VFHY Pre-Application Webinar: Youth Substance Use Prevention Grants Transcript

Slide 1: RFA#852P026 Youth Substance Use Prevention Grants Pre-Application Webinar

Michael Parsons (00:00)

Welcome to the Youth Substance Use Prevention Request for Application from the Virginia Foundation for Healthy Youth.

Thank you for joining us today. You're welcome to follow along with this webinar with the RFA Instructions document. You can find the RFA instructions document on the VFHY website. The RFA instructions include all the information you'll need to successfully submit an application under this RFA.

Slide 2: Why is this work important? (00:25)

Before we dig into the RFA itself, I do want to take a moment to talk about why this work is so important. We know that commercial tobacco use remains the leading cause of preventable disease, disability, and death in the US. Nearly nine out of 10 adults who smoke cigarettes daily first tried smoking by age 18. Moreover, the majority of adults who have a substance use disorder began using substances during their teen.

And young adult years. That's why it's so vitally important that we invest in youth substance use prevention programming to make sure that we're keeping our young people safe and healthy.

Slide 3: Agenda (01:03)

So in this webinar, we're gonna talk about the request for application. We're gonna dive into the funding so you know what you can ask for funding for. We're gonna talk through the application instructions to make sure you understand every aspect of the application. And finally, we're gonna detail the mechanics of how to actually submit an application online.

Slide 4: Welcome and Background (01:25)

First, some background. The Virginia Foundation for Healthy Youth was created by the Virginia General Assembly more than 25 years ago as a result of a master settlement agreement between many of the major manufacturers of tobacco products in Virginia and other states. And as one component of that settlement, funding every year is provided to the

states that were a party to it, including Virginia. So Virginia's General Assembly apportions 8.5%.

Of that annual fund to our foundation to support youth prevention. Back 25 years ago, our mission was narrowly focused on preventing youth tobacco and nicotine use. In 2009, the General Assembly expanded our mission to include the prevention and reduction of childhood obesity. In 2016, the General Assembly again expanded our mission to include youth substance use prevention.

Slide 5: Welcome and Background (continued) (02:16)

As of today, our mission is to empower Virginia's youth to make healthy choices by preventing and reducing youth tobacco and nicotine use, substance use, and childhood obesity. In 25 years, we've awarded well over $100 million in grant funding to more than a thousand youth serving organizations across the Commonwealth. Over that 25-year period, more than a 1.5 million youth have successfully completed evidence-based youth substance use prevention programming through this grant funding. And so we are excited to launch our most recent RFA to support youth substance use prevention programming going forward.

Slide 6: Description of RFA (02:56)

Let's talk more about the RFA.

Slide 7: Prerequisites and Award Info (02:58)

A few prerequisites to make sure that you are qualified to apply. Nonprofit, for-profit, governmental, and charitable organizations operating in Virginia are eligible to apply for this RFA.

Please know operating in Virginia means that your organization is established here. If you have any questions about your organization's status, please reach out to VFHY staff. All areas of Virginia are eligible to apply, and I'll add that we really want to fund organizations all across the Commonwealth. So please apply. Grants are going to be awarded using something called the best-value process, which simply means that reviewers will take into consideration multiple criteria when deciding which applications to recommend for funding. This could include the youth population you're going to serve, it could include the program you've selected, where in the state you're applying from, and more. So after undergoing a review by VFHY staff with input from our volunteer Regional Advisory Board members.

Slide 8: Prerequisites and Award Info (continued) (04:11)

Recommendations will be made to our Board of Trustees. And finally, we define young people as those who are under the age of 18, or if they're 18, they should be in high school.

A few more prerequisites. For an organization to successfully apply for funding, they must have at least one representative watch this prerecorded webinar in its entirety. Please make sure that the person who does watch the webinar types in their organization's name to match the organization that's applying so we can give you credit for attendance. Before you begin your application, please read through the RFA instructions.

They give you all the important information you need and all the context you require to submit a strong proposal. Please also read the terms and conditions so you know which legal language your organization is agreeing to abide by. And then know which of the four regions you are applying to. That becomes very important in the application process. And then also, if you're awarded, becomes very important for funding. And finally, we're gonna say this a few times.

Please submit online before 5:00 p.m. on October 29th. We cannot accept proposals after that time and date for any reason.

Slide 9: Funding Available (05:15)

The Foundation will have $6 million available for funding over the next three years. So individual awards, you could apply for up to $50,000 per year for a total of three years. That means your organization could potentially apply for up to $150,000 over three years. We anticipate awarding grants to more than one organization. If we award the full amount of funding,

at the full individual grant amount, we could afford to award 40 different grant contracts under this RFA.

Slide 10: Regional Grants Administrators (05:48)

I mentioned before that we divide Virginia into four distinct regions: Central, North, Southeast, and Southwest. Each region has their own Regional Grants Administrator. Throughout this application process, your Regional Grants Administrator will be your primary point of contact with the Foundation. If you are funded, your Regional Grant Administrator will also become your primary point of contact with the Foundation for the next three plus years.

You're going to hear from each of these regional grants administrators in the subsequent slides. If you have any questions about which region your organization and application belong in, perhaps your organization spans several regions, please reach out to us and we can help you make a determination.

Slide 11: Dates and Deadlines (06:31)

Some dates and deadlines. As I said before, all applications are due via the online grants portal no later than October 29th at 5:00 p.m. Eastern Standard Time. Our notice of intent to award will be posted on the VFHY website on December 18th. That means everyone should know if you are going to be awarded funding by December 18th. If you are awarded, our orientation for new grantees will will likely be on June of 2027. The grant period runs for three years, all the way from July 1 of 2027 through June 30th of 2030.

Slide 12: 2027 Curriculum Guide (07:09)

Jenny Martin (07:09)

My name is Jenny Martin, and I'm the Southwest Regional Grants Administrator for the Foundation. Next, we'll discuss the VFHY Curriculum Guide, which is available on our website and linked in our RFA instructions. This guide provides information on all seven approved programs that we will fund through this RFA. Each program requires long-term engagement with youth. This means that you'll need to meet with youth on a regular basis over multiple sessions to deliver an evidence-based program.

This might be in a classroom setting, small groups, after school, or virtually. To apply for this funding, you must implement at least one program from our Curriculum Guide with a minimum of 200 youth per year. You may select more than one program to reach the minimum number of participants. For example, you may want to reach 100 9th grade students with one program and reach another 100 6th grade students with a different program. You can also have the same youth participants complete two qualifying programs.

Slide 13: Programs (08:01)

Jenny Martin (08:01)

The Curriculum Guide includes the following seven evidence-based programs, Al's Pals, Botvin LifeSkills Training, Bright Views, CATCH My Breath, Positive Action, Too Good for Drugs – Maximizing Life, and You and Me Together Vape Free.

Slide 14: 2027 Curriculum Guide (continued)(08:15)

We encourage you to read the Curriculum Guide carefully. You'll see a summary of all programs so you can compare them side by side. This snapshot allows you to see the time required for implementation as well as the target age groups and grade levels for each. The Curriculum Guide includes a detailed listing of each program that you'll also want to review. This describes the training requirements and costs for materials for each of the programs. Please note some of these have changed since our last RFA.

All of these details will help you determine which program will be the best fit for your setting and your target audience of young people. So, for instance, if you know you only have 10 weeks to meet with a group of youth, you can use the guide to identify the programs that could be implemented in 10 weeks or less. You're welcome to reach out to the developer directly if you have questions on a specific program or for general guidance with Curriculum Guide programs. You can reach out to the VFHY Regional Grants Administrator for your region.

Slide 15: Nicotine Products Prevention Lesson (09:07)

VFHY has been proactive in developing resources to educate and inform young people about the rapidly changing landscape of tobacco products. The Nicotine Products Prevention Lesson is the required add-on lesson for applicants who will implement a program with youth in grades 6 and above. This lesson will cover information on a variety of nicotine products, including vaping devices and nicotine pouches.

The lesson is aligned with Virginia Health SOLs for grades 6 through 10. The module can be downloaded for free from our website and is available in English and Spanish. This lesson contains a PowerPoint presentation with talking points for the instructor, as well as an instructor's guide that outlines step-by-step instructions for using the lesson. This lesson can fit very well into any of the programs we fund for middle and high school age youth. There's also an optional pre- and post-test that can be used to measure changes in knowledge.

Slide 16: Optional Community-Based Strategies (09:57)

Jenny Martin (09:57)

Applicants have the option to include a community-based strategy in addition to the implementation of an evidence-based program. These are activities that would reach a larger audience, perhaps parents or community members, with a tobacco or substance use prevention message. Examples would include creating an alternative to suspension

program for youth caught with nicotine products or other substances at schools, working with your local parks or stadiums to formally designate them as tobacco-free areas.

Engaging young people in national campaign events like Red Ribbon Week or Take Down Tobacco Day. These strategies extend the reach of the classroom-based prevention programs and can involve youth in hands-on activities. Again, the use of these strategies is optional.

Slide 17: Application Overview (10:33)

Now we'll review how the application is organized.

Slide 18: Application Sections (10:36)

Here you'll see the various sections of the application. These are outlined in the RFA instructions and mirror what you'll find in the online application. Some areas of the application will be questions that you answer directly in narrative form. You'll note that other sections include an upload field that may include documents like a budget or a work plan that you'll complete offline and then upload into the application. First is the summary section, which includes the name of your project.

Your geographic region, and a high-level summary of what you propose to do. Next is your organizational background, where you describe your organization and its history, as well as any experience you may have specifically with youth or substance use prevention efforts. This is the section where you describe for us what you bring to the table, and it demonstrates your capacity to do the work. The following section is program information, where you will describe the local need for substance use prevention.

We encourage you to share local data when possible regarding the unique risk factors of youth in your community. You'll also describe your organization's response to address this need with the program you've selected.

You'll describe your plans for recruitment, collaborations with other agencies, and also include any memorandum of agreement. If you're partnering with more than one group, you'll want to combine all MOAs into one document and upload it into this area of the application. You'll be asked to describe the staff and responsibilities who will be paid with grant funds to work on the proposed program. This would include any programmatic or fiscal staff.

full-time or part-time staff who will be paid with grant funds.

As part of your program information, you'll also be asked to describe your plans for program fidelity. This means how you will ensure the program is delivered as prescribed by the developer. We would expect to see a plan that follows the full scope and sequence of lessons as well as the session frequency that aligns with the developer's fidelity requirements. You can find those specifics for each program in our Curriculum Guide. Moving on to section four you'll see the work plan.

This will be the logic model that helps you break down the work that you plan to do with your program. Your work plan will be an uploaded document that you create using our template for all three years. Following that, you'll see a Program Implementation Matrix. This is the section that will provide details on how you plan to implement a program, with who and for how long. The next section is evaluation, where you'll describe how you plan to measure the impact of your program. And after that comes the budget and budget narrative.

Where you will have an itemized budget for years one, two, and three. You download this form as well, which has three worksheets, and you'll complete them, providing a narrative justification for all the items in the budget. Remember, the max award amount is $50,000 per year. The final section is terms and conditions, where you'll enter the name of the authorized representative from your organization indicating they have read, understand, and agree to the legal terms and conditions for this funding opportunity.

Slide 19: Writing Objectives (13:20)

Jenny Martin (13:20)

As you create your work plan, we will ask you to develop at least one objective for your program. The objective you developed will be entered into the online application, not onto the work plan document. Using the SMART model is a common method for developing strong objectives. We want to see objectives that are specific, measurable, achievable, relevant, and time bound. Generally, objectives fall into one of two categories: either a process objective or an outcome objective. Process objectives are generally

ones that help you describe what you'll do and how you'll do it, perhaps in a shorter time frame. So the example here is by June 30th, 2028. The CATCH My Breath program will be implemented with 400 6th grade students at Jones Middle School. Outcome objectives are designed to measure the intended effect of your initiative, typically changes that you could

measure in, let's say, knowledge, attitude, or behavior. So the example would be by June 30th, 2028.

Al's Pals program participants will exhibit a 20% increase in pro-social behaviors as measured by the pre-K behavior scale. Both process and outcome objectives are acceptable. As you develop your plans to implement a program, you'll get a sense of what an appropriate objective might be for your work. Objectives are important as they provide the aim for all of the work that's being done. If awarded a grant, we will refer to your objectives to see if they have been met by their established timelines.

You need at least one objective, but you may create more than one if you prefer.

Slide 20: Work Plans (14:41)

The work plan is what we refer to as the roadmap for your program. It will be an invaluable tool in keeping your work organized and moving in the right direction. First, you'll have a measurable objective that you're working toward. Then in the work plan document, you'll have individual strategies with their own timelines, responsible staff, and expected outcomes. If the work plan is your roadmap, you can consider these strategies or activities to be those all important turn by turn directions.

We've listed here some examples of strategies that we would expect to see: recruitment of youth, hiring and training staff, planning, program implementation, et cetera. If your program will be implemented with middle school or high school youth, you would also want to include a strategy for the use of the Nicotine Products Prevention Lesson If you choose to include one or more of the optional community-based strategies, be sure to include those in your work plan as well.

Slide 21: Workplan template (15:30)

This is our work plan document. You can see that you'll enter your organization name at the top, and the forms are already formatted as being designated for years one, two, or three. Moving across the page, you'll complete the form listing out the individual strategies and their associated timelines, responsible parties, and expected outcomes. These should be sequential steps, so most strategies will not take the entire grant year. We don't expect to see your strategy starting in July and ending the following June.

Reviewers will be looking for incremental timelines for your strategies. For example, hiring or training staff may be one of the first strategies in your work plan and may only take a

month or two, whereas implementing a program may take several months, depending on the number of sessions that have to be completed.

The responsible staff will then be listed by name or title if it's a new position that will be hired. Outcomes should be the indication that the strategy has been finished or what you would expect to see as a result of that strategy being completed. We've given you ample room for up to 20 strategies when entering one per row. Each row of this table will expand as you enter information, so you may not need all 20 rows. Feel free to delete any unused rows and split these tables to keep each year's work plan on a separate page.

Remember, a well thought out work plan will signal to reviewers that you've identified all the steps needed for a successful program. A solid work plan demonstrates that you've thought through and planned for all the necessary strategies to reach your SMART objectives.

Slide 22: Program Implementation Matrix (16:51)

Terri-ann Brown (16:51)

My name is Terry-ann Brown and I'm the Regional Grants Administrator for the Central Region. Next, we'll review the Program Implementation Matrix. The matrix is the portion of the online application where you outline the particulars of how your program from the Curriculum Guide will be implemented. If you plan to implement multiple programs, you will enter those on separate lines on the matrix one per row.

The matrix gives us a snapshot of your programs as well as the targeted number of youth to be reached with each program. The matrix will also calculate for you a total of youth served through all programs combined. You'll need to complete a separate matrix for years one, two, and three. So in the example provided here, you'll see on line one that the program to be implemented is CATCH My Breath at Central School.

In grades 7 and 8, there will be a total of 10 groups of these students. There are 25 students in each of these groups, and then the final column asks you to calculate your total number of youth by multiplying the previous two columns. So it will be 10 groups times 25 students for a total of 250 students served. On line two, you'll see that the Too Good For Drugs program name has been entered.

It looks like this program will be implemented at Southwest High School with 9th and 10th grade students.

There will be 10 groups with 25 students in each group. Therefore, 250 total students will be served with the Too Good For Drugs program. At the bottom of the matrix example, you'll see the grand total of youth served through both programs will be automatically calculated. In this example, there will be a total of 500 youth served in year one. You will create a matrix for years one, two, and three, and generally speaking, these may look similar.

Year to year, but they certainly don't have to be identical. You may have a plan to start a program small in year one, only implementing in one setting or location, then expand it to additional sites in years two and three. It's up to you and how you plan to structure your programs. You'll also be asked to enter the grand total of youth to be served through all three years later in the application.

So be sure to add those figures correctly from the three matrix totals. You'll enter the grand total number of youth who will be served for the entire three-year grant period in a separate field of the online proposal.

Slide 23: Calculating Staff Time and Compensation (19:08)

After you complete the matrix, you will be asked to estimate the amount of direct service time and compensation for staff working on the grant. We provided some simple instructions for calculating direct service time. You will use the information in your matrix and information in the Curriculum Guide to calculate these estimates. The Curriculum Guide will provide you with the number of minutes each session takes to complete. Step one will help you calculate the direct service hours by program.

Take the number of groups that you entered on the matrix and multiply the number of groups by the number of sessions the program contains. You should then multiply this total by the number of minutes each session takes to complete. Then divide the total minutes by 60 to determine the total number of direct service hours for year one.

For step two, you will then calculate your direct service compensation. To get this number, you simply take the total number of direct service hours that you calculated above and multiply that by the hourly rate of pay. You should complete these calculations for each program you will implement. It's important to provide a good faith estimate here,

because reviewers use these estimates as a general guide when assessing the reasonableness of each applicant's personnel request. These estimates don't have to match the personnel request exactly, but if there is a significant variance, make sure you explain and justify your request in the budget narrative, which we will dig into in a moment.

Slide 24: Examples (20:33)

So here are some examples of how this math works. They use some information in the sample matrix provided in the request for application. Example one is an applicant who will be using the CATCH My Breath program. They will be implementing the program with 10 groups. The Curriculum Guide tells us that there are four sessions.

in CATCH My Breath and they each will take about 35 minutes of instruction. So we will first multiply 10 groups by four sessions by 35 minutes. This gives us a total of 1400 minutes of direct service. To convert those minutes to hours, we divide 1400 by 60, giving us a total of 23.3 hours of direct service or actual classroom instruction. To calculate the direct service compensation,

you multiply the total direct service hours, 23.3, by the hourly rate of pay, which in this example is $30 an hour for a total of $700 per grant year. In example two, the applicant is using the Too Good for Drugs – Maximizing Life program. They will be implementing the program with 10 groups. The Curriculum Guide tells us there are 10 sessions in Too Good for Drugs and they each take about

50 minutes of instruction. So we multiply 10 groups by 10 sessions by 50 minutes. This gives us a total of 5,000 minutes of direct service or instruction. We then divide 5,000 by 60, giving us a total of 83.3 hours of direct service. To calculate the direct service compensation, we multiply the total direct service hours of 83.3

By $30 an hour for a total of $2,499 per grant year for direct service. A couple of notes here. We use $30 an hour as an example. Applicants should use their organization's actual rate of pay to develop their grant budget. If the position is a salaried position, for the purposes of this application, convert the salary to an hourly rate to complete this estimate.

Another note on this topic of direct service hours: Although program developers say each lesson will take a certain number of minutes to complete, we know that the reality on the ground and in classrooms doesn't always align with the number of minutes provided by the

developer. Many times you get to the classroom a little early, you set up your lesson for the class, you might need to break down your materials after the class ends,

and we know that you spend time answering questions and talking with students before, during, and after class begins. This time can and should be accounted for, but we ask that you build that into the other staff time estimate that I will talk about next. Finally, if your program matrix changes drastically in years two or three, meaning you plan to serve more groups in years two and three than you do in year one.

Provide these calculations for those years as well. But if implementation will look the same for each year, you can note that there won't be any changes in subsequent years.

Slide 25: Other Staff Time Request (23:30)

As I mentioned, we know that there will likely be additional paid staff time needed to support implementation of the proposed program or programs that's not included in the direct service calculation. So in this section, please provide a description of the other necessary grant activities that will be factored into your overall request for personnel. You should describe the duties that will be completed and provide an estimate of the amount of staff time required for these activities.

This might include planning and preparation. You might need to be meeting with school staff and administration to coordinate scheduling and develop your final schedule. You might need to order materials, prepare parent letters, make copies, get pre- and post-test materials organized. So you should account for that time. You might also need to participate in curriculum training or organize the training for teachers at your school. In many cases,

instructors need to travel to a variety of school locations or community-based locations to implement the program. You should account for all of your travel time as well. We know that evaluation activities require staff time, and this can be included in your request as well. And then general grant administration time should be accounted for. This includes VFHY reporting, staff meetings, any VFHY grantee meetings you attend —

all of this time can be accounted for. This is not an exhaustive list of other staff time, but it is a starting point for thinking about how much staff time will be spent on the grant.

We ask that your request for staff time in the personnel section of the budget be reasonable and that you provide proper justification for your request. The clearer your budget request is, the easier it is for reviewers

to understand and approve budget requests.

Slide 26: Total Youth, Demographics, and Evaluation (25:08)

The final questions of the program matrix section of the application will ask for the total number of youth your program will serve and for demographic information about these youth. You will be asked to enter the total number of youth you project to serve over the course of the three-year grant cycle. This is where the matrix becomes handy. Add the total number of youth for years one, two, and three from the matrix and enter the total here. And again,

this number should be a minimum of 600 youth because you are required to serve at least 200 youth per year. With regard to demographics, of the total number of youth to be served, you'll provide a percentage breakdown of those students by race. Estimates are fine, and if you don't have these figures or can't obtain them, you can indicate unknown. Same for the estimated percentage of youth who are above and below the federal poverty line. For each of these areas,

you'll want your percentages to equal 100. We do provide a link in the RFA and the grants portal to the Federal Poverty Guidelines.

Moving on to evaluation. All applicants will be required to conduct an evaluation of their funded program. Evaluation strategies must be included in the work plan. Applicants will describe their evaluation plan, indicating who will oversee this process. And you'll clearly explain how and what you plan to measure and how these findings will be documented.

We recognize that most organizations don't employ a full-time evaluator or have extensive resources for evaluation. But keep in mind the evaluation instrument and methods selected should relate back to your overall objectives for the program. So it might look like pre- and post-tests that are provided by the program developer. Maybe your evaluation will take the form of a focus group or other survey.

You might also want to complete fidelity checklists to ensure that the program is being implemented with fidelity

to ensure you get the outcomes you expect. Once again, it will be up to you to determine what is appropriate and reasonable for your organization to do in terms of evaluation.

Slide 27: Budget and Budget Narrative (27:06)

Lisa Brown (27:06)

My name is Lisa Brown, and I'm the Regional Grants Administrator for the North Region.

Lisa Brown (27:12)

I will be walking you through completing the budget form for your proposal. The budget form is in Excel and is found on our website. Please download. The budget template in Excel includes three tabs for years 1, 2, and 3. Applicants will submit a budget for each of the three years of the grant. Some things to note about the budget form.

All cells populate and automatically round and total. We don't want to see any cents. Fill in required areas in each column. Under each section will be a box to enter the budget narrative explaining the figures you put in the columns. The reviewers are looking for clear justification for all the line items. Please include formulas in the narrative section.

Reviewers will be looking to your work plan as they review the budget. There should not be items in the budget that are not found anywhere else in your proposal. The line items in the budget should be clear whether you're making a purchase of a certain item or paying a staff person, and also see how it fits into making your program a success. Reviewers will also be looking to ensure there is no supplanting. Supplanting is defined by VFHY

as replacing funds already available in your organization to implement a program, including staff, equipment, materials, and other items required for the implementation of that funded program. For example, if you have a staff person that you would like to now implement a program from the Curriculum Guide, and you would like personnel costs associated with that person, you would need to explain how the staff person's job description has been changed.

What duties will they will now not be doing in order to take on this new project. The grant will pay for personnel and fringe up to 30%. In your narrative justification, make sure to include the formula for fringe and what rate you are using to calculate. Reviewers will be looking closely at personnel and the positions that you wish to fund must also be listed in the staff and responsibilities section of the online application.

The grant will pay for mileage to travel for program sites. We use the rate of 76 cents per mile. If your agency rate is less than 76 cents, please use your agency's rate.

Slide 28: Overview of Budget Sections (29:43)

Now I will go through each section of the budget. Section A is personnel. This is where you would put any staff that will be working on the grant program.

Enter the position title, annual salary, request from VFHY. We only want to see staff people listed in the personnel section that you're asking for funds to help pay for their staff time. Remember, the staff would need to be referenced in the Staff and Responsibilities section of the online application. So you've entered their position title, the annual salary, request from VFHY. This is an area that where reviewers will look.

To the direct service staff time and the other staff time sections of the online proposal. These are the two questions in the online application that asks you to project the amount of staff time needed to implement the chosen Curriculum Guide program, and also to project the amount of other staff time that will be needed to run the program. This other staff time might be for planning, travel, recruiting students if necessary, completing reports, etc. So the direct staff time is the

time that you are in the classroom with the students. And then the other staff time is for the other responsibilities that come with managing the grant. As I said previously, fringe is acceptable but cannot exceed 30% of the staff time requested from VFHY. If your agency's fringe rate is less than 30%, please use your agency's rate. If there will be a supervisor working on the program, you can request up to 5% of the supervisor's salary

for those supervisory duties. Section B is consultants. This is where you would put charges related to utilizing a trainer, graphic designer, and/or contractor for short-term work. So this is where you would put any costs related to using an outside trainer. For example, on the Curriculum Guide programs, some have required training. So if you need someone to

train your staff on a Curriculum Guide program, their expenses would go here, including the training costs and any associated travel required for that trainer. Or if you'll be hiring an evaluator to help you evaluate your program, that would be included here. Section C is travel. This is where you would put any local travel to drive to program locations. Section D is equipment. Here is where you would put costs for purchasing any needed equipment for the grant program —

if that equipment is not already available anywhere else in your organization. An example may be a laptop. Equipment costs cannot exceed $1,000. Section E is materials. Here is where you would list materials to run the program, such as educational materials, workbooks, teacher manuals, supplies. You would also put any food expenses in this area if you would be providing food at any point during the program. Incentives for program participants are also put here.

The cap is no more than $10 per program participant. Make sure to include in the justification all calculations and shipping costs. Section F is other cost. Here is where would put costs related to printing, copying, postage, and rent. For rent, allowable charges would be if you have to rent space to host a training or for space for program implementation. This is not to pay for office space for grant staff.

Make sure it is clearly justified in the narrative, everything in this section, and again provide calculations. Section G is indirect. If you choose to request indirect, it cannot exceed 10% of the personnel costs. We consider indirect the fund for general operating expenses required for the program. As I said, it cannot exceed 10% of the personnel costs, and it is not required to ask for indirect, but if your agency would like to, you may.

Indirect costs include insurance, general office supplies, equipment maintenance, software, office space rent, and peripheral administrative costs. Do not put anything in the narrative for the indirect section. You would just put 10% of the personnel costs. Or if your agency wants less than 10% of the personnel costs, you can put your agency rate for indirect. The last section is H, which is the total

budget request from VFHY. The form will total for you.

Slide 29: Sample Budget (33:55)

Now I'm going to show you a sample budget. Keep in mind this budget is just a sample, and your budget will need to reflect your own project. But in this example, ABC County School System is implementing the LifeSkills Training Program for middle schools at two middle schools with eight sixth-grade classrooms for a total of 200 students. They have

projected the direct service hours based on the classroom length of time at 50 minutes a lesson times 15 sessions. So that's the total. and you'll see the calculation how they came up with the program coordinator for those 200 kids will be using a hundred hours of direct service. They will also be conducting an additional 780 hours of other staff time. And you'll see here some of the things that they have included in

the person's job description of all the other things they'll be doing. So they've put together a total of 880 hours for the staff time times $30 an hour to implement the program. And they have come up with $26,400. They are asking for fringe benefits for that person at $7,920 at 30%. They're not asking for fringe for the supervisor, but they are asking for 5% of their time at $37.50.

So that brings the total personnel that they've asked for for $38,070.

Slide 30: Sample Budget (continued) (35:13)

They're also going to hire an evaluation consultant to tabulate the pre and post-tests and produce a report at the end of the grant year. And that's costing them $50 an hour for 40 hours at $2,000. The coordinator of the supervisor will also attend a LifeSkills Training virtual facilitator training at $300 per person.

The coordinator is going to have to travel to these two middle schools to implement the program, and they're estimating 500 miles at 76 cents per mile.

Slide 31: Sample Budget (continued) (35:40)

This is a new position at ABC School System, so they do need to purchase a laptop and a printer, and they have indicated what they're going to be purchasing and what they will be using this equipment for, and that's $1,000.

Slide 32: Sample Budget (continued) (35:53)

Then they're going to be buying materials. They're going to be buying the LST teacher manual and also workbooks for the 200 students, and you'll see the charges for that. And they've also given you some amount of shipping. They're going to buy some fidget

cubes for incentive items for the 200 students at $4 an item. Remember that's capped at $10. This applicant has found an item for $4. They're asking for general supplies for the program, flip charts, markers, storage containers, and they're also asking for materials for their poster contest. So they are asking for 200 poster boards and also $13 each four sets of markers.

So they needed some new markers.

Slide 33: Sample Budget (continued) (36:32)

Next, they're gonna be printing some parent take-home letters, and those are 11 cents per page. They're gonna be each student is gonna get an informational flyer and a take-home letter for their parents over the course of the program, and that will be 400 copies at 11 cents per page.

This particular grantee is asking for indirect, at $3,807, which brings their total budget request to $47,808. So that is a sample budget. If you need any technical assistance as you're completing your budget, or if you have any questions about allowable charges, you can reach out to the Regional Grants Administrator

for your region and we will be happy to help.

Slide 34: Introduction to the Grant Portal (37:11)

Judy Sparrow (37:12)

My name is Judy Sparrow and I'm the Regional Grants Administrator in the Southeast Region. We are going to look at the Online Grant Portal and submitting an application.

Slide 35: VFHY Grant Portal Instructions (37:21)

If you already have an account in the grant portal, simply log in. If you do not have an account, please click on the Create New Account. While entering your information, it will tell you if an account already exists.

If this happens, please contact VFHY staff and we will be happy to assist you. We can also help you with resetting a password if needed.

Slide 36: Creating an Account and Accessing the Dashboard (37:42)

On the Create New Account page, you will need to enter all of your agency's information. Once that is complete, you will need to make note of the password you created.

Slide 37: Application Dashboard (37:52)

Once you are in the online portal, you will see the applicant dashboard. For those who have been awarded grants in the past, the dashboard will show your agency's history. For those who are new to the portal, the screen will show your new application once started. You will be applying for 852-P026 Youth Substance Use Prevention. Click the Apply button.

If your organization is awarded funding, you will continue using the grant portal for reporting purposes throughout the entire grant term.

Slide 38: Application Page (38:22)

Judy Sparrow (38:22)

We are at the application page. We highly recommend drafting your responses in Microsoft Word, then you can copy and paste them into the application. This will assist with formatting and catching any spelling errors. You can also share this information with others who may be assisting with preparing your application. Some questions include drop-down menus such as the geographic region field shown below.

In the upper right hand corner of the application, you will find options to preview the application or print the questions. Many times organizations like to print the questions and share with those who are helping with the application process. All of the questions in the application are required, and you can always save your work and come back to work on it later.

Slide 39: Collaborate Feature (39:05)

The online portal offers a collaborate feature. This feature allows others to view, edit, or submit your application. Click on Collaborate in the upper right-hand corner.

Slide 40: Collaborate Feature (continued) (39:14)

You will be asked to add their email address. The Collaborate feature allows you to choose a collaborator who is already associated with your organization, or you can add a new

person. Enter the collaborator's email address and select their level of access. With the system, it will allow you to create an invitation. Again, they can view, edit, or submit.

You can also update their level of access at any time and include a message with the invitation. If this is a feature that you would like to use and need additional assistance, please contact VFHY. If you are comfortable with this process, you will then click invite at the bottom of the page.

Slide 41: Memorandums of Agreement (39:52)

Judy Sparrow (39:52)

Memorandums of agreement or MOA, not letters of support.

These must be submitted for all partners and collaborators. School-based programs require signed MOAs from principals and an appropriate official from the School Division Central Office, such as Director of Instruction, Assistant Superintendent, or Superintendent. Applicants must include all MOAs combined into one file

prior to uploading into your application. Documents with original signatures or a verified digital signature are acceptable, such as DocuSign or Adobe. Signatures that are computer generated without a digital verification are not acceptable.

Slide 42: Uploading Documents to Application

Uploading your documents into the application. The acceptable file types are PDF, Microsoft Word, Microsoft Excel. Upload the budget and work plan in original format. Requiring this allows whoever needs the latest approved work plan or budget from your grant to have access to it online in order to make any possible revisions in the future.

Upload. You will now need to upload your documents. Save the downloaded form to your computer. Rename it, complete it, edit it, save it, and upload. New uploads will override previous uploads. In some cases, errors may be found after a document is uploaded, so do not worry, the system saves the latest file uploaded.

Slide 43: Terms and Conditions (41:18)

Terms and conditions. Applicants must agree to the VFHY terms and conditions as part of their application. Please read and enter the name of your organization's authorized

representative. By doing so, you certify that the authorized representative agrees to comply with all conditions. Please make a note.

That this also certifies that at least one member of your organization has watched the pre-recorded pre-application webinar for this RFA.

Slide 44: Common Issues in Applications Not Funded (41:47)

Michael Parsons (41:47)

Before we conclude this webinar, I did want to go over a few common issues that we tend to find in applications that are not recommended for funding. Hopefully, this will help you put forth a stronger application. The first common issue is around work plans. Your work plan is your roadmap for what you want to get accomplished and the steps you're going to take to do that. Weak book plans oftentimes have

Missing strategies. So it's unclear to reviewers how you're going to get from point A to point B. Weak work plans oftentimes also have objectives that are unclear or not written in the SMART fashion, which makes it really difficult for reviewers to understand how you define success. And finally, weak work plans oftentimes do not align with your budget. Your budget and your work plan should work together.

Your work plan tells reviewers what you want to accomplish and how you want to get there. And your budget tells reviewers that you fully thought through the cost associated with carrying out your work plans. Weak budgets are oftentimes vague, which means that you might pick a dollar amount, but reviewers cannot tell how you came up with that number. Sometimes this means that you're missing a calculation or missing a narrative description.

As we said before, a weak budget might also not match the work plan. If we see something on your budget that you would like us to pay for, we expect to see it in your application and in your work plan. And of course, if you have inappropriate costs, if you ask for more than is allowed, if you ask for items that are not allowed to be funded, that will also oftentimes result in a rejected application. The third category is simply disorganized submission.

This means that your application, when read by reviewers, appears to be incomplete or confusing or disconnected. So if in doubt, keep it simple. State what you want to do very clearly. We strongly recommend having somebody who is not a part of the application process read your application all the way through with fresh eyes. This goes a long way to

ensuring that your submission is coherent and strong and is not seen as disorganized by reviewers.

Slide 45: Final Reminders (43:52)

Some final reminders before you begin. Please make sure you know which of your four regions you're applying from. If you have any questions, please reach out to VFHY staff. Please complete all the application questions on the application. You will have to upload one work plan. Your work plan includes years one, two, and three combined on different subtabs. You'll also upload one budget form. And again, you'll have years one,

two, and three on different subtabs. If you have any MOAs, you can upload those as well. As I mentioned previously, we recommend you have a second person read your entire application to look for mistakes. And again, please submit online no later than 5:00 p.m. on October 29th.

Slide 46: Questions? We're Here to Help (44:33)

And finally, if you have any questions, we're here to help. If you have general questions about the RFA, you can contact me, Michael Parsons, at mparsons@vfhy.org. If you have specific questions about your application, please contact the appropriate regional grants administrator for your region. That concludes the pre-application webinar. I want to thank you all for

signing in today to learn more about the Request for Application. Please feel free to reach out to staff if you have any questions as you work on your application. And thank you again for your interest and for all you do to keep young people in Virginia safe and healthy.