

Speaker: All right, I know this has been long. I know it's been tough. Thank you for bearing with us.

Part of what we want to make sure we do as we begin to wrap up the day today is we want to bring together the concepts of what we've been talking about back to what really matters. Part of the danger when you walk out of here is that if you're so caught up on which letter goes in which blank or which dollar figure goes in which blank, you're going to miss the purpose of the grant.

What did we say first thing this morning? You are writing a story about what you're doing in your community and how what you're doing in your community is going to change that community, right? We're talking about environmental changes. So to kind of get our brains back in the right place to get you out of here and write a successful grant, I'm going to turn it over to very good friend.

Jane and I have actually worked together for a number of years. We were fighting back grantees together when Jane was--

Jane: In 1990.

Speaker: Yeah, 1990, in Santa Barbara, California and Colombia -- Vallejo, California. I do that to her every time -- I'm sorry. In Vallejo and in Colombia, South Carolina. So we have had the opportunity to work together for a lot of years. I think the world of Jane and the work that she and the institute are doing. She's going to help get us refocused. We're going to spend some time when she wraps up answering some more of your alls questions and then we're going to send you out with God's blessings to go do great stuff, okay? Jane, take it away.

Jane: Okay, well, it's been a long week, hasn't it? This is like -- this is the final hour for me so hopefully, I will be clear, coherent and brief. Number one, I'm Jane Callahan. I work for CADCA, Community Anti-Drug Coalitions of America. We are a private, non-profit organization that works with our partners and the federal government to help create effective community coalitions.

The branch of CADCA that I work for is a national community anti-drug coalition institute and that's a part of CADCA that does what we like to say helps coalitions get smarter faster. The institute is funded by a grant through the drug-free communities grant. So just like you guys get -- or hope to get a drug-free communities grant, Coalition Institute gets \$2 million a year to help coalitions develop.

Now, the cool thing about that money is we can help coalitions whether or not they have drug-free community funding. So whether or not you currently have a grant, whether or not you're her today because you were curious and now that you found out what this entails, you think well, maybe we'd better like back up and put a coalition together and learn how to do a coalition and then apply next year, we can help you irrespective of where you are.

I think people mentioned when they were presenting today that the maximum number of

years that you can get drug-free communities funded is ten years, right? Well, this program has been around now for more than ten years and there's a number of coalitions that have completed their ten-year funding cycle and we can still help work with them. So the point that I'm trying to make is we're in it for the long haul with you guys and we have worked with many of you for CADCA itself for over 20 years now.

Okay, who I am not. This is where I get to say I have the easy job. I didn't write that RFP. I'm not going to review the grants. I have nothing to do and CADCA has nothing to do with deciding who gets funded. We don't manage grants. We don't do any of these things, so in this scheme, this little triumvirate of folks that you're hearing from today, we are the guys that exist to help your coalition become more effective. But we don't get involved in any of the funding decisions.

And the reason why I'm making that point is frequently, there's a lot of confusion in the field. You got a CADCA grant. Well, you didn't get a CADCA grant; you got a DFC grant. Or when is CADCA going to have the money? CADCA doesn't have the money. The money goes to ONDCP, goes down to SAMSA and out to you all. But we do work well together. And everything that I say to you today is really going to be around creating an effective, sophisticated community coalition. Nothing I say to you today will be inconsistent with the aims of the drug-free communities grant. Make sense?

Okay, so the National Community Anti-Drug Coalition Institute provides a number of services and supports to community anti-drug coalitions. How many of you get coalitions online every week? Okay. If you don't get coalitions online right now, I suggest that you go to the CADCA website, CADCA.org and sign up for coalitions online. It is a weekly e-newsletter and it will keep you apprised of everything that CADCA and the institute are doing to support community anti-drug coalitions. The CADCA.org website is your portal to all of the information that I'm going to tell you about today.

Okay, number one, the institute, when it was funded, was actually created as part of the Drug-Free Communities Act and we're required by the Act, just like you're required is you're a grantee to do certain things, we're required to do three things: Provide training and technical assistance to coalitions to help them with their evaluation and understand and disseminate resources and research about what makes for an effective coalition. And finally, to develop and disseminate materials about best programs, policies and practices. As such, we do a number of things that most coalitions take advantage of.

Number one, we provide free telephone technical assistance which means that you can call us up during many business hours or send us an email to training@CADCA.org and within a very short time period, we will get back to you and we can have a conversation about any issue you want to talk about related to the operation of the coalition. It can be something simple like, "Where do I find this resource?" It can be something complicated like, "We're an underage drinking coalition but we want to apply for a drug-free communities grant. What are the kinds of things that we need to do to make ourselves eligible?" Technical assistance can be several series, several sessions if you need it.

So let's say you have six or eight people in your coalition that are trying to figure out how

to do something like design an evaluation or how to do a community report card on substance abuse. We can hold a series of telephone calls with you. We can do that through a distance learning program that we have called Illuminate. So there's a variety of portals into CADCA but the best way to start is through customized technical assistance.

We provide a lot of training. We're known for our training and we provide a lot of face-to-face training. Many of you have attended the national coalition academy. It's a year-long program to really help coalitions get off the ground and get a good start in life. The National Coalition Academy is done in conjunction with our partners at the National Guard. So at very little cost to you, essentially, the cost of your transportation, you can take part in a year-long coalition development program with two members of your coalition which consists of three things: Three, non-consecutive, one-week, face-to-face trainings that take place at a National Guard training facility. There's one in Pennsylvania. There's one in Mississippi and there's one in Iowa. Distance learning that takes place between those week-long trainings that are available to all of the members of your community. They're set up as part of the academy. And then the use of an online documentation and support system and a work station to help you plan and do your work on an ongoing basis.

CADCA also does and the institute also does a number of regional training. We have our next one scheduled in San Diego, April 14 through 17. We do a midyear institute which is a four-day, intense learning experience that takes place at different places. This year, it's going to be in Louisville, Kentucky. And we do customized trainings for states.

So if you have a state or you're part of a state and you have the ability pull together the coalitions in your state, we can come to your state, work with you to come to your state and do a training for the coalitions in your state. We have an evaluation and research -- I won't call it a department 'cause it's only got two people but we have an evaluation research crew/team and they really can help you think about how you evaluate your work. And they also have access to all the research that's ever been done about coalitions and what makes for an effective coalition.

So particularly if you've been around for a long time, if you're looking to go from year five to year six, and you really want to talk to a person that knows a lot about coalition evaluation, not program evaluation, you can call our technical assistance line and we'll hook you up with -- one person, right -- Evelyn Yang who's really good at helping coalitions.

Finally, we have materials. We're really proud of these. Even though they're not all here today, you can go to the CADCA.org website, click on the institute and download the seven primers that we've developed from each aspect of the strategic prevention framework. Or you can ask us to mail you copies and we will mail copies out to you, so you don't have to wait to get copies of these primers; there are seven of them. They can really help you write your grant application. You can go home tonight and download them.

We also have one on the four core measures. There's been a little bit of talk about these

outcomes, these four core measures that you're supposed to report on. We put together a nice, little publication to help communities figure out how they can collect and report on the core measures and we talk about a number of scenarios, if that might be a challenge for you.

We finally have a new series that we're calling Beyond the Basics and this guy on environmental strategies, Demystifying Environmental Strategies, we put out about six months ago and it's literally been flying off the shelves. And then we have a new one, Comprehensive Community Patient Strategies. We have a lot more other materials and publications, both on our website and as an organization but these are ones that should be particularly helpful for you as you write your grants.

I thought our presenters did really well today. Angela did great. Barbara makes boring stuff interesting. And Shannon is always just a variety of resources. I asked Jack on the break, when he was a little kid, did he put on shows in his basement and he said he didn't but my guess is he was working on this somewhere. He is just an amazing presenter. He used to be a trainer before he got this job. Used to do a lot of trainings and you can really tell.

Okay, so the RFA has two goals, right? And those goals are basically create a coalition and the second goal is put together a plan to reduce substance abuse. So goal one is sort of the form, how you do this work and goal two is what you're going to do. So what I'm going to talk about when I get to the PowerPoint, which will be in a minute, is how some of those manifest themselves as you're putting your plans together. And what I hope to do is demystify a little bit some of the stuff that we talked about.

Now, while I was sitting up there today -- and I've been sitting there for many hours -- I've been thinking about a couple of things. How many of you watch the show Madmen? You got to watch it. It's incredible. It's set in the 1960s. It's set at an ad agency and everybody drinks and smokes constantly. It's incredible. People smoke in the grocery stores. Pregnant women smoke. They drink. They drink the morning. They drink in the afternoon. They smoke all over the place. And the cool thing about Madmen for me is it really helps me realize how far our country has gotten since the 1960s and how much the norms have changed around drinking and smoking.

Now, they haven't all changed in positive ways. We have new problems that come up all the time. Over-the-counter drug use, prescription drug use but at least in terms of drinking and smoking, the norms in our country have really changed. Now, with those norms have changed, if we would have only had smoking cessation classes, and alcoholics anonymous? Probably not, right? So the point that I'm trying to make is the drug-free communities program, community coalitions is about doing a variety of different things to make rates of substance abuse go down in your community in a way that's going to be big enough to make a difference.

The other thing I was thinking about as I was sitting up there is a term that we just been hearing a lot this week -- community organizer. All of the sudden -- it's kind of cool. I can remember where you couldn't even say community organizer 'cause it sort of meant you were like subversive or maybe communist. And now, not only do we have a

program, a program with the federal government that gives your community money to organize and mobilize but we've got a president who is a community organizer, so we must be feeling pretty good right now, right? This program has really kind of met its day.

I've also been thinking about this weird term called leadership. Now, there's been a lot of studies of effective coalitions not only substance abuse coalitions but other types of coalitions. And one of the characteristics that researchers have identified that makes for an effective coalition is leadership, right? Really elusive term. We're not quite sure what it means. We're not quite sure how to put it into practice but you guys out there, when you go back to your communities, the type of leadership that you are able to exert is going to make a big difference about whether or not you're going to be able to pull this off.

Okay, can you get one of these grants if you don't have a coalition? Can you get one of these grants if you don't have a coalition? No. But will you get a drug-free communities grant if you do have a coalition? Maybe. Not necessarily. You know that if you don't have number one, you're going to have to at least go back and work and apply next year. But if you got a coalition, what I'm going to talk to you about today I think will help you put together a more competitive application.

So the topic is what is a real community coalition? And this is probably belaboring the obvious but a coalition is simply a vehicle for bringing together community sectors to develop and carry out strategies to reduce substance abuse problems. It's just a construct. It can be part of an organization. In fact, if you're going to apply for a grant, the coalition has to either be an organization itself or be part of an organization but a coalition is something that Americans do all the time, right?

Here's the irony of the thing. In America, what do people do when there's a problem? They get all the folks together in the community and they try to solve it. so irrespective of whether or not you apply for a grant, get funding, formalize your structure, coalitions are something that we as Americans do all the time.

Now, what we do at CADCA is we try to figure out how you can have an effective community coalition and we've developed our own notion of what a community coalition or an effective community coalition might be. And we've done that based on our study of the research. We don't just sit around making stuff up. And we really looked at what makes for effective community problem-solving.

Now, one of the main characteristics of a coalition, which make it so different from a program, is in a coalition, the elements or the sectors impacted by a problem all contribute to carrying out strategies. That is a huge different between an after-school program, a parenting program. This is about the folks in a community getting together and making contributions to solve the problem. It's not what you get, it's what you give.

Okay, huge, this is big. A coalition is not a program, although the partners, the partners in the coalition often carry out programs as their peaks of the community-wide strategic plan. So we've been talking a lot about environmental strategies, right? That doesn't mean that there's anything wrong with programs. Programs are great. You're doing

programs. Your partners are doing programs. They're contributing to your community-wide strategy. It's just that for this particular grant program the emphasis of the program is using this money and these resources to change systems and policies.

Okay, somebody helped us put this together, a really smart man because we kept trying to explain to people what are the real differences, the real essential differences between a coalition and a program and we came up with three. And they really make sense to me. First of all, a coalition operates on a larger scale than a program. Coalitions measure their success by examining community-level indicators and this applies to all coalition outcomes, short and long term.

So you got core measures, right? Thirty-day use, age of initiation, perception of harm, perception of parental disapproval. This particular program and effective coalitions, what they try to do is they first define who their community is, who's in their community, who's out and then they attempt to put together strategies, a strategic plan, if you will, that, over time, will make those rates go down on a level that can be detected in the entire community.

You hear a lot about the public health approach. The public health approach is implicit in this program and the notion behind the public health approach is that you got to work in a variety of different spheres of influence to make problems go away -- be that Calera, be that HIV/AIDS, be that substance abuse, be that teen pregnancy. So in the public health approach -- and we've got lots of information about that in these publications -- the notion is you work in three areas. You work on the agent, the host and the environment.

So if you're going to do a large scale initiative, if you've ever got the hope of actually doing enough things that are smart and strategic to make substance abuse rates go down in your community and you're able to document the contribution you made to doing that, then you've got to think big scale. I'm sure there's a couple of folks in the audience that have come here today to see maybe if they can get a program funded. There might be somebody here that just has really been trying to start a teen center in their community and thinks, "Well, this might be a good source of funding." There might be somebody here, particularly now in these economically-tough times, that is losing funding for a parenting program or maybe an after-school program and they're kind of here checking out saying, "Now, is this a good grant that I could apply for?"

Now, in terms of drug-free community and coalitions, if you're going to look at working on a large scale, then an after-school program, a teen center, life skills training -- all of those things are wonderful. They're valuable. Communities need them but each one by themselves, although it might be necessary, is not going to be sufficient to make rates go down community wide.

Okay, so here are some examples of when a coalition appropriately focuses on short-term outcomes and has a big enough scale to make a difference. Okay, your coalition might develop a short-term strategy where you're going to try to increase the percentage of all care-giving adults in the community with improved parenting skills. Now, if you have a plan to do a parenting program for 30 families in your community but you've got 3,000, is that going to make a dent in substance abuse in your community by itself? Probably

not. But if the schools say, "We're going to develop a parenting class and we're going to make it available in each one of our elementary schools and our community and we're going to serve 1,000 families a year," then you might be getting a little closer to where you need to go. So that's why this scale thing makes such a difference when you're doing an effective coalition.

Okay, a lot of coalitions address underage drinking. Now, if they decide that they're going to do alcohol compliance checks and they've got 900 alcohol sales outlets in their community but they only do compliance checks for three, how does that fall in the scale scale? Probably not going to be enough to make a difference in that particular activity.

Okay, here are some examples of when a coalition doesn't focus appropriately on scale. Okay and this is a tough one. A lot of coalitions, they have evaluation plans that try to just measure only measure changes among people involved in programs. So if your coalition has part of its evaluation plan that we're going to look at whether or not the families involved in the life skills -- families involved in the strengthening families program have better parenting skills and there's only six families involved in that program, good. it might be great. Program's wonderful but it's not going to be the way a coalition can focus on scale.

Another example of inappropriate on scale is evaluation plans that measure short-term outcomes as a number of people served. So the kinds of short-term outcomes that you're going to need to look at as coalition is not how many people went to the parenting class but did enough families in the community get a parenting class and can you show that those families in the aggregate have demonstrated effective parenting skills. Now, that's just the short-term outcome. That's not a long-term outcome. Long-term outcome is reducing rates but that's an example of how a coalition focuses appropriately on scale.

Okay, major difference number two: Addressing multiple causes. There's a mantra in this field, multiple strategies, multiple sectors -- something you hear a lot about. Coalitions seek to ensure that all causes of identified problems are addressed. So that doesn't mean you have to do everything. That doesn't mean that you put together a plan that does every single solitary thing for everybody in the community but it does mean that when you identify a problem -- underage drinking, misuse by kids, prescription drug use -- that you are able to ensure that you work on that problem in a comprehensive way.

Okay, here are some examples of appropriate focus on multiple causes. So when you do your strategic planning, you identify and report salient personal and environmental risk factors among the people in your community and then you attempt systems level solutions, i.e., environmental strategies like integration, coordination, better policies, change in practices.

Okay, now here are some examples of when a coalition doesn't quite get it right and they inappropriately focus or fail to address multiple causes. Okay, a lot of big models that do not identify root causes. In other words, what are the root causes and local conditions that are causing kids to use in your community and then secondly, action plans that only implement programs addressing personal risk factors -- knowledge, skills are single strategies, peer support are all alternative activities.

Major difference number three, we've got scale, we've got multiple strategies. Third difference -- actors. Action in a coalition is diffused and taken by all of the members. That is so different than a program. And coalition staff play a coordinating supportive role. They help those actors do the job that they've signed up to do. And those actors act within their own sphere of influence to get the job done.

So Jack talked earlier today about making sure that the members of your coalition have the oomph, the power, the authority in your community to help get the job done. Now, I don't think Jack was saying that all the members in your coalition have to be the police chief, the mayor, the school superintendent, the head of the Chamber of Commerce but what he was saying is when you go out and look for members, select people or invite people to the table who have the juice in the community to get the job done. Now, that doesn't mean that the lady who runs the neighborhood association in the toughest neighborhood in the community shouldn't be involved in your coalition; she should be involved in your coalition. That doesn't mean that the woman who runs the PTA and knows everybody in town shouldn't be involved in your coalition; she should be involved in your coalition. But when you think about assembling the players who are going to be your coalition members, think about assembling a cast of characters that can act within their own sphere of influence and they can exercise some real power in the community.

Remember you as a community organizer? Your job is to get all that stuff going, right? Not to do it but to help it all happen. Okay, in a coalition, new members are invited to join in an effort to increase the coalition sphere of influence and gain needed capacity. Effective coalitions constantly and continuously bring new people in to help. Now, that doesn't mean you bring them in and you sit down, you sit them down in a meeting you tell them what you're doing. You strategically go out and find them, you figure out what they're good at and you help them to connect the part of your coalition work where they can be most effective and you do that all the time.

There's a lot of coalitions that have stalled out because they were started by the police chief, the mayor and the school superintendent. Those guys left, got jobs in other places. Nobody attended to replenishing the membership. And the coalition turned around and pretty soon, there was nobody at the table. Coalition staff assists with support for planning, problem-solving and information management. So again, the appropriate role of a coalition staff person is not to do it, not to do the program, not to run the parenting program, not to do the life skills program but to support the members of the coalition to help carry out their tasks.

Okay, here are some examples of how a coalition might miscast its actors. Okay, how many of you work for non-profits? Okay, how many of you have worked for non-profits and the board of directors has pretty much told you what to do and then you go out and do it? Well, in the case of a coalition, that's not exactly the way that it works. You certainly are answerable to people but you support the members of the coalition to do their work.

Okay, so volunteers are recruited to complement or support staff in program. Okay, these are how a coalition might go wrong with miscasting their actors. If your coalition

recruits volunteers to complement or support in program delivery, that's really not what a program is all about or a coalition is all about. It might be very appropriate for a program. Staff implement direct service programming. Again, if you're spending your time as a staff member, implementing your coalition's direct service program or somebody else's direct service program, then you're not going to be able to do the job of reorganizer.

Okay, so the strategic prevention framework is an interesting little animal, isn't it? Everybody knows about it. Everybody's heard about it. Probably the best marketing job that I've ever seen SAMSA do what we've tried to do at the Coalition Institute is sort of like unpack the strategic prevention framework and put it together in such a way it makes sense for coalitions. So this is what we've done. We went back and did our research and lo and behold, we found that the World Health Organization had actually developed a framework that lays really nicely on the strategic prevention framework. And what they did is they identified the skills that a person or a coalition needs to have to do the work. And they identified 15 skills. And those skills overlay really nicely on the strategic prevention framework.

So in order to be a coalition, in order to be staff of a coalition, there's an actual skill set that you need to have to do the work. So far, the strategic prevention framework for coalitions, first, you need to have some skills and that's what the Coalition Institute and other folks try to help you do.

Now, it doesn't matter if you just have the skills. It doesn't matter if you're really good at developing interventions. The tricky part about doing coalition work is you have to take the skill that you have or you develop and then you have to help your community put it all together. So they get a lot of drug-free grants every year that have been written by grant writers. The grant writers might have written a beautiful, gorgeous coalition grant but when they started to look underneath things, there's no legitimate community process that lead to that grant-writing person.

So not only do you need to have the skills which professional staff, grant writers might have but then you also need to help your community carry out a legitimate community planning process. So what you need to know, the skills and then what you need to do which is help your community carry out that process. And if you do that really end, what you end up with is you end up with some products. And if you do that really well, those products are really good. But irrespective of whether or not they're good when you start out, the work of the coalition is continue to make them better and better.

Now, for the institute, we've identified those problems as a community assessment, a logic model, a strategic and action plan, a sustainability plan and an evaluation plan. Now, in your grant application, you're going to be asked to do a number of things but as you put together your strategic plan, as you create your coalition, think about doing all of these things, even though you might not have them all together now or they might not all be very good. Think about long term, having those products ____.

Okay, I'm going to just go through these really quickly. This is just really breaking down what you need to know, what you need to do and what your communities will create.

And we're going to get to the fun part. Okay, I had a neat conversation with a lady just before I started and we were talking about is a social norms campaign an environmental strategy. No.

This framework that I'm going to talk about is just a framework for thinking how you do the work. It's not the rule. It's not the law. There's other framework but the framework that seems particularly useful for people who do coalition work is understanding the seven ways, the seven different ways that you can make change in a community. The first one is provide information.

Okay, every coalition provides information. You do public service announcements. You do billboards. You do calendar contests. You post your meeting minutes in the newspaper. You hold community forums. You hold town hall meetings. All of those things are decided to provide information. Providing information to reduce substance abuse is a necessary and essential thing to do. However, providing information in and of itself is probably not going to get you to that population-level change that you're trying to seek in your community but it's necessary.

Okay, enhancing skills. One of the ways, one of the traditional really popular ways that people in our communities have tried to reduce substance use is by enhancing skills. So they've done drug education in the schools, help kids learn about drugs, maybe help parents learn how to identify drugs, enhance people's skills to resist drugs -- wonderful stuff. Great stuff.

Coalitions do things to enhance their members' skills, right? You hold workshops and seminars for the community. You provide training and technical assistance yourself to your coalition partners. You might do planning retreats. You do a lot of work. Coalitions do a lot of work to enhance skills.

Okay, third strategy for changing communities is what we call providing support. This is pretty much the direct service area and pretty much the reason why most people come to the coalition table initially. "Gosh, we need a mentoring program." "We really need a better referral system for getting people into treatment." "Boy, if we only had more boy scouts and girl scouts and club and activities substance will go down in our community." Again, providing support is a wonderful thing. It's necessary in communities, however, by itself, probably not sufficient to achieve population-level change and certainly not the sole job of the coalition.

Okay, this one I like. We call it enhancing access or reducing barriers. And it's essentially the things that happen in community to improve systems and processes to increase the ease, availability and opportunity to utilize those systems and services. So when you translate your education materials in Spanish, that certainly enhances access and reduces barriers for a segment of the folks in your community. When you get the juvenile justice system to decide that they're going to do an alcohol and drug screening on every kid that comes into the juvenile justice system, you're enhancing access and reducing barriers to services. When you decide you're going to have your coalition meeting in the evening so regular people can attend, as opposed to 7:00 a.m. or 9:00 a.m., you're enhancing access and you're reducing barriers for your members.

So really important way that you change and improve your community is through the whole area of enhancing access and reducing barriers. Okay, fifth strategy, you change the consequences, you change the rules of the game. And you can do that through incentives, or disincentives. By increasing or decreasing the probability of a specific behavior, by offering consequences, you can really change the behavior on the part of a lot of people.

So big topic right now, alcohol excise taxes. Study just came out recently that indicated that when alcohol excise taxes go up, consumptions go down and that's been shown in about a gazillion studies. That's a nice example of changing consequences. When somebody gets drunk and loses their driver's license, that's an example of changing consequences. So now when you think back to Madmen and the smoking the drinking, this is the kind of stuff that really changed the norms in our society.

Physical design to the environment. Changing the physical design or structure of the environment to reduce risk or enhance protection. So this is an old one -- street lighting is a classic example of changing the physical design of the environment. You put up street lighting, crime goes down. Fixing up your parks, putting signage up, reducing the density of alcohol outlets, that's all examples of changing the physical design of the environment.

Okay, final one, number seven. Modifying or changing policies. And these are formal changes in written procedures, bylaws, proclamation, rules or laws with written documentation and are voting procedures. So there's a lot of ways to modify change policies and it isn't just change in laws. It's also change in regulations and policies and practices in your community but modifying change in policies is a really important strategy that coalitions use to reduce substance abuse rates.

Now, I don't know how many of you picked up this little book but there's a nice example on page 23 of how all those things come together. When you're working comprehensively, it's perfectly fine to do all seven. In fact, if you put all seven together around a specific local condition, you're going to be comprehensive, so there's nothing wrong with providing information/enhancing skills -- all of those things. But when you're thinking about doing population-level change, you're going to be much more likely to be successful if you put the strategies together around the local problem that you've identified. That is an example of being comprehensive in a very sophisticated kind of way.

Now, that's real different than, "We got a drug problem; we're going to start doing a bunch of stuff." "We're going to have a poster contest. We're going to do a health fair." Being comprehensive and using the several strategies. Works best when it's around specific local conditions. This will get you traction real fast.

Okay, now in the CADCA **parlots**, we call strategies four through seven environmental strategies. And we believe -- and there's a lot of research that shows -- that by doing a combination of environmental strategies, it's going to help you be more effective and reduce rates, achieve those core measures than if you just do number one, number two

and number three.

Now, I'm going to close with this. You know how you got those end rep programs and their nice, little -- end rep programs are great. They're on the list. They're effective programs. If you use them and do them with fidelity, you'll probably get the change that you want. Well, the seven environmental change strategies are not quite that neat because people also do them in combination. So let me give you an example.

A coalition that we work with changed their policy, an environmental strategy, right, to get all the garbage trucks in town to put signs on the garbage trucks -- you know, basically, started no alcohol use messages for families. It was a great policy change. It certainly was an environmental strategy because they changed the policy but they changed the policy to provide information. So it's not like it is it isn't because frequently, when you do this stuff, you do it in combination. But if you just keep in mind that if you work and attend to four through seven, not just one through three, you're probably going to get a bigger bang for your buck than if you just do information, support and enhancing skills. Then, you get my point.

So I don't know if I've answered the question whether or not a social norms campaign is or is not an environmental strategy, but hopefully, I gave you a context to think about this stuff and to go back and share with your communities. So I'm done now. Thank you very much. Think comprehensively even when you cannot act comprehensively. Thank you. This is the end of a very busy week for me and I really appreciate--

Male:

Unit three, mic one. All right, guys, give her another round of applause. Better yet, give yourselves a round of applause. It's four o'clock and you're still alive. This is great stuff. It's amazing, all right? All the ambulances we had on standby, we don't need them. We've been able to send them, which is great. Maybe next year, what we need to do is have like the massage therapy school come in and set up tables and be ready for us. That's the way to do it. Woo, all right.

I'll tell you what we're going to do. I'm going to try and give some general summary comments for the next two-and-a-half hours and then -- look at you -- no. I'm not going to do that but I want to try and tie up just the final loose ends to give you, hopefully, some context of what happens next. And then what we're going to do is we're going to be here till you guys leave. So if you have questions on yellow cards or that have come into your brains that we've not gotten to, then ask us before you leave today. But the reason we're not going to go through those all right now is we're not -- we think we've gotten about 98.8 percent of them. There's a few we haven't really sure that we've made clear, so come up and ask us if there's something that we missed that you have a question about.

The biggest question is when do you get money, right? Let me tell you what's going to happen between now and the time when the 130 or so people who score out the best will get a grant. First thing that's got to happen is the United States Congress has to pass an appropriations act for fiscal year 2009. So that's the first thing that's got to happen. We then lined out for you what the grant review process is. So that grant review process takes until early August to finish its course. It takes that long for all these grants to go out to be peer reviewed, to come back in, to take a look at them, to organize the scoring

and to report all of that data from SAMSA to us at ONDCP. It is our intent to maintain a timeline that would cause us to award grants by the end of August. We will award those grants and announce those awards in several ways.

The first way we will announce those awards we never tell you about. Isn't that nice? The first thing we do is we actually notify your congressional delegation that we intend to give you a grant. And the reason for that is the men and women who serve your district on Capitol Hill are the people who give the money to this program and they are the people who created this program. And so they get the first opportunity to bring the good news home to you that you got a grant. Forty-eight hours after they are notified that you're getting a grant, we then post to the drug-free communities website which again has been on all your slides today. And in case you missed it, it's www.ONDCP.gov/dfc. And we'll post those to the website. I will send a message to the listserv giving a heads up about when that final date is so you will know when to cause our website to crash by coming in repeatedly showing all your friends, neighbors, kids, mothers, fathers, aunts and uncles and everybody in the community that has no idea the ungodly stress that you've gone through over the past six months that you did, in fact, successfully compete for a DFC grant. So we intend for that process, hopefully, to wrap itself up this coming august.

You guys have asked a lot of questions that really have to do with what happens if you get a grant. "What about training? What about all these other things?" Guys, you've got a lot of work to do between now and the 20 of March. Don't worry about that stuff yet. We've got a question up back there, so guys, if you can still pick up some cards and get them up here, 'cause we're going to get those on the FAQ pages. Don't worry about the stuff that happens after the grant award. You've really got a full plate getting this done by the 20 of March. This that you've got to do -- let's go back to where we started today. You guys have to tell us a story and that story has got to make sense. The more you use data to support the story and the more you help the reader understand why you are in a position to be successful at saving kids' lives, the better the chance you have of getting a grant. Read the RFA repeatedly. Read the RFA. Everything that you need to know to effectively respond to this grant is in that RFA.

We've got a lot of questions about what out -- "What about outputs? What about outcomes? Well, should I use this environmental strategy or that one? Or should I" -- read the score sheets, guys. We're not going to give you recommendations on that. That's your choice. You pick the strategies you want to use and you defend them throughout that narrative by looking at the score sheets. You know what the peer reviewer's going to give you points for, so answer those questions.

The reason we have a question-and-answer format in this RFA is twofold. It's to keep you from giving us a 26-page run-on sentence. And just so you know, I am anal enough that for the past three years, I have read almost every grant that comes in. so that doesn't mean I've read every word in them, but I've laid hands on them and looked at them. And the reason we do that is so that we can make this process better every year. So speaking of making the process better, you also have a big 8.5 X 11 yellow sheet of paper on your table. Please fill out the evaluations and be specific and concrete. If there's stuff that we can do to make this better, tell us. We recognize this is a long day but we recognize that

a lot of your communities, if you don't have a drug-free communities grant, kids may die. And we take this that seriously.

I told you earlier today that I'm a father of a 12-year-old. I'm also blessed to have the opportunity to coach little league football. So in addition to my 12-year-old, I have 19 other kids that are my kids. I'm here to do this because I believe in this program. I don't think the federal government has ever done anything as good as the drug-free communities grant in terms of trying to help you guys save kids lives. Thank you. No grant application is easy and no government grant application is easy. There's a lot of hoops that have to be jumped through. There's a lot of things that have to be done but what we're trying to do is help you not sweat the small stuff and keep your eye on the football.

I tell my son -- he plays middle linebacker. I tell him he's got to guard his dirt. Somebody comes into his area of the field, he's got to pay attention to what's going on. your area of the field in your community are the kids that you're trying to help. The biggest way to do that is get that 70 percent of those kids who are in your community who are doing great stuff already, get them to the table and cheerlead them. push them to the front of the community and help parents and other people understand we've got some pretty incredible young people in this country.

If you don't believe it, look at those kids who were on the stage at **Cataca** this week. If that doesn't bring a tear to your eye, if that doesn't help you understand that we've got thousands of kids in this country that want to make a difference and are looking for a way to do it, that's a lot more important than whether you call somebody a project director or a project coordinator in a grant application. And I don't mean that to be demeaning and I don't mean that to be ugly. I mean that to bring you back to what's real, folks.

When you leave here today, you're going to go back and I hope that you're going to get the best friends you've got in your community around you and you're going to sit down and you're going to figure out how to go a bang-up job on this grant. And when you get that grant, we're going to come visit you and we're going to cheerlead what you're doing and you guys are going to make a difference in this country. You got that? That's what's important at the end of the day, my friends. That's what's important. Do not lose sight of that. If you have to tape at the top of your computer while you're writing this grant that it's about the kids, then tape it to the top of the computer. If you have to go grab the police chief or the superintendent or the hospital administrator, take the kids with you. Who is going to say no to the kids? That's a good environmental strategy, isn't it?

All right, guys, on behalf of the president and the administration, on behalf of ONDCP and our partners at SAMSA and the Institute, guys, we appreciate what you do. Don't let this take away from what you do in the community. Let it support it. understand that it is a means to get you to a better end. God bless for what you're doing. Thanks for being here today. Safe travels, guys.

We're up here. if you've got questions, come on up and we'll be happy to try and answer.

[End of Audio]