2021-2022 South Dakota Tobacco Control Program

Disparities Grant Questions and Answers

This document will be updated as needed. Please check back.

Question: There are thrift stores, food assistance programs, Caring Closets, and other delivery services in our community that use grocery style plastic bags for individuals that would fit in the people of Low Socioeconomic Status (SES) priority population. Would it be appropriate to use the Tobacco Disparities Grant to provide plastic bags with a printed tobacco prevention message along with resources like the QuitLine cards, brochures, etc., for their organizations? We do not want to use ancillary for the bags.

> **Answer:** Working with people of Low SES is a great population to work with especially in coordination with those other services. The tobacco prevention bags would be a good asset for them although challenge your thinking a step farther to see what other services those programs may need as well. For example, some impactful measures may be gathering data on food insecurity and commercial tobacco use or adding in an educational component outside of the pamphlets. The cost of the bags could be applied for outside of the ancillary designated monies as long as it is incorporated into an impactful service.

Question: Would it be in our best interest to apply for a program for 5th grade and up again?

> **Answer:** You definitely could apply for monies toward 5th grade and up, but maybe think about what community activities or involvement you could do with those students along with the educational possibilities with CATCH My Breath curriculum and/or TATU. For your students 5th Grade and below, the TATU students would be able to educate them on commercial tobacco and/or you could focus on activities the younger students could help with in the community. If you look on pages 12-14 on the Grant Guidance, you will be able to see some examples of activities. Those examples may provide some assistance in thinking of specific activities for your grant application.

Question: I see in the Grant Guidance that funds may not be used for the N-O-T curriculum. Do the others qualify as "evidence based" that would be creditable by this grant?

> **Answer:** The Tobacco Control Program continuously looks for evidence-based curriculums; although, as of right now CATCH my Breath and the Scholastic: The Real Cost of Vaping are the only two approved curriculums.
>
> INDEPTH is a cessation program that is an alternative to suspension or citations. As for the ASPIRE program, it is an individualized program that is paced at that students particular modular level. These two programs are directed toward teens.

An idea would be to look at how the students (younger than 5th grade) at your club can do projects within the community or using the 7th grade and older students to educate the younger club members through the TATU program.

Question: Do you have a link to where we can get the latest Scholastic curriculum?

Answer: The website for the Scholastic: The Real Cost of Vaping is: https://www.scholastic.com/youthvapingrisks/index.html.

Question: What do you guys think about utilizing the stage area in the middle of our mall to display tobacco/e-cig/vape projects, posters, etc for an community awareness campaign with our kids? The budget item for this would be supplies, paper, etc for these projects.

Answer: A display in the mall would be a great opportunity to provide information to the community. It would be great if the children could maybe update this on a monthly or quarterly basis to provide information. It would be awesome to see pictures of your displays as well! Another step farther could be to see what the smoking policy is like at the mall/grounds and to see how you could help the mall in providing signage or other policy updates.

Question: I noticed that there is no way to select which population at the beginning of each Goal.

Answer: You will find under each Goal area three different categories (Policy, Education, and Interventions). Under the Categories section is where you will identify the population you are going to focus on.

Question: I am trying to find the "Required Supporting Information" requirements but don't see them anywhere. In the Catalyst120 Walkthrough document....in Step 4 – Attachments: Required Supporting Information it says "All documents outlined in the "Required Supporting Information" section of the Disparities Grant Guidance, along with the completed budget worksheet, must be uploaded as PDFs...". The problem is that it doesn't tell us what is required.

Answer: The Catalyst1230 Walkthrough Document is just a step-by-step form on how to access Catalyst and not to be the full guidance for the grant. The Grant Guidance is the full guidance for the grant. You can find the required supporting information on page 6 of the Grant Guidance. The supporting documents needed are Capacity/Sustainability, Letters of Support, and Proof of Organization.

Question: When we originally had submitted, we had hoped to be able to also include some of the upperclassmen through a no tobacco use reward type program. Do you have any thoughts or suggestions on how we may be able to get something like this approved? I know we were told we couldn't do the nicotine test kits so would change that to survey type options. Do you have any other suggestions?

> **Answer:** We are not able to provide any particular suggestions on how to get a reward type program accepted by the review board, except to be detailed on how this reward program will be beneficial in the long run to the students and how it will be evaluated on its effectiveness.

> Surveys are important when it comes to gathering feedback and data. It is important to look at what the goal of gathering this data is and how knowing this data will be beneficial for the students and/or community. Another effective tool is to do pre- and post-questionnaires of evidence-based curriculum to see what knowledge was gained throughout the curriculum sessions. Nicotine test kits would not be awarded for this grant period, but you could do a Teens Against Tobacco Use (TATU) group and encourage the upperclassmen to participate that way and within TATU they vow to be nicotine-free. On pages 12-14 of the Grant Guidance you can find a list of examples of grant activities that may give ideas on activities.

Question: Can I send in my application to get you to review it and give feedback prior to submitting it?

> **Answer:** We are not able to provide individual feedback on applications, but we are able to provide general guidance on the application process. Due to the applications being reviewed by a group of diverse reviewers and the competitive nature of the grant, the Tobacco Control Program staff cannot identify what will be and what will not be awarded.

Question: On page 4 of the grant guidance document, it says that under Part Two in Catalyst that we will list an activity narrative and detailed timeline. However, when going into Catalyst and choose Goal 1, 1.b – Education, there is only a text box for Activity Name/Description of Activity. Is this where we put our Activity Narrative *and* our detailed timeline? I guess I'm just not seeing a text box for the detailed timeline.

In addition, on that same page, the section where it says "Time Period", do we select which quarters we are going to run activities in?

> **Answer:** The timeline would be included in the activity narrative by identifying when an activity will approximately start and when it will end. For example, doing a community display with tobacco education from approximately August 2021 to December 2021. The time period will also be identified by selecting the quarters in which the activities will be completed in; the activity can be all four quarters or as little as one quarter.

Question: I see on page 9 of the grant guidance that there are 5 points awarded for the "list of all community partners" but there is not an area in the catalyst form to include that

information. There is area called community partners where we list our letters of supporters. Is this also where we should list all of the community partners?

> **Answer:** Yes, you are correct that you should add your community partners under the "Community Partner(s)" section.   The "Community Partner(s)" will be found under Part One: Coalition Information. This is located under your coalition information. This section is where you would include your partners that wrote letters of support, but also include other partners in your community.

Question: What is a Bulk update?

> **Answer:** The Bulk update is where you can see the screen in a different view, but you do not have to click bulk update and it may be easier to click through the expandable tree on the left hand side.

Question: I'm assuming a facilitator stipend is if we need to hire someone to facilitate a training?

> **Answer:** The facilitator stipend is how much it will cost you to facilitate the activity. This is not for how much it would be for someone outside of your company to do a training.

Question: Do we opt out of the sections we are not working within in our proposal? I'm assuming since we will be doing another video challenge we can opt out of sections on policy, coalitions and education? Using the video as an intervention to reach other peer groups on prevention efforts? Please let me know if you feel this would be better under education vs. intervention. We have all of our proposal in the 1.C

> **Answer:** You are correct, you opt-out of the sections that you are not working on. It may be beneficial to add an educational component like Catch My Breathe or other curriculum to provide a baseline educational component to your intervention to create a more evidence-based grant proposal.

Question: Is there a limit on an hourly rate? Seems like on our last one we had to reduce our hourly rate.

> **Answer:** There is not a limit on hourly rate, but the rate should not include how much it would be to cover insurance or other employee benefits. It can only be an hourly rate for doing tobacco work. The grant review board will review the application and evaluate what the board feels is an appropriate hourly rate if it differs from your proposed rate on your application.

Question: Last time we put our prizes for the video winners as an ancillary cost in the administrative section and assuming we will do that again?

Answer: Ancillary costs would be appropriate to put any incentives, awards, prizes, etc.

Question: Is it correct that we can only submit one activity under each of the goal areas in the Catalyst system? For example, Under the tobacco prevention goal 1.b- education we were adding in the implementation of the Life Skills Curriculum but wanted to include additional activities. Do we need to have them all in one?

Answer: You are able to submit more than one activity under each goal area in Catalyst. You could separate them by numbering them so the review board is aware of how many activities you are completing in one goal area. You will need to put the total amount for the activities under "Funds Requested" and total amount for "Facilitator Stipend Amount" within Catalyst. On the Budget sheet found in Attachments, you will break down the activities and how much each will cost individually.

Question: There is a spot for Lead Person, who would that be?

Answer: The Lead Person is the individual that will be leading that certain activity(s) for each goal area. This may all be one person or they may be different individuals depending on how you are planning to run your activities.

Question: There is not a spot to put Ancillary costs within the Catalyst application but there is a spot within the Budget form under Attachments. How do I reflect this in the application?

Answer: Ancillary costs may be added into certain activities in the total amount of "Funds Requested". There may be times that the ancillary costs are not added into the activities and this will be reflected on the budget form. The Budget Form (found under Attachments) is where the break down of individual activities, ancillary, and facilitator stipends will be presented in particular.