



2024 Northwest HIDTA Prevention Request for Proposals: Supplementary Materials

Thank you for applying for a Northwest High Intensity Drug Trafficking Area substance use prevention grant. This document contains the following materials to support you throughout the request for proposals (RFP) process. Navigate to each material by clicking on the corresponding box:

RFP Instructions

This resource addresses important details such as prohibited costs and expected formatting.

Proposal Guidance Document

This resource provides step-by-step guidance for each section of the proposal template.

Model Proposal

This resource illustrates the appropriate level of detail to include in your proposal.

Proposal Rubric

This form will be used to score submitted proposals and can be viewed to provide an understanding of Northwest HIDTA priorities.

This document *does not* contain the proposal template, which should be used to build your proposal and has been sent out separately as a Word document. If you have not yet received this template, please contact Prevention & Treatment Manager Eliza Powell at epowell@nw.hidta.org.

An RFP launch webinar was held on January 11. This webinar contains instructions and recommendations for prospective applicants. In the event you would like access, you may reach out to Eliza Powell to request the webinar recording.

Additionally, Eliza Powell will host optional office hours sessions on January 26 at 10:00 and February 14 at 1:30. During these sessions, potential applicants may discuss the RFP process, Northwest HIDTA, or the grant period.

RFP Instructions

Background

Created by Congress in 1988, the High Intensity Drug Trafficking Area (HIDTA) program is a grant program out of the Office of National Drug Control Policy (ONDCP), designed to coordinate and assist federal, state, local, and tribal law enforcement as well as prevention and treatment organizations. A focal point of the HIDTA program is to disrupt the market for illegal drugs. Further information regarding Northwest HIDTA can be found [here](#).

Northwest HIDTA prevention funding is designed to address gaps in substance use prevention in the state of Washington that cannot be funded through other existing resources. It is not designed to serve as an organization's sole source of funding; rather, it exists to support efforts. As this is a competitive application process, no organization is guaranteed funding.

This document provides instructions regarding the request for proposal (RFP) process. Applicants are encouraged to use this document as a template, removing italicized guidance and inserting information specific to the applicant organization. All further questions may be directed to Northwest HIDTA's [prevention and treatment manager](#).

Eligibility

Prevention organizations within Northwest HIDTA counties are eligible to apply for 2024 funding. These counties are as follows: Benton, Clark, Cowlitz, Grant, Franklin, King, Kitsap, Lewis, Pierce, Skagit, Snohomish, Spokane, Thurston, Whatcom, and Yakima counties.

Duration of Funding

All awarded funds must be spent between July 1, 2024 and June 30, 2025. Any funds not spent leading up to this deadline will be repossessed by Northwest HIDTA.

Proposal Limit

Prevention applicants may request up to \$50,000.00 in their 2024 proposal. Applicants are encouraged to apply for the specific amount of funding needed to achieve the proposed project goals.

Submission Format

All prevention grant proposals must include the following sections:

- I. Executive Summary
- II. Logic Model
- III. Strategies
- IV. Itemized Budget Proposal
- V. Miscellaneous

Applicants may also include appendices if desired (for example, to demonstrate relevant surveys or research).

All applications must be made by Word document using 12-point Times New Roman font. Please refrain from using abbreviations or acronyms without first providing the full name or term. Each section should begin on a new page. Relevant research and evidence should be referenced using hyperlinks embedded in the Word document ([instructions can be found here](#)).

Prohibited Costs

The following guidelines are contained in the HIDTA Program Policy and Budget Guidance handbook:

ONDCP will not reimburse funds expended for the following items or purposes:

- Clothing or clothing allowances;
- Food and beverage items;
- Personal hygiene or medication items, except for: (1) items such as toilet paper, hand soap, and other items that are standard supplies for an office; and (2) special hygiene products for the mitigation of risks from contact with communicable pathogens or hazardous substances that arise from tasks performed by HIDTA participants (e.g., disinfectant wipes and liquids used after handling persons, evidence, seized materials, or executing a search warrant), first aid kits, cleaning products for office, facial tissue, tactical gloves;
- Promotional or representational items (e.g., hats, pins, T-shirts, or other memorabilia);
- Real property;
- Professional association or bar dues; and
- Funeral expenses.

HIDTA funds shall not be used to pay overtime related to training attendance, financial management, drug treatment, drug demand reduction or prevention, or non-investigative-related administrative work.

Additionally, Northwest HIDTA funding may not be used towards the following expenses:

- Furniture,
- Gifts,
- Membership fees,
- Liability insurance, and
- County auditor fees for payroll and accounts payable processing.

Northwest HIDTA funds must be used to supplement existing activities and must not replace (supplant) funds that have been appropriated for the same purpose.

Dissemination of Northwest HIDTA funds is contingent upon adherence to the approved billing process. Grantees shall submit monthly electronic billing invoices, including supporting documentation, to Financial Manager Julie Christine at JChristine@nw.hidta.org. Grantees must also provide any additional documentation requested by the NW HIDTA within two weeks of the request or payment will be withheld until the documentation is received.

Important Dates

- RFP release: January 11, 2024
- Optional office hours:
 - January 26, 2024 at 10:00
 - February 14, 2024 at 1:30
- Application deadline: March 1, 2024
- Notification of award: On or before April 30, 2024
- Funding cycle begins: July 1, 2024
- Funding cycle ends: June 30, 2025
- Final date to submit 2024 funding cycle billings: August 15, 2025

Evaluation Measures

Grant recipients will be expected to provide 1) general required evaluation measures and 2) organization-specific evaluation measures on a quarterly basis. These measures will be collected via online survey, distributed at the end of the quarter, and must be submitted no later than 14 days following the end of the quarter. General required evaluation measures can be found in Appendix A. Organization-specific evaluation measures will be derived from the applicant's proposal (specifically the "measure" columns found in each strategy section, as shown below).

Goal 1:	
Objective	Measure (Frequency)

Grant recipients will also be expected to provide brief feedback regarding any training or travel funded by Northwest HIDTA. Information will be collected via online survey, distributed immediately following the training or travel event. Feedback must be submitted within 14 days. Three months after the recipient submits this form, Northwest HIDTA will send an accompanying Implementation Follow-Up Form, with two questions regarding any impact the training or travel may have had on the organization.

Contract Generation

All organizations awarded funding must provide the following documents for contract generation:

- 2022 single audit
- 2023 single audit

- System for Award Management Unique Entity Identifier (SAM UEI) number
- W-9
- Organization conflict of interest policy
- Travel policy

If an organization does not have any of the above on file, they may reach out to Eliza Powell to discuss potential alternatives and/or solutions. With the exception of the 2023 single audit, all documents must be provided to Northwest HIDTA within one week of funding notification. The 2023 single audit must be provided when it becomes available.

Also, successful applicants will be required to submit a Federal Funding Accountability and Transparency Act (FFATA) sub-recipient form. The FFATA form template has been provided for applicant awareness in Appendix B. A fillable FFATA form will be provided to selected applicants for completion.

All applicants must submit proposals electronically by no later than 11:59 p.m. on March 1, 2024, to:

Eliza Powell
Northwest HIDTA Prevention & Treatment Manager
epowell@nw.hidta.org
(206) 697-2485

Appendix A: Required Evaluation Measures

This appendix provides further guidance regarding evaluation measures required by Northwest HIDTA. Any questions may be directed to the Northwest HIDTA [prevention and treatment manager](#). All prevention funding recipients will be required to submit the following metrics on a quarterly basis, unless otherwise specified:

Measure	Additional Guidance
Educational Activities	<i>Educational activities are activities designed with the purpose of increasing awareness and understanding. This includes activities such as awareness programs, presentations, and educational community events. For questions regarding classification of specific activities, contact the Northwest HIDTA prevention and treatment manager.</i>
Number of mass messaging prevention strategies conducted	<i>This includes billboard, social media, and mass mailing campaigns, as well as other prevention messaging distributed to a large number of recipients.</i>
Number of people reached by mass messaging prevention strategies	<i>Provide the total number of people reached in the above mass messaging activities. In some cases, this may include estimates (such as the viewership estimates provided by billboard advertisement agencies).</i>
Number of educational activities conducted	<i>Provide the number of educational activities executed during the given quarter as defined above. Do not include mass messaging strategies counted above. Do not include events that also include skills training or behavior modification elements (as defined on the following page).</i>
Number of educational activity participants	<i>Provide the total number of people that participated in the educational activity and/or received the disseminated product. An individual who participated in multiple activities may be counted multiple times.</i>
Number of educational activities specific to priority populations	<i>Activities counted in this measure must include at least one element tailored specifically to a priority population. The following represent Northwest HIDTA 2023 prevention priority populations:</i> <ul style="list-style-type: none"><i>a. Incarcerated or previously incarcerated individuals</i><i>b. Racial or ethnic minorities</i>

	<p>c. <i>Members of the LGBTQ+ community</i></p> <p>d. <i>Young adults</i></p> <p><i>Activities which include a tailored element but also served other populations may be counted.</i></p> <p><i>Activities which include people from priority populations but do not include at least one element tailored specifically to those populations may not be counted.</i></p>
Behavior Modification/Skill Development Activities	<p><i>Behavior modification/skill development activities are activities in which participants are actively engaged in developing skills. This includes events such as workshops, trainings, and mentorship sessions.</i></p> <p><i>For questions regarding classification of specific activities, contact the Northwest HIDTA prevention and treatment manager.</i></p>
Number of behavior modification/skill development activities	<p><i>Activities or events that contain both an educational and behavior modification element should be counted solely as behavior modification/skill development activities.</i></p>
Number of behavior modification/skill development activity participants	<p><i>Provide the total number of people that participated in the behavior modification/skill development activity. An individual who participated in multiple activities may be counted multiple times.</i></p>
Number of behavior modification/skill development activities specific to priority populations	<p><i>Activities counted in this measure must include at least one element tailored specifically to a priority population. The following represent Northwest HIDTA 2023 prevention priority populations:</i></p> <p>a. <i>Incarcerated or previously incarcerated individuals</i></p> <p>b. <i>Racial or ethnic minorities</i></p> <p>c. <i>Members of the LGBTQ+ community</i></p> <p>d. <i>Young adults</i></p> <p><i>Activities which include a tailored element but also served other populations may be counted.</i></p> <p><i>Activities which include people from priority populations but do not include at least one element tailored specifically to those populations may not be counted.</i></p>

Appendix B: Federal Funding Accountability and Transparency Act Sub-Recipient Form

Sub-Recipient Agency:			
DUNS Number:		Sub-Award Number:	
Sub-Award Amount:		Start Date:	
Place of Performance City/State			
Project Description			
STEP 1			
Is your grant agreement less than \$30,000?	YES <input type="checkbox"/>	STOP, no further analysis needed, GO to Step 6	NO <input type="checkbox"/>
STEP 2			
In your preceding fiscal year, did your organization receive 80% or more of its annual gross revenues from federal funding?	YES <input type="checkbox"/>	GO to Step 3	NO <input type="checkbox"/>
STEP 3			
In your preceding fiscal year, did your organization receive \$25,000,000 or more in federal funding?	YES <input type="checkbox"/>	Go to Step 4	NO <input type="checkbox"/>
STEP 4			
Does the public have access to information about the total compensation* of senior executives in your organization?	YES <input type="checkbox"/>	STOP, no further analysis needed, GO to Step 6	NO <input type="checkbox"/>
STEP 5			
Executive #1	Name:		
	Total Compensation:		
Executive #2	Name:		
	Total Compensation:		
Executive #3	Name:		
	Total Compensation:		
Executive #4	Name:		
	Total Compensation:		
Executive #5	Name:		
	Total Compensation:		
STEP 6			
If your organization does not meet these criteria, specifically identify below each criteria that is not met for your organization (i.e. "Our organization received less than \$25,000").			
SIGNATURE			
Completed by (name/title):			

Name/Title

Signature

Date

Total compensation refers to:

Salary and bonuses

Awards of stock, stock options, and stock appreciation rights

Other compensation including, but not limited to, severance and termination payment

Life insurance value paid on behalf of the employee

Prevention Proposal Guidance Document

I. Executive Summary

This section should be 1 to 1.5 pages long.

Organization Name:

Point of Contact:

Name:

Phone:

Email:

Address:

Requested Budget Amount:

Organization Background:

This section should contain the following elements:

- 1. A brief description of the organization location, history, and mission as well as the target population served (2-4 sentences).*
- 2. If the organization has previously received Northwest HIDTA funding: A short summary of the organization's relationship with Northwest HIDTA, including the year in which funding began, the amounts received, and notable successes achieved as a result (3-5 sentences).*

Proposal Overview:

Provide a brief overview of the prevention activities and services proposed in this document and the anticipated outcomes of these activities and services (3-6 sentences).

II. Logic Model

Impacts:

Enter the long-term vision of your program, as reflected by the expected impacts of HIDTA-supported inputs, outputs, and outcomes. Focus on those that you can monitor and that are directly relevant to your set of program objectives.

Examples:

- *Improved health status of participants and the target population (e.g., rates of drug use)*
- *Decrease in criminal justice system involvement of participants and the target population (e.g., incarceration rates)*
- *Societal change*

Short-Term Outcomes:

Enter changes you expect to see directly after the implemented activities reach the population of interest.

Examples:

- *Increase in awareness*
- *Development of knowledge or skills*
- *Short-term change in attitudes*

Medium-Term Outcomes:

Enter the expected intermediate effects of your planned activities and outputs.

Examples:

- *Changes in behavior*
- *Policies influenced*
- *Implementation of knowledge or skills in participants' lives*

Outputs:

Enter the services or products you will develop that you anticipate will lead to outcomes.

Examples:

- *Course delivered to 100 people*
- *Monthly meetings with mentors for 20 youth*
- *Resource developed and disseminated to 100 people*

Strategies:

*Enter the key strategies **that Northwest HIDTA funding would support**. These should correspond with your strategies described in section III.*

Examples:

- *Prevention campaign*
- *Training initiative*
- *Drug disposal program*

Who We Reach:

Enter the population your program currently serves or intends to impact:

Examples:

- *Target demographics*
- *Communities involved*

Northwest HIDTA-Specific Inputs:

Enter inputs that would be funded by Northwest HIDTA. These items should correspond with those in your itemized budget proposal.

Examples:

- *Staff*
- *Materials*

Supplementary Inputs:

Enter inputs funded by sources outside of Northwest HIDTA that would be used in conjunction with HIDTA funding and are necessary to understand activities, outputs, outcomes, and impacts in this logic model.

Examples:

- *Contributing partners*
- *Non-HIDTA funding sources*
- *Inputs funded by non-HIDTA funding sources*

III. Strategies

Strategy 1: _____

Goal 1: <i>Provide a broad statement that conveys, in general terms, the program's intended short and long-term results.</i>	
Objective	Measure (Frequency Reported)
<i>Objectives are specific, measurable statements of the project's desired results. They should include the target level of achievement, thereby further defining goals and providing the means to measure project performance.</i>	<i>State the metric(s) that best capture(s) the given objective and that can be provided to Northwest HIDTA. For example, if the objective is "X% of people will report they were satisfied with Y activity," the associated measure would be the percentage of people reporting satisfaction.</i>
<i>Applicants should include process, outcome, and impact objectives.</i>	
<i>Process objectives demonstrate the steps taken and the services provided by your organization. Some examples include the number of people reached, number of services provided, and reported participant satisfaction.</i>	<i>If the measure associated with this objective will be collected outside of the funding period (and thus not available to Northwest HIDTA during this period), this should be specified.</i>
<i>Outcome objectives demonstrate the short and medium-term effects of the strategy. Some examples include development of skills, change in knowledge or attitudes, and lifestyle changes.</i>	
<i>Impact objectives demonstrate the long-term effectiveness of the strategy in achieving the stated goals. Some examples include reduction in substance use, reduction in overdose fatalities, and long-term wellbeing of individuals served.</i>	

Gap Addressed:

Please demonstrate how this strategy would address an unmet need. This may be a need identified specifically in your organization or more broadly in the community (such as prominent area risk factors) or scientific literature.

The gaps identified should go beyond simply recognizing substance use as a problem.

Corresponding Costs:

Please reference the budget item(s) that would support this activity.

Description:

Please provide a brief description of the activity, service, or product provided (2-5 sentences).

Evidence Base & Previous Outcomes:

Please provide a brief justification of the evidence base that supports each service as specifically implemented by the applicant organization (3-10 sentences). Applicants are expected to cite well-established toolkits, registries, peer-reviewed research, or established substance use prevention authorities (e.g., SAMHSA, CDC, Washington State Department of Health) to justify an evidence base.

You may find the following resources useful in doing so:

- [Prevention Tools: What Works, What Doesn't](#) (Washington State Department of Social & Health Services)
- [What Works Clearinghouse](#) (Institute of Education Sciences)
- [Washington's Best Practices for Substance Abuse Prevention and Mental Health Promotion Guide](#) (Athena Forum)
- [Experimentally Proven Programs](#) (Blueprints for Health Youth Development)
- [Evidence-based Practices](#) (National Institute of Corrections)
- [Evidence-Based Practices Resource Center](#) (Substance Abuse and Mental Health Services Administration)
- [Benefit-Cost Results](#) (Washington State Institute for Public Policy)
- [Substance Use Prevention Communications Toolkit](#) (HIDTA- A Division for Advancing Prevention & Treatment)
- [County Health Rankings & Roadmaps](#) (University of Wisconsin)

If the activity in question has already been implemented within your organization, please demonstrate effectiveness by providing a clear description of previous activity impacts.

Evaluation Plan:

Please provide an overview of the following evaluation components:

- 1. Data collection and analysis: How and when will you collect and analyze data for key measures of program success?*
- 2. Implementation of results: How will your evaluation findings shape and enhance your program?*

Applicants may find the following resources beneficial in developing or enhancing evaluation plans:

- [American Evaluation Association](#)
- [Evaluation Primer: Setting the Context for a Community Coalition Evaluation \(CADCA\)](#)
- [CDC Evaluation Resources](#)
- [Evaluation Toolkit](#) (Pell Institute)
- [Webinar Series: Evaluation for Substance Use Prevention Professionals](#) (Prevention Technology Transfer Center Network)
- [The Program Manager's Guide to Evaluation](#) (US Department of Health & Human Services)
- [Evaluation Checklists](#) (Western Michigan University)

IV. Miscellaneous

Public Safety Collaboration

Northwest HIDTA is dedicated to breaking down siloes and encouraging cross-sector collaboration. Does your organization participate in any collaborative strategies with public safety partners? If so, please describe these activities in the box below.

Note: Collaboration with public safety is not a requirement for Northwest HIDTA prevention funding.

Collaboration may include activities such as drug disposal campaigns, ODMAP usage, or shared meetings or trainings. If your organization does not currently collaborate with local public safety agencies but has interest in doing so, please so indicate using this space.

Contract Documents:

Should your organization be selected for funding, the following documents will be necessary to generate a contract and understand funding needs. Please select all documents that you currently have on file **and** agree to provide to Northwest HIDTA no later than one week following selection.

- ☐ 2022 single audit (2023 audit will also be required when available)
- ☐ System for Award Management Unique Entity Identifier (SAM UEI) number
- ☐ W-9
- ☐ Organization conflict of interest policy
- ☐ Travel policy

If your organization does not have any of the above on file, please reach out to Eliza Powell to discuss potential alternatives and/or solutions.

Additionally, if selected, you must complete a Federal Funding Accountability and Transparency Act (FFATA) sub-recipient form. This form can be found in Appendix B of the guidance document. Please check the following box if you agree to complete and submit this form to Northwest HIDTA within one week of selection.

☐ I agree to complete and submit the FFATA sub-recipient form within one week of selection if my application is chosen for funding.

Organization Type

Please check all boxes below that describe your organization.

- ☐ Nonprofit with 501 (c) (3) IRS status
- ☐ State government
- ☐ County government
- ☐ City or township government
- ☐ University
- ☐ Other

Opioid Settlement Funds

Do you anticipate receiving funding from any of the following sources during the funding period? (Check all that apply.)

- ☐ Opioid settlement funds
- ☐ Drug-Free Community program
- ☐ Washington Health Care Authority Community Prevention and Wellness Initiative (CPWI)

V. Itemized Budget Proposal

Please provide a detailed budget for your proposed projects. Budgets must be clear, specific, and tie directly to program goals and objectives. Please use the “Comments” field to justify your dollar amount.

All fields must be rounded to the nearest whole dollar. Please add or delete rows as needed within each given category. Do not use acronyms (even if previously defined) in this section.

In the field entitled “prioritization,” you may indicate whether each item is of highest priority (1), medium priority (2), or lowest priority (3). **This field is optional.**

Personnel Category	Quantity	Dollar Amount	Comments	Prioritization
Salaries	E.g., 1 FTE			
Total Personnel	--			

Fringe Category	Quantity	Dollar Amount	Comments	
Benefits	E.g., 1 FTE			
Total Fringe	--			

Travel Category	Quantity	Dollar Amount	Comments	
E.g., administrative travel, training			Please include anticipated dates for trainings as well as your reasoning behind the proposed amount.	
2024 Northwest HIDTA Prevention & Treatment Symposium	1 or 2, depending on the number of people you would like to attend		Include mileage from your location to and from the following address, according to your organization's travel policy: 1229 Walla Walla Ave Wenatchee, WA 98801 Also include per diem or meal rates for two half days, according to your organization's travel policy. Remove the cost of breakfast (provided by the hotel).	

			<i>If your organization does not have an existing travel policy, you may use rates provided by the U.S. General Services Administration.</i>	
Total Travel	--			

Facilities Category	Quantity	Dollar Amount	Comments	
<i>E.g., rent</i>				
Total Facilities	--			

Services Category	Quantity	Dollar Amount	Comments	
<i>E.g., consultation, contractor services</i>				
Total Services	--			

Equipment Category	Quantity	Dollar Amount	Comments	
<i>E.g., computers, printers</i>				
Total Equipment	--			

Supplies Category	Quantity	Dollar Amount	Comments	
<i>E.g., office supplies</i>				
Total Supplies	--			

Other Category	Quantity	Dollar Amount	Comments	
<i>E.g., fiduciary fees</i>				

Total Other	--			
-------------	----	--	--	--

TOTAL BUDGET REQUEST: _____

Model Prevention Proposal

I. Executive Summary

Organization Name: Organization XYZ

Point of Contact

Name: Eliza Powell

Phone: (206) 697-2485

Email: epowell@nw.hidta.org

Address: 123 Main Street

Requested Budget Amount: \$48,389.50

Organization Background:

Founded in 2012 with the mission of preventing substance use among youth and young adults in City A, Organization XYZ combines the expertise of educational professionals, school counselors, and parents in County B. We achieve our mission by reducing substance use risk factors, increasing protective factors, and providing drug-related trainings to youth, young adults, and parents.

Organization XYZ has received \$35,000 in HIDTA funding annually since 2017. This funding was originally granted to implement one-time assemblies and events County B school district; however, best practice research has informed us that ongoing skill development will be a more effective strategy. HIDTA funding has also been used previously to implement a positive social norms campaign. Our previous post-intervention surveys have indicated that this campaign increased awareness of actual substance use rates in schools.

Proposal Overview:

Organization XYZ proposes \$48,100.00 to be used in the implementation of Botvin LifeSkills Training (LST) and Positive Social Norms campaigns, through staff salary, curriculum costs, and training enrollment. We anticipate that this will lead to an increase in teen personal self-management skills, social communication skills, and drug resistance skills, all of which have been proven to reduce substance use. We also anticipate an increased awareness that substance use is less common than students may believe, which has also been demonstrated to be an evidence-based prevention strategy.

II. Logic Model

Impacts:

- Decrease in substance use into high school of youth served by LST training.
- Decrease in substance use into adulthood of youth served by LST training.
- Decrease in long-term substance use rates at ABC high school.

Short-Term Outcomes:

- Improved knowledge regarding substance use following LST implementation.
- Improved anti-drug attitudes following LST implementation.
- Improved anxiety management skill development following LST implementation.
- Improved assertiveness/drug resistance skills following LST implementation.
- Improved understanding of true substance use rates following social norms campaign.

Medium-Term Outcomes:

- Lower substance use rates among students who received LST one year after intervention than non-LST peers.
- Sustained implementation of skills learned from LST one year after intervention.
- Lower substance use rates one year after social norms campaign at ABC Middle School than measured in pre-intervention survey.
- Sustained understanding of social norms one year after intervention.

Outputs:

- 123 students receiving appropriate dosage of LST during 2024-2025 school year.
- True substance use rates found through pre-campaign surveys.
- Social norms TikTok videos developed (in English and Spanish) and released.
- Social norms in-person materials: posters, flyers, print resources, etc.

What We Do:

- Botvin LifeSkills Training.
- Social norms campaign.

Who We Reach:

- Students Y# classrooms at ABC Middle School (LST).
- All students at ABC High School (social norms).
- English-speaking TikTok users in X County (social norms).
- Latinx TikTok users in X County (social norms).

Northwest HIDTA-Specific Inputs:

- Coordinator: X hours.
- LST training workshop.
- LST curriculum set.
- Program assistant: Y% FTE.
- TikTok video boosts.

Supplementary Inputs:

- Remaining coordinator salary.
- Salary/stipends for other LST team members.
- Teacher time.
- Drug Free Community funding.
- School board partnerships/buy-in.
- TikTok partnership.
- Video production partnerships.
- Print resources for in-school social norms campaign.
- Teen focus group input.

III. Strategies

Strategy 1: Botvin LifeSkills Training

Goal 1: Prevent substance use by increasing protective factors (substance use knowledge, anti-drug attitudes, anxiety-controlling skills, and drug resistance skills)	
Objective	Measure (Frequency Reported)
1a: LifeSkills Training (LST) intervention will be delivered to X students in Y classes by the conclusion of the 2023 school year.	<ul style="list-style-type: none"> • # students receiving LST (quarterly, annually in May). • # classrooms receiving LST (quarterly, annually in May).
1b: Students who receive LST will score X% higher on surveys measuring knowledge than students who did not receive trainings and X% higher on post-tests than pre-tests.	Knowledge survey results: <ul style="list-style-type: none"> • Pre-test LST group (September 2024). • Pre-test comparison group (September 2024). • Post-test LST group (May 2025). • Post-test comparison group (May 2025).
1c: Students who receive LST will score X% higher on surveys measuring anti-drug attitudes than students who did not receive trainings and X% higher on post-tests than pre-tests.	Anti-drug attitude survey results (same groups and months as 1b).
1d: Students who receive LST will score X% higher on surveys measuring anxiety-controlling skills than students who did not receive trainings and X% higher on post-tests than pre-tests.	Anxiety-controlling skills survey results (same groups and months as 1b).
1e: Students who receive LST will score X% higher on surveys measuring drug resistance and assertiveness skills than students who did not receive trainings and X% higher on post-tests than pre-tests.	Drug resistance and assertiveness skills survey results (same groups and months as 1b).
1f: After one year, students who received LST will demonstrate substance use rates that are X% lower than students at the same middle/high school who did not receive LST.	Substance use in the past 30 days and 6 months, collected by survey in May 2026.

Gap Addressed:

According to the 2021 [Washington Healthy Youth Survey](#), nearly 70% of youth reported feeling nervous, anxious, or on edge several days or more over the previous 2 weeks. Nearly 40% indicated depressive feelings during the past 12 months. In our community, students in our prevention youth group have indicated that some of their peers turn to substances use to cope with this poor mental health. LifeSkills training would provide these students with skills, knowledge, and tools to empower them to choose other ways to manage mental health.

Corresponding Costs: LST curriculum materials, coordinator salary, training workshop

Description:

Botvin LifeSkills Training is an educational program designed to reduce social and psychological risk factors proven to contribute to substance use and other risky behaviors. By equipping students with drug resistance skills, personal self-management skills, and general social skills, students are better prepared to face mental health and other challenges without resorting to substance use.

This program will be delivered in after-school settings over three years in middle school, with 15 classes delivered to 6th graders, 10 classes delivered to 7th graders, and 5 classes delivered to 8th graders ([in accordance with LifeSkills Training best practices](#)).

Evidence Base & Previous Outcomes:

This program is listed as a model program by Blueprints for Healthy Youth Development, because it is proven to strengthen personal self-management skills, general social skills, and drug resistance skills ([Blueprints](#), [ADAPT](#)). Additionally, the Washington State Institute for Public Policy [demonstrated](#) the following benefit-cost summary statistics per participant in 2019:

Total benefits: \$1,419
Benefits minus cost: \$1,314
Benefit to cost ratio: \$13.49

This will improve our previous strategy of one-off school trainings, which is shown to be significantly less effective than medium or long-term curricula ([HCA](#)).

Evaluation plan:

To measure the success of Botvin LifeSkills implementation, we will administer pre- and post-intervention surveys (Appendix A). These survey, included with the Botvin curriculum, measure substance use knowledge, anti-drug attitudes, and “life skills” (anxiety coping, drug refusal and assertiveness skills) as well as collecting demographic information. The pre-intervention survey will be administered directly before the first LST session to all participants (September 2024), and the post-intervention survey will be administered to all participants immediately following the delivery of the last session (April 2025).

In order to determine more lasting effects, students will also be given a survey one year after the delivery of the last session, which will measure substance use and implementation of anxiety coping skills by whether or not the student received LST. Because this survey will

occur in May of 2026, we will not be able to report these measures during the upcoming grant period.

Results of these surveys will be compared with our goals and objectives and be shared internally within the organization to determine any changes that should be made prior to the next year of implementation, with the schools involved to demonstrate their impacts, and with the community stakeholders.

Strategy 2: Social Norms Campaign

Goal 1: Students reduce substance use risk by developing an improved understanding of social norms surrounding substance use in their demographic	
Objective	Measure (Frequency Reported)
Positive social norm TikTok videos will reach X number of viewers by June 30, 2025.	# TikTok views (quarterly).
Positive social norm messaging will be visible to all 800 students at ABC High School.	<ul style="list-style-type: none"> • # posters placed (quarterly). • # flyers distributed (quarterly). • # print resources (quarterly). • % students who reported viewing campaign (during post-survey).
Students at ABC High School will score X% higher on a post-intervention survey regarding substance use norms than they did in their pre-intervention survey.	<ul style="list-style-type: none"> • Pre-campaign survey: percent of students within X% of true substance use rates and attitudes by category (alcohol, tobacco, prescription drugs other than prescribed, and other illegal drugs). • Post-campaign survey (same as above).
After one year, students at ABC High School will demonstrate substance use rates that are X% lower than the average for their county and age group (compared with results from the most recent Washington Healthy Youth Survey).	Substance use in the past 30 days and 6 months, collected by survey in May 2026.

Gap Addressed:

According to the CDC, “positive norms are often misperceived,” and individuals erroneously believe that more of their peers are engaging in destructive behavior than actually are. Our social norms pre-survey in 2019 also indicated this discrepancy between expectations and reality (related to tobacco use, binge drinking, cannabis consumption, and anti-drug attitudes,

as compared with the Washington Healthy Youth Survey). Additionally, we regularly hear students and their parents express views of use that do not align with reality.

Corresponding Costs: Program assistant salary, TikTok boosts

Description:

Organization XYZ will implement a [social norms campaign](#) at ABC High School to correct misperceptions regarding substance use rates and harness the power of perception of peers' attitudes and behaviors. This implementation will be led by our program assistant, who will begin by conducting student focus groups to determine what messages, graphics, and strategies most resonate with the target population. These messages will be promoted both physically at the high school and virtually through TikTok. In order to best serve the large Latinx population in our county, our TikTok social norms campaign will involve videos in Spanish.

Evidence Base & Previous Outcomes:

According to Washington Health Care Authority's best practices toolkit ([Prevention Tools: What works, what doesn't](#)), programs that communicate positive peer norms are effective strategies in preventing substance use (page 5). The [ADAPT Prevention Communications Toolkit](#) agrees, stating that "when people think substance use is the norm, they are more likely to make choices that align with that misperception" (page 10).

Additionally, several elements of this campaign will be led by youth, a strategy proven to increase effectiveness ([Washington HCA](#)). This was among the most successful elements of our previous positive social norms campaign, conducted before the pandemic (2018) in BCD High School. Our post-intervention survey in 2019 showed an X% improvement in understanding of true social norms from our pre-intervention survey, and our survey one year after implementation showed that students retained this information. Substance use rates one year following implementation showed a X% reduction from our pre-intervention survey; however, it is unclear how much of this reduction can be attributed to the pandemic. We hope to gain a better understanding of this reduction in our upcoming campaign by also comparing substance use rates with other high schools in the county.

Evaluation plan:

To measure the reach of our social norms TikTok campaign, we will record the number of video views, as reported by TikTok. To measure a baseline of student understanding of substance use in their demographic, we will administer a pre-intervention survey (January 2025), which collects demographic information and measures student substance use and perception of other students' use. The results regarding perception will be compared with

results from our survey immediately following the campaign (May 2025) to determine whether students improved in social norm understanding.

One year following the end of the campaign, we will use the results from the May 2026 substance use survey (though in this analysis, as an aggregate and not divided by whether they received LST) to compare with county and state substance use rates for the same grade levels in the most recent Washington Healthy Youth Survey. This survey will also measure whether or not students retained social norms information. Because outside factors could also influence changes in substance use rates between our pre- and post-social norms campaign surveys, we intend to also compare results with statistics from other high schools in the county, as obtained through the 2025 Washington Healthy Youth Survey.

IV. Miscellaneous

Public Safety Collaboration

Northwest HIDTA is dedicated to breaking down siloes and encouraging cross-sector collaboration. Does your organization participate in any collaborative strategies with public safety partners? If so, please describe these activities in the box below.

Note: Collaboration with public safety is not a requirement for Northwest HIDTA prevention funding.

Organization XYZ collaborates with local law enforcement to conduct annual drug disposal campaigns. Additionally, we partner with law enforcement and EMS to ensure that overdose spikes identified on ODMAP are communicated to community prevention, treatment, and harm reduction partners.

Contract Documents:

Should your organization be selected for funding, the following documents will be necessary to generate a contract and understand funding needs. Please select all documents that you currently have on file **and** agree to provide to Northwest HIDTA no later than one week following selection.

- ☒ 2022 single audit (2023 audit will also be required when available)
- ☒ System for Award Management Unique Entity Identifier (SAM UEI) number
- ☒ W-9
- ☒ Organization conflict of interest policy
- ☒ Travel policy

If your organization does not have any of the above on file, please reach out to Eliza Powell to discuss potential alternatives and/or solutions.

Additionally, if selected, you must complete a Federal Funding Accountability and Transparency Act (FFATA) sub-recipient form. This form can be found in Appendix B of the guidance document. Please check the following box if you agree to complete and submit this form to Northwest HIDTA within one week of selection.

☒ I agree to complete and submit the FFATA sub-recipient form within one week of selection if my application is chosen for funding.

Organization Type

Please check all boxes below that describe your organization.

- ☒ Nonprofit with 501 (c) (3) IRS status
- ☐ State government
- ☐ County government
- ☐ City or township government
- ☐ University
- ☐ Other

Opioid Settlement Funds

Do you anticipate receiving funding from any of the following sources during the funding period? (Check all that apply.)

- ☐ Opioid settlement funds
- ☐ Drug-Free Community program
- ☒ Washington Health Care Authority Community Prevention and Wellness Initiative (CPWI)

V. Itemized Budget Proposal

Personnel Category	Quantity	Dollar Amount	Comments	Prioritization
Mary Jones, coordinator	X hours	25,000.00	We anticipate that the coordinator will spend roughly X hours working with Botvin LifeSkills implementation and training at \$X/hour.	1
John Smith, program assistant	Y% FTE	13,625.00	We anticipate that the program assistant will spend roughly Y% of his salaried hours implementing the positive social norms campaign.	2
Total Personnel	--	38,625.00		

Fringe Category	Quantity	Dollar Amount	Comments	
Total Fringe	--	0.00		

Travel Category	Quantity	Dollar Amount	Comments	
Botvin LifeSkills online training workshop	17	4,250.00	Training for each person involved in LST implementation at \$250 each. Fixed training fee determined by Botvin LifeSkills program.	2
2024 Northwest HIDTA Prevention & Treatment Symposium	1 attendee	289.50	Mileage: 300 miles @ IRS rate of \$0.67/mile Per diem: 2 first and last days of travel @ GSA rate of \$44.25/day	--
Total Travel	--	4,539.50		

Facilities Category	Quantity	Dollar Amount	Comments	
Total Facilities	--	0.00		

Services Category	Quantity	Dollar Amount	Comments	
Total Services	--	0.00		

Equipment Category	Quantity	Dollar Amount	Comments	
Total Equipment	--	0.00		

Supplies Category	Quantity	Dollar Amount	Comments	
Botvin LifeSkills full curriculum set	5	3,225.00	\$645 per set, 1 set per school, 5 schools	1
Positive social norms TikTok content boosts	2 campaigns	2,000.00	\$1,000/campaign (average TikTok price)	3
Total Supplies	--	5,225.00		

Other Category	Quantity	Dollar Amount	Comments	
Total Other	--	0.00		

TOTAL BUDGET REQUEST: \$48,389.50

Appendix A: Teen Norms Survey

The following surveys will be administered anonymously to students to understand the effectiveness of our social norms campaign. Questions highlighted in yellow will inform our metric submissions to Northwest HIDTA.

Please make your responses on the separate answer sheet using a No. 2 or HB pencil starting with

QUESTION NUMBER 1. Mark only one response per question.

1. What is your gender?
A. Female B. Male
2. What is your grade in school?
A. 9th grade B. 10th grade C. 11th grade D. 12th grade
3. How old are you?
A. 12 B. 13 C. 14 D. 15 E. 16 F. 17 G. 18 H. 19 I. 20 J. 21+
4. During the past 12 months, how would you describe your grades in school?
A. Mostly A's
B. Mostly B's
C. Mostly C's
D. Mostly D's
E. Mostly F's
F. None of these grades
G. Not sure
5. What is your racial or ethnic identification?
A. Hispanic, Latino, or Spanish origin
B. American Indian or other Native American
C. Asian American or Pacific Islander
D. Black/African American
E. White
F. Other
6. About how many times during this school year have you seen or heard information based on data collected at your school stating that most students at your school and other schools like yours do not smoke cigarettes?
A. 0 B. 1-3 C. 4-7 D. 8-11 E. 12-15 F. 16 or more
7. About how many times during this school year have you seen or heard information based on data collected at your school stating that most students at your school and other schools like yours do not drink alcohol?

A. 0 B. 1-3 C. 4-7 D. 8-11 E. 12-15 F. 16 or more

During this school year, how frequently have you seen or heard information about tobacco, alcohol, or other drugs from the following sources:

	Almost Never	Hardly Ever	Sometimes	Frequently	Very Frequently
8. Your parents	A	B	C	D	E
9. Your teachers	A	B	C	D	E
10. Your friends	A	B	C	D	E
11. The Internet	A	B	C	D	E
12. A poster at school	A	B	C	D	E
13. A flyer/handout	A	B	C	D	E
14. School newspaper	A	B	C	D	E
15. The police, DARE, etc.	A	B	C	D	E
16. Religious organization or religious leader	A	B	C	D	E
17. Your coach	A	B	C	D	E
18. Student peer educator	A	B	C	D	E
19. School counselor	A	B	C	D	E
20. Nurse, doctor or other health professional	A	B	C	D	E

Please rate how believable each of the following sources of information about tobacco, alcohol, or other drugs are to you:

	Very Unbelievable	Somewhat Unbelievable	Don't Know	Somewhat Believable	Very Believable
21. Your parents	A	B	C	D	E
22. Your teachers	A	B	C	D	E
23. Your friends	A	B	C	D	E
24. The Internet	A	B	C	D	E
25. A poster at school	A	B	C	D	E
26. A flyer/handout	A	B	C	D	E
27. School newspaper	A	B	C	D	E
28. The police, DARE, etc.	A	B	C	D	E
29. Religious organization or religious leader	A	B	C	D	E
30. Your coach	A	B	C	D	E
31. Student peer educator	A	B	C	D	E
32. School counselor	A	B	C	D	E
33. Nurse, doctor or other health professional	A	B	C	D	E

Read questions 34 through 37 carefully. Indicate how much you agree or disagree with each statement by filling in one response for each line.

34. There is nothing wrong with smoking cigarettes.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

35. There is nothing wrong with people under 21 drinking beer or wine.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

36. There is no harm in smoking marijuana once or twice to find out what it is like.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

37. Students should be told about the harmful side effects of alcohol, tobacco and other drugs.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

Now consider the next seven questions for what you think a **typical student** at your school believes. Read questions 38 through 41 carefully. Indicate how much you agree or disagree with each statement by filling in one response for each line.

38. The **typical** student at my school believes that there is nothing wrong with smoking cigarettes.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

39. The **typical** student at my school believes that there is nothing wrong with people under 21 drinking beer or wine.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

40. The **typical** student at my school believes that there is no harm in smoking marijuana once or twice to find out what it is like.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

41. The **typical** student at my school believes that students should be told about the harmful side effects of alcohol, tobacco and other drugs.

A. Strongly Disagree B. Disagree C. Neutral D. Agree E. Strongly Agree

42. What percentage of students, at your school, do you believe have smoked cigarettes during the last 30 days?

- A. 0%
- B. 10%
- C. 20%
- D. 30%
- E. 40%
- F. 50%
- G. 60%
- H. 70%
- I. 80%
- J. 90% or more

43. What percentage of students, at your school, do you believe have used marijuana during the past 30 days?

- A. 0%
- B. 10%
- C. 20%
- D. 30%
- E. 40%
- F. 50%
- G. 60%
- H. 70%
- I. 80%
- J. 90% or more

44. What percentage of students, at your school, do you believe have used alcohol during the past 30 days?

- A. 0%
- B. 10%
- C. 20%
- D. 30%
- E. 40%
- F. 50%
- G. 60%

- H. 70%
- I. 80%
- J. 90% or more

45. When hanging out or socializing with friends, what do you typically drink?

- A. bottled water
- B. sports drink
- C. pop/soda
- D. tea
- E. coffee
- F. juice
- G. milk
- H. alcohol
- I. other

46. When hanging out or socializing with friends, what do you think a typical student at your school drinks?

- A. bottled water
- B. sports drink
- C. pop/soda
- D. tea
- E. coffee
- F. juice
- G. milk
- H. alcohol
- I. other

During the past 30 days, *on how many days* did you do any of the following:

47. Smoked cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

48. Had at least one drink of alcohol?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

49. Used marijuana?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

50. Used curare?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

During the past 30 days, on how many days do you think a typical student at your school did the following:

51. Smoked cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

52. Had at least one drink of alcohol?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

53. Used marijuana?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

When you have been at a party or just hanging-out with other students, what, if anything, have you done to avoid smoking cigarettes?

- | | | |
|---|--------|-------|
| 55. I don't smoke, so I have not done anything special. | A. Yes | B. No |
| 56. I am a smoker, so I do not try to avoid smoking. | A. Yes | B. No |
| 57. I avoid parties where students smoke. | A. Yes | B. No |
| 58. I do not hang out with smokers. | A. Yes | B. No |
| 59. I leave a party if other students start to smoke. | A. Yes | B. No |
| 60. I stay at the party, but try to avoid the smokers. | A. Yes | B. No |
| 61. I tell people "I don't want to smoke." if I am offered a cigarette. | A. Yes | B. No |
| 62. I try to get students who smoke to stop smoking. | A. Yes | B. No |

When you have been at a party or just hanging-out with other students, what, if anything, have you done to avoid drinking alcohol?

- | | | |
|--|--------|-------|
| 63. I don't drink alcohol, so I have not done anything special. | A. Yes | B. No |
| 64. I drink alcohol, so I do not try to avoid drinking. | A. Yes | B. No |
| 65. I avoid parties where students drink. | A. Yes | B. No |
| 66. I do not hang out with drinkers. | A. Yes | B. No |
| 67. I leave a party if other students start to drink. | A. Yes | B. No |
| 68. I stay at the party, but try to avoid the drinkers. | A. Yes | B. No |
| 69. I tell people "I don't want to drink." if I am offered alcohol. | A. Yes | B. No |
| 70. I try to get students who drink to stop drinking. | A. Yes | B. No |
| 71. I pretend to be drinking alcohol by holding a beer or other drink. | A. Yes | B. No |

During the past 30 days, how often did you ride in a car or other vehicle driven by any of the following persons who had been drinking alcohol?

72. A brother or sister who had been drinking?
- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times
73. A parent who had been drinking?
- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times
74. Another relative who had been drinking?
- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times
75. A student who had been drinking?
- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times

76. During the past 30 days, how often do you think a TYPICAL student at your school rode in a car or other vehicle driven by someone who had been drinking alcohol?

- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times

77. During the past 30 days, how often did you drive a car or other vehicle when you had been drinking alcohol?

- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times

78. During the past 30 days, how often do you think a TYPICAL student at your school drove a car or other vehicle when they had been drinking alcohol?

- A. 0 times B. 1 time C. 2 or 3 times D. 4 or 5 times E. 6 or more times

79. During the last 12 months, did you drink any alcohol at all beyond just a few sips?

- A. Yes B. No

If you drink alcohol, during the last 12 months, have you experienced any of the following as a consequence of your drinking? (Select one answer for each item.)

Not applicable/ Don't drink	No	Yes
--------------------------------	----	-----

80. Physical injury to yourself	A	B	C
81. Physical injury to others	A	B	C
82. Damage to property	A	B	C
83. Late papers, missed exams, failure to study for exams	A	B	C
84. Damaged friendships or relationships	A	B	C
85. Impaired driving	A	B	C
86. Punishment by parent or guardian	A	B	C
87. Trouble with police	A	B	C
88. Sickness (hangover, nausea, illness)	A	B	C
89. School absences	A	B	C

90. If you have ever had a drink of alcohol other than a few sips, how old were you when you had your first full drink?

- A. I have never had a drink of alcohol other than a few sips
- B. 9 years old or younger
- C. 10 years old
- D. 11 years old
- E. 12 years old
- F. 13 years old
- G. 14 years old
- H. 15 years old
- I. 16 years old
- J. 17 years old or older

91. If you have ever tried marijuana, how old were you when you first smoked it?

- A. I have never tried marijuana
- B. 9 years old or younger
- C. 10 years old
- D. 11 years old
- E. 12 years old
- F. 13 years old
- G. 14 years old
- H. 15 years old
- I. 16 years old
- J. 17 years old or older

92. If you have ever tried cigarettes, how old were you when you smoked your first whole cigarette?

- A. I have never smoked a whole cigarette
- B. 9 years old or younger
- C. 10 years old
- D. 11 years old
- E. 12 years old
- F. 13 years old
- G. 14 years old
- H. 15 years old
- I. 16 years old
- J. 17 years old or older

93. How wrong do you think your parents feel it would be for you to drink beer, wine, or hard liquor (e.g., vodka, whiskey, or gin) regularly (at least once or twice a month)?

- A. Not Wrong at all
- B. A little bit wrong
- C. Wrong
- D. Very wrong

94. How wrong do you think your parents feel it would be for you to smoke cigarettes?

- A. Not Wrong at all B. A little bit wrong C. Wrong D. Very wrong

95. How wrong do you think your parents feel it would be for you to smoke marijuana?

- A. Not Wrong at all B. A little bit wrong C. Wrong D. Very wrong

96. If you drank alcohol within the last 30 days, from whom did you get the alcohol?

- A. Not Applicable/I didn't drink alcohol
- B. My mother or father
- C. A friend or acquaintance's mother or father
- D. A brother, sister, or other relative who is 21 years of age or older
- E. A brother, sister, or other relative who is under 21 years of age
- F. A friend who is 21 years of age or older
- G. A friend who is under 21 years of age
- H. I asked a stranger to buy it for me
- I. I bought it myself using a fake ID
- J. I bought it myself without using a fake ID

97. If you drank alcohol within the last 30 days, how easy was it for you to get the alcohol?

- A. Not Applicable/I didn't drink alcohol
- B. Very easy
- C. Easy
- D. Difficult
- E. Very Difficult

98. I would prefer to date a non-smoker.

A. Yes

B. No

99. I would prefer to date a non-drinker.

A. Yes

B. No

100. Did you answer the questions on this survey honestly?

- A. Yes
- B. No

101. If you were uncertain how to answer a question on this survey and made a guess, did you...

- A. Overestimate
- B. Underestimate
- C. Neither

102. Do you think the typical student at your school answered questions on this survey honestly?

- A. Yes
- B. No

Thank you for your participation in this survey. At the end of the time allotted for completion of this survey, please bring your completed answer sheet and survey to the front of the class and place it into the envelope to be returned to Organization XYZ.

Appendix B: Botvin LifeSkills Training Survey

The following survey will be administered to students to understand the effectiveness of our Botvin Lifeskills Training.

Tear-Off Sheet

Instructions to Students: Before filling out the Health Survey attached, separate this sheet from the survey so it can be collected and thrown out.

Student Name: _____



Evidence-Based Prevention Programs for Schools, Families, and Communities

Health Survey

High School

This survey is designed to give us information about your health knowledge, attitudes, and behaviors.

Because a secret student code is used on each survey, no one will know how you answer these questions.

Please answer all the questions honestly.

Student Code #: _____

School Code #: _____

Date _____ / _____ / _____

Pretest **Survey**

Posttest Survey _ **Follow-**

Up Survey

Note to Data Collector: Prior to distributing this survey, please enter the Student Code #, School Code #, and indicate whether this is a pretest, posttest, or follow-up survey with a check mark in the box above.

Section A

1. How many years old are you? (Circle One)

14 15 16 17 18 19 20 21

2. Are you: ☐ Male ☐ Female ☐ _____

3. Who do you live with most of the time? (Pick only one)

- ☐ One parent ☐ Guardian, foster parent, or relative
☐ Two parents ☐ Other: _____

4. Which of the following best describes you? (Pick All that Apply)

- ☐ White
☐ Black or African-American
☐ Hispanic/Latino
☐ Asian
☐ American Indian/Alaska Native
☐ Native Hawaiian or Other Pacific Islander
☐ More than one race
☐ Other: _____

5. What grade are you in?

- ☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade

6. What grades do you generally get in school? (Pick only one)

- ☐ Mostly A's (90-100) ☐ Mostly C's (70-79) ☐ D's or lower (less than 60)
☐ Mostly B's (80-89) ☐ Mostly D's (60-69)

7. About how many days were you absent from school last year? (Pick only one)

- ☐ None ☐ 1-2 days ☐ 3-6 days ☐ 7-15 days ☐ 16 or more days

8. Do you currently have a job? (Pick only one)

- ☐ I'm not currently employed ☐ Yes, I usually work from 10 to 20 hours per week
☐ Yes, I usually work less than 10 hours per week ☐ Yes, I usually work more than 20 hours per week

Section B

Directions: Read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.

	True	False
1. Setting a health goal is a good way to try to improve your health.	<input type="checkbox"/>	<input type="checkbox"/>
2. Paying attention to your health is not important when you are at my age.	<input type="checkbox"/>	<input type="checkbox"/>
3. My health is not impacted by my day-to-day decisions.	<input type="checkbox"/>	<input type="checkbox"/>
4. Having a positive attitude can help you make decisions more effectively.	<input type="checkbox"/>	<input type="checkbox"/>
5. Your risk-taking is impacted by your drug or alcohol use.	<input type="checkbox"/>	<input type="checkbox"/>
6. Once you've done something risky and nothing bad happens, it is less risky next time you do it.	<input type="checkbox"/>	<input type="checkbox"/>
7. A person's culture is shaped by the media.	<input type="checkbox"/>	<input type="checkbox"/>
8. There is nothing I can do to know if media messages are accurate.	<input type="checkbox"/>	<input type="checkbox"/>
9. Stress and anger do not really impact other emotions.	<input type="checkbox"/>	<input type="checkbox"/>
10. People handle an emotional trigger the same way.	<input type="checkbox"/>	<input type="checkbox"/>
11. Active listening involves showing someone that you are interested in what they are saying by occasionally nodding your head.	<input type="checkbox"/>	<input type="checkbox"/>
12. There is a difference between misunderstandings and disagreements.	<input type="checkbox"/>	<input type="checkbox"/>
13. Your health is not really affected by your relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>
14. Asserting yourself means standing up for yourself while simultaneously respecting the rights of others.	<input type="checkbox"/>	<input type="checkbox"/>

Section C

Directions: Please fill in the circle to show how much you agree or disagree with each statement.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. Peers my age who drink alcohol are more grown-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Smoking marijuana makes you look cool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Smoking cigarettes makes you look cool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Peers my age who smoke marijuana are more grown-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Peers my age who drink alcohol have more friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Peers my age who smoke have more friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Smoking marijuana lets you have more fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Drinking alcohol makes you look cool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Peers my age who use cocaine or other drugs have more friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Peers my age who use cocaine or other drugs are more grown-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Smoking cigarettes lets you have more fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Peers my age who smoke cigarettes are more grown-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Using cocaine or other drugs lets you have more fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Using cocaine or other drugs makes you look cool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Drinking alcohol lets you have more fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Peers my age who use marijuana have more friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D

Directions: Please fill in the circle to show how you would handle the following situations.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
--	----------------	-------	----------------------------	----------	-------------------

I would say NO if someone tried to get me to:

1. Smoke a cigarette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Vape or smoke an e-cigarette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Drink beer, wine, or liquor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Smoke marijuana or hashish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use cocaine or other drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use a prescription drug that was prescribed for someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
--	----------------	-------	----------------------------	----------	-------------------

I would:

7. Tell someone if they gave me less change (money) than I was supposed to get back after paying for something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Say “no” to someone who asks to borrow money from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Tell someone to go to the end of the line if they try to cut ahead of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
In order to cope with stress or anxiety, I would:					
10. Relax all the muscles in my body, starting with my feet and legs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Breathe in slowly for a count of four, then hold my breath in for a count of four, and slowly exhale for a count of four.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
In general:					
12. If I find that something is really difficult, I get frustrated and quit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I stick to what I'm doing until I'm finished with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey!

Northwest HIDTA Prevention & Treatment Proposal Evaluation Rubric

- ☐ Prevention
- ☐ Treatment

Organization: _____

Component	Score
Goals and Objectives/Logic Model	
Goals and objectives were centered primarily around outcomes and impact.	
Objectives were clear and measurable.	
There was a strong and cohesive throughline that linked the executive summary, strategies, evaluation plan, and itemized budget to the goals and objectives.	
Goals and objectives shaped the strategies proposed (and not vice versa).	
The logic model included all main proposal elements in a clear, cohesive manner.	
Total	
Strategies	
The proposal demonstrated a clear, specific, and pressing gap that their strategy would address.	
The proposed strategies were clear and innovative.	
The applicant demonstrated a strong understanding of current scientific evidence relevant to their proposal strategies.	
Strategies which applicants had used in the past were accompanied by a demonstration of previous success.	
The applicant accurately and clearly referenced well-established toolkits, registries, meta-analyses, or established substance use prevention authorities to justify an evidence base.	
Total	
Evaluation Plan	
Proposed evaluation measures included both process and outcome metrics.	
The applicant maintained an impact focus in their proposed evaluation plan.	
The applicant prioritized frequent and well-planned data collection and analysis.	
The applicant demonstrated a concrete plan for how data will be utilized to manage, monitor, and enhance their program including any plans for continuous quality improvement processes.	
Total	
Budget	
The proposed budget was clear and specific, with brief descriptions of how dollar amounts were calculated.	
Proposal Totals	

Scoring Guide

0: Component not included or does not align with the Northwest HIDTA purpose of reducing substance use

1: Weak

- Little to no evidence
- Limited potential
- Vague
- Weak concepts
- Limited likelihood of success
- Insufficient information

2: Fair

- Minimal evidence with some examples of evidence to suggest success
- Somewhat clear and complete concepts
- May achieve the goals of the project

3: Good

- Convincing concepts with several examples of evidence to suggest success
- Mostly clear and complete concepts
- Will likely achieve the goals of the project.

4: Exemplary

- Excellent concepts
- Exceptional evidence
- Very well thought-out, clear, and complete ideas
- High likelihood of success
- Highly innovative