

Take a seat. We're gonna go ahead and start answering some of your questions, so I'm gonna ask my colleagues to have theirs ready, and I'm gonna hit this one more time because we've gotten the question one more time. Grants.gov – you are absolutely allowed to use it. I used to be a grantee. Was one in South Carolina. I absolutely would not recommend that you use it, all right? It's your pick. You can if you want. It's perfectly all right, but if you want me to see your application the way you wrote it, then print it out and ship it, okay? We're gonna keep saying that.

All right, there is a little bit of confusion sometimes about – when we talk about the four core measures of the Drug Free Communities program. So bear with me for a second. I'm gonna try and back us up to a little bit of this discussion. Because there are 800 of you and because it would be very difficult for us to do a national evaluation of the program based on every single strategy or every single drug you go after, we chose the three most common: alcohol, tobacco, and marijuana. Thus, those slides and graphs you saw earlier. Now, here's the really screwy part, guys. You can be a DFC grantee and you can have a grant addressing youth drug use and strengthening your community and do absolutely, positively nothing and not have a single strategy related to alcohol, tobacco, or marijuana. Yes, we are the government; we're to help. Let me explain how that works. You are required by law to address at least two substances of abuse. If you have an underage drinking coalition and the sole focus of your coalition is underage drinking, you do not qualify for a DFC grant.

Expand your mission and your focus, look at your data, and see what your other problem is. I will bet my paycheck (small that it is) that the kids in your community are doing something besides getting drunk, right? So figure out from your data what's the other thing they're doing. Are they having pharming parties? Are they smoking weed? Are they using cocaine? Westfield High School, Fairfax County, one of the largest school districts in the state, right next-door, affluent county, they figured out they had a heroin problem in November. They figured it out when a 17-year-old girl died on her third heroin overdose, all right? I was up in Michigan a couple months back, up in Warren, Michigan. They had 73 kids from one high school arrested during a drug sweep buying drugs in Detroit. Kids are doing lots of crazy things. Twenty-five hundred kids a day are initiating prescription drug abuse, all right? So expand your mission. Cover two drugs. I suggest you cover the two drugs that you have the greatest capacity to reduce use for and that you've got data to prove that's your problem.

You already heard Angela say this is built on you telling us what's your problem and how do you know it, okay? So that's how you can end up. If your data says you have an ecstasy and methamphetamine problem, and you believe you've got the most capacity within your coalition to deal with those two drugs and you don't do anything with alcohol, tobacco, and marijuana, you still qualify for funding, okay? Does that make sense? You got me on that? All right, let's see what else we have here. Oh, there's also been a lot of questions – in years past, this program required you to submit a five-year plan and also required you to submit a logic model, and we're gonna get into this in some detail. We no longer require you to submit a five-year plan. How many of you predicted five years ago that the economy would be where it is right now? Okay? That five-year plan was a great opportunity for you guys to do creative writing to try and baffle us with bull and we, if it made sense, would give you credit for it and went on. It's really not reasonable for us to ask you at that granular a detail.

Having said that, your coalition must have vision. I love the proverb that says, "Where there is no vision, the people perish." If you don't have vision, if you are not looking over the horizon, then you are likely not to be as successful, and if you're smart, remember who your audience is, writing this grant. Your audience are people just like you who are gonna score your grant. And if you're talking about doing things in isolation and in silos, they're gonna see that pretty quickly, right? But we do not require you to have a five-year plan. We also do not

require you to have a logic model. The reason is last year, out of about 450 applications that came in, darn near 100 of you guys decided to photocopy the logic model that we gave you in the RFA and give it back to us. Oh, oh, no, no, no, no. So – and I said this yesterday – this was really kinda funny because I said yesterday that the fact that we don't have a logic model caused Jane to have a heart attack and when I said that yesterday, Art Dean walked in the room. I said, "See? I told ya. He came to tell us." None of us – can I speak for us? None of us believe that it's a bad idea to have a logic model. In fact, if you're really smart, the logic model is your road map. It's the piece that helps you figure out how to get from where you are in Section A to what you're promising to deliver in Section E. It is also a great tool for a peer reviewer to take a very quick look to figure out where you're about to take them in the next 26 pages of your application.

So if you're good, chances are you're gonna have a good logic model and you're gonna include that as one of your attachments. The really great part about that is, unlike your peers last year, that no longer counts against your 26-page limit. Wasn't that nice of us? See? So it's not quite the bad thing that you thought it was. All right, logic models; five-year plans. We've already answered that one. Do you guys have some? Fire away.

Someone has asked some questions – is this on?

We still don't – are these not working, guys? Tap it again. We got – that bad boy says "on" and we got nothing to it. How about at lunch we get these fixed, guys, okay?

Okay, we've had some questions about the Community Overview. Somebody asked the average length. We haven't seen any yet this year because you haven't written any.

Say that one more time. I don't think they heard the first part of what you said.

Somebody asked the average length of a Community Overview, which is that initial section before Section A. We haven't seen any yet this year so we can't give you a direct answer on that. My point is it is counted in the 26 pages. It does set the context for the rest of your application, so you need to make it fit for you, okay? Also, data about school districts and whether or not we should include private schools. Well, if that's part of your target area, probably so. Must all MLUs be notarized? There is nothing in the RFA that says they have to be notarized at all. Is our local agency that operates the student assistance program eligible as No. 11 coalition member? No. 11 is state, tribal, and local government organizations involving substance abuse prevention. If that sector or if that representative is one of those, then it qualifies. Again, Jack said a minute ago, the sectors are up to you. We've had a couple of these questions about cultural competency issues and target populations. Can the grant target specific populations such as Latinos, African-Americans? Will this get you points? Well, your assessment data is gonna tell you that, not us. Can it fund targeted specific populations? Well, yes. And then is it a plus if you have coalition members or diverse populations in your coalition? Your coalition, if it's healthy, will be reflective of your community.

The definition of "rural." How many of you are rural communities in here? Okay, pay attention. Write this down. In the Drug Free Communities Act, which is a law, it says – don't misunderstand me on this – it says, "Thirty thousand or fewer people in the entire county." Thirty thousand or fewer in the entire county qualifies you as rural. Some of you have said you're both, so you can't be.

You want me to take one while you read those?

Go ahead.

All right. Gimme back this one. We've got several here related to the zip codes and to overlap. We've said it a couple times and I want to make sure we're on the same page. We cannot fund two entities serving the same footprint that don't acknowledge that they're working together. If you're working together and you acknowledge it, we're okay. If you don't know that there's somebody else in your community that already has a DFC grant, you can look on the website to see. I'd be a little worried if you're talking about mobilizing your community and you've got a coalition and that you wouldn't, in fact, be aware that somebody else already has one in your area. That might be a problem area for you. If there are two that are applying from the same area, obviously that's not going to be on the website. Again, that means you've gotta know your community and be working with your community, okay? So that that way you guys show that you are, in fact, working together. So zip codes is important stuff. Can one person represent two sectors? No. One person cannot represent two sectors, okay? So your police chief can't also be your parent. Sorry. One person, 12 unique individuals, 12 independent sectors.

Do we consider geographic spread when deciding grants? We do not consider geographic spreads for grant awards. We start at the highest score, go to the lowest. Now, because we get 400-and-some applications, once in three years we got to a point where we couldn't stop at like a 73. We had 15 grants that scored a 73 and those 15 grants, we either had to – we had about 750,000 left, so we had enough to put half of them in the field. We coulda either sat on that money, kept it in D.C., or we could put it out in the field. The law allows us to look at underserved communities, rural communities, and also allows us to look at geographic density of our existing grants if we want to break a tie. I've authorized three funding cycles as administrator; only one time did I ever have to break a tie. So, the rest of you guys, for the top 130 of you that go down that list, it's from the highest score 'til we run out of money. It's just that transparent.

Someone's asking about logic models and whether or not you'll be scored higher if you include one. Logic model and multi-year strategic plan are optional; therefore, they're not scored. They're just part of Section F, okay? Does the DFC website provide zip codes or just the locations and the state of DFC grants? We do not have zip codes on our website. My recommendation to you would be to go to our website, which is triple W dot ONDCP dot gov forward slash DFC. You can get a list of grantees there. So what I'd do is go there, get that list, look at cities that are near me, and call those people and ask them what zip codes they serve. And then we got a couple questions – this is a little off but it proves the point that today some of you might actually realize that you're not ready to write this grant this year, and that is perfectly okay. Some of you are saying, "Well, I just got this RFA in January." So did everybody else and you're like, "You know, I'm kinda behind. I don't know if I can meet the eligibility requirements." Well, you have to meet the eligibility requirements that Jack went over earlier, and also, "You know, well, we're sort of a one-shot coalition, meaning that we're an underage drinking coalition, so what do we do because we're addressing multiple drugs?" You have to address multiple drugs. It's in the eligibility requirements.

Is there any preference given to grant requests less than \$125,000.00? I think the answer to that is there's no preference given to anyone other than based on score and merit. You should request what you think you will use and need and you would be encouraged to try to use, in an appropriate way, as much of this \$125,000.00 as possible. If you have – if you want to have a multi-county catchment area for one drug and focus on one or two counties for a second drug, does this seem appropriate for satisfying the RFA? As you can tell by reading the RFA, we really don't try to give you any configuration for your catchment area or your area of your community of focus. What we encourage you to do is know why you want to do what you want to do in that area and specify that with your assessment information and data, your implementation plan, and really weave it into, as Jack said, the story. What we had in mind initially when we said "target community" or "area of focus," we

knew that some cities might be that big or some counties might be that big and you might trying to address the issue at a county or a city level but there might be some neighborhoods, communities of focus, areas of focus that you might want to focus in specifically. So we wanted to give you the latitude to define the area that you really wanted to work in.

Can the DFC project officer review the application before it's submitted for a five-year continuation? Well, first of all, the project officer cannot review your application, the one you're going to submit for this; however, on page – I think it's 43, you can ask questions of a website and a telephone number, and relative to the continuation, five-year continuation, you can count on the fact that if you're awarded a first-year, in the succeeding non-competitive years, the project officer will be looking at whatever you send in, and you'll be required to send it in. Can you put more than two sets of minutes in the application? Eligibility, as Jack pointed out, requires two sets of minutes with some timeframes. If you want to add more minutes, that's really at your discretion as it says in the attachments and, you know, you want to ask yourself, "Does this contribute to a better understanding of where my coalition is?" Minutes question: Should minutes be from board meetings, large community meetings, or specific ATOD prevention subcommittee meetings? I think what the two sets of minutes, in terms of eligibility, making the eligibility cut requires you have meetings of your coalitions board and so it would be first satisfy those and if you have some additional things you've kept minutes on, that's probably not necessarily a bad idea to include those.

Can a proposal be submitted in both hard copy and electronically? I think through Grants.gov, if you read the RFA, the RFA says if you submit via Grants.gov, you should also send in – I believe it says this – you should also send in a paper copy as a backup. There are differing views on Grants.gov. You know, sometimes electronic systems don't do what we would like them to do. Other times, they may. But we do know for a fact that if you send in an application and you have it all in order in paper and you mail it to us according to the directions, we are gonna get it and we're gonna be able to review it and there aren't gonna be any glitches. So you can make your choice. But if you can do it electronically, send in a hard copy, and I think that's stated in the RFA. If my state has a high – this word's a little – population to – oh, if my state – basically, this says –

_____ population's high, they need intervention _____

Exactly. If my state has a high number of existing drug-free community grants, are we less likely to receive an award? Jack can add onto this but I go back to the original statement. You are all, as you sit here, on a level playing field. Regardless of what year you might be looking forward to, '06, '01, irregardless of how many coalitions are in your state, the only thing I can think of would be that in the event there's some sort of tie and geographical distribution and economically disadvantaged and the rural Native American questions come into play, everybody is treated on an equal footing and you can just be one more drug-free community in that state.

Some of the questions that we're getting are "What if I include this?", "What if I include that?", "What if I go over and above?" The RFA is written to reflect the minimum requirement. This is what you have to minimally demonstrate in your application. So remember that. If you choose to give a little more, it won't necessarily get you more, but just realize this is the minimum requirement, what we're demonstrating here in the RFA.

All right, before Angela starts back up, one of the folks who came into the room that we didn't get a chance to introduce earlier – Cindy _____, where'd you go? Cindy? Hi there. Y'all say hi to Cindy _____ from the Office of Grants Review at SAMHSA. When your grant arrives at SAMHSA, all of them land on her desk, all right? So give her a round of applause. She and Crystal Saunders and their team do an incredible, incredible job. The 450 applications that came in last year turned into 4,500 copies of grants for us to lay hands on and

look at and get reviewed and everything else. So, appreciate the work that she and Crystal do. Also remind you, in the next hour, we're gonna go through Sections C, D, E, and F and we're gonna finish only answering the first part of Section F, and that's not the first part in terms of the pages. There's two issues with your budget. One is: What are the numbers that you put in there and does the math add up? We're gonna talk about that after lunch. Before lunch, there is a narrative section to your budget that justifies why those numbers make sense and it counts as ten points of your total value score, and that's what the peer reviewers are gonna be looking at, is how do you tie in what you say in your budget back to the rest of your grant. So Angela's gonna wrap up talking about that part of the grant right before lunch, right – that part of your application. We're gonna come back from lunch with Barbara Orlando and we're gonna then dive into the numbers and some of the fabulous federal forms.

So that's what we're gonna be doing for the next hour. We're gonna wrap up with lunch. How many of you have not been here on this campus before? Anybody? Okay, those – before today, before this morning. Okay, so there's a few of you. There are restaurants in the hotel, there are restaurants in these blocks that are right here in front of the hotel – we've got a list of those. We'll put that list at the front desk. You've got an hour and 15 minutes for lunch when we break. So that list'll be at the registration desk. Be sure and check that. Ladies and gentlemen, give Angela a great big round of applause.

Jack, don't go anywhere. Okay, before we start, we're gonna do this. We're gonna breathe in, inhale all that great information from _____ Section A and B and then we're gonna exhale any anxiety that it may have created, okay? But yesterday –

Nobody screamed on the exhale. We were expecting at least one or two primal screams by now.

Come on, loosen up, you know. Okay. Now, yesterday, in one of the sessions, Jack gave a true gift for the grantees that are year 5 and how to weave in some of their experience into the application. So I've asked him if he could repeat it because he went so fast, I couldn't write it down. And if I tried to do it, I would mess it up right now. So if you wouldn't mind just giving that example one more time, and get your pens ready because he's gonna go fast and he won't repeat it. Okay.

I'm a distance runner. I can't sprint anymore. As you tell this as a story, whether you're year 1 or year 6, most of you have been doing this work prior to now or otherwise you wouldn't be here now. You've been doing stuff; your community's been doing stuff. Remember who your audience is. They have to understand who you are, where you are, and what's going on. So I suggest, when you answer those questions, frame them in such a way that you help the reviewer understand your capacity to be successful. "Based on the fact that the youth in our – the 45 youth on my community coalition meet every single week and here's what they've done. We believe that the following strategies for the next year make the most sense because of the success we've seen over the last two years of them doing this." That's a pretty smart way to frame it because now the person reading your grant doesn't think you're scrambling to pull a community together at the last minute and hopefully get funding. Remember who your audience is. My background originally – my undergrad's in journalism and mass communication. Rule No. 1: Know your audience. Communicate with your audience. Use the language of your audience. When peer reviewers look at this grant, it's not an academic and it's not a scientific review. It is reviewed by people, again, just like you. Write your grant so that you get it and understand it. We're not in your community; we don't know where you are; give us a context of understanding, okay?

Okay, we're gonna start off in Section C, which is Planning, which is on page 29. Now, the maximum points for this section is 21. This is a heavy hitter _____ 21 sections. Now – 21 points, I meant. I'm sorry – 21

points. A couple of points that I want you to remember while you're writing the application, again, is to remember to retype the headings in your response. Write for the audience, again, which is your peer reviewers. Don't over-promise something that you can't deliver. Be realistic and, again, it goes back to the theme, avoid the fluff. Be real with it. And, again, read the Drug Free Communities Act to familiarize yourself to why we're asking some of the things that we're asking. And draw from your experiences. You do this day in and day out, so draw from your experiences, and one thing I always tell people is, don't let what you're doing or what you're thinking and what you want to say get lost in translation. Stick to the points. "What do I mean?" Many times when you read an application, you say, "Oh, they're not doing this or that," but if you talk to the person, you're like, "Oh, my gosh. This is what you're doing? This is your plan?" But from somewhere, from getting it out of, you know, the verbal and out of your mind into paper sometimes it gets lost.

So don't let it get lost in translation. And one thing _____ I was speaking to him when we did this in Portland and he had given a – he gave me a great example, and he said that the reviewers read the black ink not the white pages, which means they're not gonna read between the lines. They're gonna review and judge your application on what is written and not what they think you are saying. Just a couple of little points to help you when you're writing and when you go back. So in this section, in this Section C, Planning, you're gonna describe the process your coalition developed in its 12-month implementation action plan. The dates of that is September 30, 2009, to September 29, 2010. So let's take – okay, I'll say it one more time. The dates one more time. September 30, 2009, to September 29, 2010. So we're gonna take a moment and talk about the implementation action plan and its importance. So what I did was I broke it down because sometimes this label may confuse people about what we're really asking for, and as Shannon always says, it's just a title we came up for it, just a fancy term, but what it is, implementation, what you plan to perform, complete, achieve, accomplish, action, what's your commitment, your charge, the steps to take for it, and think about – this drives your plan. This drives your coalition work. So that's all the 12-month implementation action plan is.

In this section, you will provide the reviewers with background information to understand how you arrived at the priorities in your plan, your main concerns. In this 12-month implementation action plan, you're setting the stage. The reviewer wants to see who was involved in the development of your 12-month implementation action plan was a director, the grant writer, a few dedicated coalition members, is it a joint effort including the community and remember, the coalition guides the effort that the community fuels. How many times I've worked in nonprofit and I've been in a community and so many times a community has voiced their opinion that they're tired of people telling them what they need. And in your application, don't tell the community what they need. Let the community tell you 'cause I know when I worked in nonprofit, I didn't live in that community. I don't know if you live in the community, but I drove in. So how can I drive in and tell them what's wrong with them and what they need to do? So bring the community to the table. You'll get some great ideas. You'll get information that you would never have thought of. Also, that's a great way for collaboration and bringing and get community buy-in so when you go to the community and you want to change those norms and you want to change those policies, you'll have the backing of your community behind you and that voice that has to be heard. But if it's just you or the 12 people in your coalition and you haven't gotten the community buy-in, you may hit a brick wall. But with that community, it may be easier to tear that wall down than if you're doing it by yourself. So remember, bring the community to the table in this process. Okay?

And it's important – the importance of multiple partners. We want to see multiple partners and one reason why, an example: I had a grant that had been funded and they were, I think, in their second year and they didn't have multiple partners. The director wrote the grant or a grant writer wrote the grant and the director basically told the grant writer what they wanted. And so many of you know, in nonprofit and the type of work that you do, there's a lot of turnover and sometimes people leave. So the director left and leaving this grant, this money, and

no one knew what the grant was about, no one knew what DFC was, no one knew what to do, and so what they did, what they thought they should do, was they just rolled it right on into _____, which is not good. DFC is here, _____ is here. They're not the same thing. And so what they had to do was we had to go in and we had to basically give them basic 101 on what DFC is and so if you have the multiple partners at the table in the beginning, and it's okay if someone decides they want to leave, you still have the people at the table who knows what's going on and what this program and what this grant is all about. Just a little side bar, okay?

In this section, in this Section C, Planning section, you're gonna include how problems, priorities, and objectives were identified and how or if the plan was agreed upon by the coalition leaders. Also, in this section we want to see how the process involved multiple sectors in your community again. It's important. Think multiple sectors. Go outside of the box. Go outside of the four walls of your coalition into the community. And also, want to see how the objectives of the plan support the two DFC goals that Jack spoke about earlier, and those two DFC goals can be found on page 5 of the RFA. So you may want to put a little sticky note there so you can refer back to those two goals to see if what you're doing – if it refers back to those and speak to those two goals that are in the RFA. So that's on page 5. Now, there has been some changes. That's why I said don't go dust off that old application and change the date and submit it in 'cause there has been some changes, and believe me, they know when you've dusted off and tried to, you know, dress it up as a new application. So there's some changes. You now have the option of including the logic model (Jack spoke about that earlier this morning) and the multi-year strategic plan. Outline the proposed work for each of the four years following the first year of the grant. So that's optional. Now, here's a note. If you choose to include these optional documents, place them in your application as attachment 11 and 12. So make sure they're in the right place. This is so that the reviewers may consult them as they read your application. So once again, if you choose to include your logic model and the multi-year plan, make sure that you put them in your application as attachments 11 and 12.

Here's a ding-ding-ding. It's a high score tip. You ready? Okay. High scores will be able to demonstrate significant volunteer involvement in identifying problems in the catchment area and/or community of focus and developing strategies to address those problems. Here again, we want to see the high scorers who have gone outside those four walls, the high scorers _____ brought in the community. We want to see that community involvement. We want to see that volunteer involvement. Here's a note. What this means is ownership and involvement, not staff driven. And here's a question that I want each of you to go back, as you go back home into your communities, and as you write this application, as you think about this, ask yourself this question: Is the community telling me or am I telling the community? So you want it to be a partnership. So that's just something to keep in the forefront. You don't want to tell the community. You want them to come and you all talk together.

So we're gonna move to page 30 of the RFA and we're gonna go into the first question, which is question C.1, Plan Development. In this section, this is what we want to know. What was the process – now we're focusing on the process here – what was the process your coalition used to make decisions to address the substance use and the problems you identified in Section A? Remember earlier I said how this application, how it connects and must be cohesive? And how it all connects? So in this section, they want to know what process that you came up with based on what you identified in Section A. So now Section A has to connect to Section B and Section A has to also connect to Section C. And C has to connect back to Section A. They – I'm telling you, if the reviewers do not see a connection – remember that scale, 0 to 3? We want 3s, so they want to see that connection. It's important. Now, the reviewers want to see that the decisions were not made in a silo. They want to see involvement and it may seem that I'm repeating the same points, but keep these things in mind be

this is a common theme throughout the RFA. This will be throughout your application and some of the same points, they repeat themselves but in a different way. So you have to address each one in each section.

Okay, so in this section also, you want to be specific about who was involved within and outside of your coalition, and I said this before but I know many of you have attended the Coalition Institute or the _____ trainings and I know you've heard Carlton and Kareema and some of the others spoke, and they always talk about Miss Birdell and Miss Mayberry, and we all know about them and so you all had the Mr. or Mrs. – those pillars in your communities, those gatekeepers in your community that know what's going on in the community. I have a question. Are they involved in this process? Are they at the table? Have you met with them? Have you consulted with them also so that when you go in and you want to make these changes in their community that you already have the buy-in of that pillar in that community, and that it's written in a way that they understand what you want to go in and do in their community? Once again, are you telling the community or is the community telling you? Are you working together? This is a _____ remember and they want to know. What was your plan? How did you bring these people to the table? How'd you come up with this? Also, they want to know what factors went into the decision. Was it a tragic event? Political _____? Parental or youth concerns? Was it results from your assessment?

I went for a site visit and what drove their process was, in a very short period of time, they had severe DUI accidents where some youth were killed. So did that drive it? Or there was another incident where there was a house party and it was a community where it was mostly a tourist community, and people just had beach houses, so many times, the houses laid vacant for many months. And so the kids somehow got into the house, they had a party, there was a fire, and a teenager was so intoxicated that they were able to _____ and she burned – she died in the fire. So what events – what drove this? Also, describe the short-term priorities and the activities for the first year of the grant. All of that, we will see and you will discuss in question C.1, Plan Development. We're still on page 30 and now we're gonna move to question C.2, which is Connectivity to the DFC Goal One. So remember, the DFC goals are on page 5 of your RFA. We want to see how is it joined, how is it linked, how does your implementation action plan work toward strengthening the collaboration in your community. Now, C.3 is the Connectivity to DFC Goal Two. Know these goals. It's important. In this one, we want to know: Does it connect to the risk and protective factors in the implementation action plan? Very important.

So we're gonna move on to Section D, which is the implementation, and this is a really heavy hitter 'cause this is maximum 30 points. Now, just because this is 30 points and the other sections were 12s, it doesn't mean that you should put more into this section and kinda skimp on the other sections. Put the same effort in each section, even the community overview that is not scored. So put the same effort in each section, and in the end, it will be noticed. So you don't want to say, "Oh, that's 30 so I'm gonna pour my energy in here. That's only 12, so." We can kinda know. Put the same energy across the board. So in this section, in the implementation section, this is where you present your coalition's 12-month implementation action plan. Here you want to provide a solid description of how it will be implemented, put into action again, how it will be operated, how it'll be practiced. This is where the reviewers will see if you can do what you say you can do. Be detailed and once again provide realistic – realistic – be realistic. This is reviewed by your peers, so they have been where you are and where you're at today. So be realistic. You want to describe a description of your activities. Remember we said, once again, could everyone say it with me again, environmental strategies? Oh, my gosh. _____ 500 people in this room and it was like "environmental strategies." _____ lunch, come on, once again. Thank you. Convince me. Let me know that you know that this is about environmental strategies. Population level change, okay?

Now here, we want to see the responsible parties once again. We want to see the multiple sectors, the community, the pillars. We want to see who are the responsible parties in this implementation plan. We want to see your target base. We want to see your intended outcomes. Now, here's a note. If you are awarded, you will be required to submit a similar plan each year. Now ding-ding-ding _____. The high scorers will be detailed, sequential, logical, time-specific, and show interconnected relationship between the goals and objectives. I'll repeat that again. In this section, Section D, Implementation, the high scorers will be detailed, sequential, logical, time-specific, and show interconnected relationship between the goals and objectives. Okay?

Now we're gonna turn to page 31, question D, which is the grant's implementation action plan. See, we're having fun. We're having fun, right? Remember, we inhale the information, exhale the anxiety. Okay. In questions, Section D.1, on page 31, we have the – this is the table that you will use. You have a better picture on page 31. Now, in this table, you will present the details of your plan in this table format. Now, this does count toward your overall page limit. So here's a note. This is the only place – let me say that one more time. This is the only place within – within the plan, within, right here, that you're able to use 10-point Times Roman. Shannon just informed me any table, any chart inside the table, inside the chart, you can use 10-point, only inside of the tables and the charts, correct? _____. Now, we don't want to see an application where you say, "Angela said we could use 10-point." No, only inside the table, okay? Everywhere else is 12-point. So don't skimp on this table. Be as specific and realistic so the reviewers can know what's going on. And this is the thing: Don't try to pull their legs, you know? The reviewer's been there and, believe me, they know when their legs are being pulled 'cause they have pulled some legs before. So don't try to pull one over on them because they know and they're _____, too, let me tell you. They're _____, so. So this table should, like I said, this table should fall within the text of this section and it is not an attachment, so it should fall within the text of this section. So this is where you're presenting what you're doing.

Question D.1 is the implementation action plan. This is where we want you to be specific about the organizations and individuals within your community that will be responsible for carrying out the plan, who's gonna do it, and we want to know why were they chosen for the key task, what made you select them to do that. We want to know what their past experience is and accomplishments of each person that's gonna carry out whatever section that you have slated for them. And we also want to know how will their participation help the coalition achieve the goals and objective of the plan. And here is a good one: What value do they add? What do they bring to the table?

So now we're moving to question D.3, which is implementation action plan impact. This is what we want to know. What influence will your plan have on the community? Will it impact the multiple sectors? Would it lead to lasting community-wide change like – remember like the smoking bans or seatbelts? And I was thinking about this the other day when I was in the car, that the seatbelt – think about that. That had such lasting change and it impacts the community so much that even if I didn't want to put my seatbelt on, my car is gonna annoy me until I put it on, constantly dinging, dinging, dinging, dinging, dinging, until I put that seatbelt on. That's the same thing we want to know. Will your – with the strategies that you put forth, will they have that lasting impact that years to come, whether that parent or that person comes to your town hall meeting or not, that the changes that you have put in place will impact them and sometimes, whether they want it or not, that they don't – they won't even realize that it has impacted the way they're thinking, and they're thinking twice about allowing their young daughter or son to drink in the home. They'll think – they'll look twice or they'll think twice on how they store their prescription drugs because of the work that you've done. Okay. Also, we want to know, highlight how your community will be different.

So now we're gonna move to page 32. This is Section E and we only have Section E and F and then we'll break _____.

Some of you are asking questions about the charts that are in the RFA. There's a chart, the implementation plan itself is in there, but also there's a chart in Section J on page 36. About three days ago, we posted the RFA in Word format at triple W dot ONDCP dot gov forward slash DFC. Let me warn you about that, first of all, because that's a Word document, so be careful with it when you are using it. Just extract the charts that you need and put the rest of it to the side so you don't start including text from that Word document into your application. So you don't have to fight with these charts and re-create them. The Word document is there. We understand that PDF doesn't allow you to do that.

So we're on page 32, Section E, evaluation; the maximum points, 15. In this section, we want to see how you will comply with the DFC program data reporting requirements. We want to see how the coalition will monitor the effectiveness of your coalition's efforts and how will you use this data to inform your coalition's work. So ding-ding-ding – high score tip. High scorers, this is what you do. The methods will be clearly defined, how you plan to measure progress towards achieving and the outcomes defined in Section D –remember, it's all interconnected – and how achieving those outcomes impact the problems identified in Section A. See? Interconnected. All has to speak to one another. Question E.1, plan success. How will you track outputs related to the activities in your one-year action plan? Here, you measure progress towards expected outcomes and how you will feed those findings into your future planning. No community, as I said earlier, is stagnant. So if your plan is two years old but your community has moved forward, now does your plan still address the community? Maybe, maybe not, so that means your plan may become stale, correct? We don't want that to happen so we want to know how do you feed your findings into your future planning so your plan and your coalition will stay with the time of your community.

Question E.2, core measure requirements. You're required to report on four measures. Jack spoke about this earlier. And this is a must. Remember that list is non-negotiable? This is non-negotiable. You need to report on these four measures: age of onset, which includes – okay, and all these include alcohol, tobacco, marijuana, and any other substance you have identified in your community. So we want to see the age of onset, frequency of use in the past 30 days, perception of risk or harm, and the perception of disapproval of use by parents. And once again, this is all in your RFA, so this information is in there. Also, they want to know how will your coalition gather, analyze, and report data based on one of the following scenarios, so just based on one of the following scenarios. The first one, the first scenario: If you currently collect or have access to data from your community, and according to the requirements just mentioned, then if you have this information, then give the following details. We want to know the surveys, the instruments used. We want to know the institution or organization that oversees the collection of this data. So if it's your school, we want to know that, what school – if it's a school that collects it. And we want you to describe how the data sufficiently represent the community served by your coalition. Age, race, gender, etc. So that's scenario No. 1. That's if you already have the data.

Now, scenario No. 2. If you currently do not have data on the DFC substance use measures, which are age of onset, frequency of use in past 30 days, perception of risk or harm, perception of disapproval of use by parents, but you do not have data that currently speaks to that, then you want to present and describe in detail the data you currently possess, what you currently have, that helps you in identifying your community's youth substance use problems and in that, you want to include your plan for collecting the required data in the four core measures within your first 24 months of your grant. Okay? Now, also in this scenario, we want to see how you will integrate the data into updating your 12-month implementation action plan and how will it sufficiently represent the community served. So those are two scenarios and we know we've gotten some questions that

some of you may have some old data that – and some of you may not have collected on this and some of you may be fortunate to be in a community that does, so _____ so you all fit in one of those two scenarios.

So now, page 33, question E.3, which is data collaboration. In this section, we want to know how has your data created – oh, how have your data created community partnerships to collect, analyze, and report the data. I mean how have your coalition – I'm sorry, how has your coalition created community partnerships to collect, analyze, and report the data. Remember we talked about _____ the partnerships _____ going outside of your four walls and bringing the community in, creating those partnerships? Well, we want to know how has your coalition created those community partners collect this data, to analyze this data, and to report it. Question E.4, which is the eternal evaluation. In this, we want to know how will you, with your coalition, evaluate the effectiveness and make ongoing changes and improvements to the capacity, the structure, and the effectiveness of the coalition identified in question B.3, which was coalition, capacity, and structure. So this right here, you're evaluating yourself. We want to know the major duties and qualifications of key coalition staff. And you may say, "Well, didn't I just answer that?" But remember, follow – remember, you have to answer the individual questions and address it in the sections, so we also want to know the structure of the coalition. We want to know – describe the relationship between the staff, the board, the committee or task force.

Also, we want to know how communication happens and how are decisions made and how they communicate it. So is there a email that goes out? Do you vote on decisions? How are those decisions made? How does communication happen? Here again, once again, we want to know how is the conflict resolved. Remember, we form as a group, we storm as a group, then we norm and then we start performing. So we want to know, when your group starts storming, how do you handle conflict, because – and there is conflict. I was on a site visit and unbeknownst to me, I sat in the room and it was like I parted the Red Sea. On this side, everyone wanted to continue with environmental strategies and move forward. On this side of the room, they said, "No, let's do direct services. No, we have to implement more programs. We have to do more parental skill-building," and I'm in the middle. So somehow I parted the group and how do you handle that conflict when you know that the goal and you know the purpose of this grant is to go in the direction of environmental strategy but then you have that part of the group or you have the grantee that says, "No, we want to do more direct services. We want to have more after-school programs and we want to have more parenting programs and we want to create this publication that's gonna go out to all the parents but we don't know if all the parents are gonna read it but we want to create it." How do you handle that conflict? How do you bring everyone together? We want to know that.

Also, we want to know: How does the coalition foster community involvement in volunteer participation and how do you recruit new members? We also want to know the roles of key partners and coalition members. What role do they play? Question E.5, information sharing. How will the coalition share the information gathered from the evaluation activities? How is it gonna be shared? How is it gonna get back into the community? And how will it be used to be more effective and to effectively recruit and mobilize members in each required sector? And it's a really – if you think about it, you have some real creative ways to use this data because with this data – and sometimes you may not want – you may be a little embarrassed by the data to see that, you know, one substance is up really high and you think you – you had been working very hard to bring it down, but you can use that data to kinda bring the community to attention, so say, "Look, this is what's going on in our community. This is what's happening to our youth. This is what we found." We want to know, how do you use that data? How do you bring new members in with that data? How do you share that information?

Now, I have good news. I do. From this point on, the information you submit does not count towards your 26-page limit. There's a caveat: It's still important. So it doesn't count towards your 26-page limit, so you can be

as specific as you can, and we want you to. And what section is this? Section F, the budget and the budget narrative. That's what I'm gonna discuss. I'm just gonna discuss the budget narrative, the justification. After lunch, Barbara, she will go into the nuts and bolts of the whole thing. So remember, it does not count towards your 26-page limit but it's extremely important. Now remember, this section must speak to everything you said from A through E. Now, A through E, you flow. In Section F, you talk about something completely different. The red flags are gonna go up. So in this section, we want to see your one-year budget and budget narrative. Detail. Write "detail" in bold, highlight it, underline it. Detail and justify. All this is based on – there's a sample budget that appears in attachment 1 of your RFA. In this section, your narrative will describe each budget category for both the federal and non-federal requests. Your budget must include a description of matching resources and other support that the coalition expects to receive. Now remember, there is not a page limit for your budget and budget narrative justification. So it must make sense and it must connect to the entire application. _____ a situation where you've done so well and you've connected A through E and it all flows and then you get to Section F and it doesn't match, it looks like it belongs to another grant or something.

Okay, the review _____ page 34, the reviewers will determine whether or not the time identified in the budget matched the activities outlined in Section D of – that's Section D as in David of the project narrative. Ding-ding-ding. High score tip. In this section, you're gonna present a detailed and justified budget _____ the high scorers, your budget justification will be effective. It will be – logically supports the activities and outcomes outlined in Section D as in David, and also, it will answer how will your federal and non-federal match requests demonstrate a clear link to your strategic plan. In this section, your budget will be judged on the following: Does it support the objectives in your one-year plan? (Section D) Does it focus on supporting environmentally-based community-wide change? And does it make effective use of both federal grants and required matching funds? Before I sit down, I have one tip and – about the environmental strategies. When you come up with your strategies, _____ in the back, they have a wonderful primer on environmental strategies. I would get that primer and on page 19, there is a list of the seven strategies. Now, what I would do is I would take that, I would make a table, and I would put one of those in each section on the table and then I would have one section that says "program/direct services" and then I'd have another one that says "other" because it doesn't fit anywhere in this application. And what I would do, I would take my strategies and I would plug 'em in. Now, if you see that in that direct services column that most of your strategies are in direct services, you may want to go back. Then, if you see that all your strategies are top-heavy, they represent 1 through 3, you may want to go back. You want to really see your strategies moving down into the last four. Thank you for your time. It has been wonderful, the time that we spent together. Good luck and enjoy the rest of the conference. Thank you.

Give her a big round of applause, guys. Angela, take a bow. Awesome. Didn't she do a great job? All right. Let me tell you what we're gonna do right quick. I might ask Cindy _____ if she would come up to the front 'cause she's gonna help answer a quick question for us about Grants.gov. As she does that, one of the reasons that we're out here at Gaylord this year is we always tack on the final – the final day – we tag along with the final day of the CADCA annual leadership forum. So we are very honored to have with us right now Major General Arthur T. Dean, the chairman and CEO of CADCA in the back room. Everybody give General Dean a wave. The general is kind enough to allow us to tag along where he goes so that we can hopefully meet the needs of a lot of you guys who've been with us during the week this week at the national leadership forum. So I encourage you, be sure and shake his hand, thank him for his leadership in our efforts across the country with community anti-drug coalitions and thank him for being our host this week. Thank you, General Dean – appreciate it very much.

Why don't we let Cindy – let's do Cindy do Grants.gov and then we'll do a couple quick questions and then we'll break for lunch, so stay tuned for just a couple more minutes, guys.

Hello. I just want to point out just a few things with Grants.gov. Please remember that even though _____ you receive a Grants.gov tracking number, your application can still be rejected from the system and not be accepted. I get phone calls all the time saying, "I have a Grants.gov tracking number." That really does not mean a whole lot. There is another receipt of confirmation page that is emailed 48 hours after you receive that Grants.gov tracking number. So please, if you receive your Grants.gov tracking, do not go on vacation because if you do, when you get back, there's another email sitting in your box stating "errors – errors – your application has been rejected" and then it's too late for you to do any corrections. So please do not wait until three days or four days or one day before to start entering your information into the Grants.gov system because if you do, the chances of it being accepted are very slim. Honestly, the deadline for Grants.gov, as you know, is March the 20th at 11:59. If you wait – Eastern Standard Time – if you wait until that day to start submitting through Grants.gov, from where I sit, your application will not make it. The guidelines do state – I think it's on page 62 – that it takes ____ about two weeks to receive all of the registration information ____ Grants.gov. That is correct. It takes a lot of time. So if you want to start with Grants.gov, you need to start early, I'm talking the beginning of March, if you want your application accepted.

How many of you in here would like to have more stress in your life? Raise your hands. Those of you that have just raised your hands, wanting more stress in your life, feel free to use Grants.gov. The rest of us, that don't need more stress in our lives, type it, print it, box it, ship it. All right?

And if you do submit through Grants.gov and you're gonna submit a hard copy to our office, you must remember that the hard copy that you submit to our office, it has to be written on the face page that this is backup documentation to Grants.gov and you should include your tracking number on that hard copy application. But the application that we accept is the one that is submitted through Grants.gov. Even though we have your hard copy, we have to accept the one that's submitted through Grants.gov first. So please remember that.

Y'all, repeat after me. Type it. Print it. Box it. Ship it. Thank you. Why don't we save the questions for after lunch? No, Barbara's gonna do a quick one. We're gonna do one quick question.

I want to do one quick question [*Crosstalk*] 'cause we're gonna hit this kinda point two or three times [*Crosstalk*]

Listen up, guys.

So give me just one second, and it has to do with – since the federal fiscal year starts October 1st, why do we list the start date for this award as September 30th and not October 1st? It has to do with the fact that, as we sit here now, the federal government has not passed an FY09 final budget. When the final budgets get passed, we have to – that's the money we will use to make the award. So when you get your awards, you're not gonna get the federal fiscal year like – where you would start October 1st, 2009, is federal fiscal year 2010. We're gonna use federal fiscal year money 2009 so we have to award it the very last day of that fiscal year. That's why we start September 30th, and because it's only for one year, it ends September 29th and your new continuation award, if you're awarded this, will start September 30, 2010, using those funds.

Isn't that sneaky of us? All right, that way we can make sure we get an RFA out, you guys can respond to it, and we're not waiting for Congress to appropriate the funds, so that by the time the grants come in and we're ready to make funding decisions, hopefully Congress has made budget decisions, and then everything falls in

place. Guys, I have ten minutes 'til 12:00. Look at your watch. We are synchronizing watches. Synchronizing watches. All right, at 15 minutes after 1:00 p.m., we are gonna start back with questions and answers and we're gonna get into more of the financial end, fabulous federal forms with Barbara Orlando. Go grab some lunch. Several places in the hotel; other places on the Gaylord campus. The list is out front on the table. Thank you and we'll see you at 1:15.

[End of Audio]