL STRATEGY**

Environmental strategies establish or change written and unwritten community standards, codes, norms, and attitudes that influence the misuse of alcohol, tobacco/nicotine products and other drugs. They fall into three basic categories:

❖ Efforts, Campaigns or Activities to Reduce Illegal Sales to Minors

These activities are aimed at vendors who sell alcohol, tobacco/nicotine products and/or drug paraphernalia.

Examples include, but are not limited to:

- Carding programs
- Recognizing vendors who comply with the law
- Compliance checks
- Reward & Remind
- TRUST
- “Shoulder taps”
- Efforts to move products behind the counter of a store

Participants are any individual you interact with during the activity, such as clerks, police officers and youth.

❖ Public Policy, Law, Regulation, Ordinance, Community Campaign, Effort or Activity

These activities are efforts aimed at establishing, changing, or supporting policies addressing substance use/misuse and related consequences. They may include influencing community standards, codes, norms, and attitudes related to substance use and related consequences.

Examples include, but are not limited to:

- Efforts to develop more effective DUI enforcement, increase taxes on alcoholic beverages, and decrease outlet density
- Warning-sign campaigns and restrictions on smoking in public places
- Sticker Shock

Appendix III - SCARE TACTICS IN PREVENTION:

Scare tactics emphasize the worst dangers of drug use to create fear and anxiety in the hopes that fear alone will prevent or stop risky behaviors. Scare tactics seem intuitive to adults. After all, adults intentionally avoid situations that frighten them or make them worry that they'll be harmed.

Accordingly, a lot of prevention has been built around making drug use seem as frightening and harmful as possible. Mock car crashes, gruesome scenes, images of people before and after drug addiction, graphic depictions of death and drug use, auditorium speakers who share how drug use ruined their lives, videos of dead, drunk drivers being scraped off the road, and other frightening messages are all scare tactics. Unfortunately, despite all the creativity, energy, and money spent on these tactics, research has consistently shown that scare tactics DO NOT work in preventing substance misuse.

Why Don't Scare Tactics Work on Teens?

The Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies studied the use of fear messages and scare tactics in substance misuse prevention. They reviewed more than 1,000 peer-reviewed research articles on state-level and community-level prevention efforts from 1993 to 2014. This meta-analysis confirmed that scare tactics are largely ineffective in preventing substance misuse.

One reason scare tactics are ineffective is because teens are hardwired to defend against negative messaging, and they're smart and can realize when others are trying to manipulate them. They might laugh at or mock a message they think is ridiculous, deny that they themselves are at risk, avoid thinking about the threat altogether, or think about their friends who use drugs and haven't had those scary and negative things happen to them.

Even though scare tactics seem intuitive to adults, teenagers' brains are different than adults' brains. The frontal lobe region of the brain, which is the rational and responsible part of our brains, is one of the last regions to fully develop—it isn't fully developed until the mid-20s. According to the University of Rochester Medical Center, while adults process information with their prefrontal cortex, teens use their amygdala, which is responsible for their emotions. In short, teens receive a lot of emotional input but can't think through it all, which can contribute to impulsive and risky decisions.

Risk-taking is also a normal part of adolescent development. While all teens will engage in taking risks, some young people will seek out extreme risks or very strong sensations. Scare tactics, as mentioned, portray drug use as something that's very risky because of its powerful effects. Those high-risk, risk-taking, and sensation-seeking youth might intentionally seek out something that's so powerful and dangerous to fulfill their emotional need. Teens are also more likely to engage in risk-taking behaviors when they know their friends or peers are watching. They want the approval of their peers and associate risky behavior with that approval.

Lastly, scare tactics can send unintended messages. While adults may want youth to hear that drugs are harmful to them and scary, it can't be assured that they'll hear THAT message. Instead, some teens may hear or feel that everyone around them is using drugs, adding to the peer pressure to use drugs. They might come to think that it's a widespread, impossible-to-avoid problem. Young people who are already using drugs may feel validated in their use when they hear that teens across the country are also using substances.

Appendix IV - YE GRANT SCORING MATRIX:

Points Awarded	Justification
Outstanding	The response in each section is fully comprehensive and the project is clearly youth empowered (youth are responsible for execution of the project, adult sponsor is supporting the group; decisions are made in partnership and are youth driven)
Very Good	The application provides significant descriptions and relevant and related detail in addressing the criteria, but the response is not entirely comprehensive; may not have responded to all criteria or provided a clear description of how youth will be responsible for the execution of the entire project.
Good	The application provides a basic response to the criteria. The application does not include significant detail or pertinent information. Key details and examples are limited. Opportunities for youth leadership are present but not utilized (youth are active participants in the activity, but a lot of responsibility falls back to the adult sponsor; youth are consulted, but activities are adult initiated)
Marginal	The response does not adequately address the questions asked in the grant, leaving the reviewer with several additional questions. (Youth are assigned and informed of project activities but did not play a role in development of project or writing grant.)
Poor	The response does not answer the question. (Youth execute the activities outlined in the grant but had no voice in identification of the problem or in the steps to be taken to address the identified problem.)

Appendix VI - Regional Prevention Center Contact Information:

<p>Four Rivers RPC 01 425 Broadway St Paducah, KY 42001 (270) 442-8039 x1721; fax (270) 442-5729 Serves: Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Livingston, Marshall, and McCracken Grace Donaldson, gdonaldson@4rbh.org</p>	<p>Comprehend RPC 08 731 Kenton Station Road Maysville, KY 41056 RPC (606) 759-7799; fax (606) 759-7609 Serves: Bracken, Fleming, Lewis, Mason, and Robertson Tara Anderson, tanderson@comprehendinc.org Savannah Koenig, skoenig@comprehendinc.org</p>
<p>Pennyroyal RPC 02 607 Hammond Plaza P O Box 614 Hopkinsville, KY 42241 (270) 886-0486; fax (270) 890-1790 Serves: Caldwell, Christian, Crittenden, Lyon, Hopkins, Muhlenberg, Todd, and Trigg Chandler Greenwell, CGreenwell@pennyroyalcenter.org Kim Hodges, khodges@pennyroyalcenter.org</p>	<p>Pathways RPC 10 P.O. Box 790 1200 Bath Ave Ashland, KY 41105-0790 (606) 329-8588 Serves: Bath, Boyd, Carter, Elliott, Greenup, Lawrence, Menifee, Montgomery, Morgan, and Rowan Sam Castle, Sam.Castle@pathways-ky.org</p>
<p>RiverValley RPC 03 1100 Walnut St. P.O. Box 1637 Owensboro, KY 42301 (270) 689-6500; Work Phone: (270)-570-4038 Serves: Daviess, Hancock, Henderson, McLean, Ohio, Union, and Webster Ashton Robertson, Robertson-Ashton@rvbh.com</p>	<p>Mountain RPC 11 173 N. Lake Drive Prestonsburg, KY 41653 (606) 889-0328; fax (606)889-6427 Serves: Floyd, Johnson, Magoffin, Martin, and Pike Mashawna Jacobs, Mashawna.Jacobs@mtcomp.org</p>
<p>LifeSkills RPC 04 P O Box 6499, 380 Suwannee Trail Bowling Green, KY 42102-6499 (270) 901-5000, ext. 1277; fax (270) 842-6553 Serves: Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, and Warren Amy Hutchinson, ahutchinso@lifeskills.com</p>	<p>Kentucky River RPC 12 3834 Hwy 15S Jackson, KY 41339 (606) 791-7360; fax (606) 666-4151 Serves: Breathitt, Letcher, Knott, Lee, Leslie, Owsley, Perry, and Wolfe Jamie Mullins-Smith, Jamie.Smith@KRCCNET.COM Amy Ritterholz, amy.ritterholz@krccnet.com</p>
<p>Communicare RPC 05 1311 N. Dixie Avenue, Bldg. A Elizabethtown, KY 42701 (270) 765-5992; fax (270) 737-2293 Serves: Breckinridge, Grayson, Hardin, LaRue, Marion, Meade, Nelson, and Washington Keri Phillips, knphillips@communicare.org</p>	<p>Cumberland River RPC 13 223 S. Cherry St. Pineville, KY 40977 (606) 337-2070; fax (606)337-2210 Serves: Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, and Whitley Cecilia Simpson, Cecilia.Simpson@crccc.org</p>
<p>Seven Counties RPC 06 10401 Linn Station Rd, Suite 100 Louisville, KY 40223 Office: (502) 589-8600; Cell: (502) 435-7758 Serves: Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble Samantha Jones, SJones3@sevencounties.org</p>	<p>Adanta RPC 14 130 Southern School Road Somerset, KY 42501 (606) 679-9425; fax (606) 679-3095 Serves: Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor, and Wayne Sherri Estes sestes1@adanta.org</p>
<p>NorthKey RPC 07 503 Farrell Dr. Covington, KY 41011 (859)578-3200; fax (859)283-9438 Serves: Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, and Pendleton Caroline Mullins, Caroline.Mullins@northkey.org</p>	<p>New Vista RPC 15 1351 Newtown Pike, Building 3 Lexington, KY 40511-1278 (859) 225-3296 Serves: Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, and Woodford Shawn Freeman, Shawn.Freeman@newvista.org</p>