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# **SAMHSA/CSAP's Centers for the Application of Prevention Technologies**



**Menu of CAPT Services  
GRAA Grantees**

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## Menu of CAPT Services

### GRAA Grantees

The following training and/or technical assistance (TA) services have been provided by the Center for Substance Abuse Prevention's (CSAP's) National Centers for the Application of Prevention Technologies (CAPTs) to Grants to Reduce Alcohol Abuse (GRAA) grantees:

#### Federal Project Implementation Support

##### Assessing grantee needs

- Needs assessment interviews at project start-up: to provide guidance in planning, implementation, evaluation (Government Performance Results Act, "GPRA," requirements), and sustainability; to create/review timeline, implementation plan, staffing charts, management plan, etc.
- Follow-up site visits as requested and deemed appropriate by Project Officer
- Annual follow-up needs assessments conducted by phone, email, or in person

##### Assistance to grantees for grant compliance

- Grantee work plan development support
- Report writing and report review (for inclusion of correct data, completion of required elements, inclusion of required attachments, formatting accuracy, etc.)
- Explanation of reporting formats as required by U.S. Department of Education
- General grants management assistance (such as Time/Task Calendars)
- Budget assistance as requested by the GRAA Project Officer
- Grantee status reports (including, but not limited to CSAP-required monthly reports)
- Creation of non-official reporting forms (e.g., multi-year budget forms, surveying instruments)

### Meeting and Communications Support

- Logistics and program coordination for regional and national TA meetings, including a needs assessment of training topics and agenda development based on grantee training needs (such as GPRA reporting, annual and final report development, no-cost extension requests, etc.)
- Evaluation compilation for regional/national TA meetings
- Facilitation of conference calls for grantees to promote networking opportunities
- Planning and logistics for GRAA-specific New Project Director Meetings
- Bi-monthly conference calls to Project Directors
- Monthly Project Director and Evaluator conference calls to share CAPT updates and GRAA grantee site updates, to discuss grant-related issues, to explore model program implementation challenges and lessons learned, etc.
- Information dissemination via websites and listservs for regional/national TA meetings, research findings, grants, teleconferences, online prevention courses and other resources, and information from U.S. Department of Education Project Officers
- Ongoing communication to individual grantees (including site visits, phone calls, emails)
- Distribution of reporting forms as required by U.S. Department of Education
- Electronic prevention newsletter subscription management
- Publications development and GRAA compilations as requested by GRAA Project Officer (e.g., “Lessons Learned,” Model Programs list, etc.)
- Grantee queries (e.g., intent to file for extension, youth development component, topics for TA meeting)

## Grantee Project Implementation Support

To support the GRAA grantees in implementing their model programs and evidence-based prevention strategies, the CAPTs utilize GRAA-specific tools, as well as other resources from the field, for example the Strategic Prevention Framework (SPF), as needed. The services below are arranged by SPF step, though the activities in a particular step often overlap with other steps. For example, trainings related to evidence-based strategies may fall in the capacity development, planning, or implementation phases, depending on the focus of the training. The CAPTs provide support to the GRAA grantees to:

### Assessment (SPF Step One)

- Assess needs to determine the nature and magnitude of alcohol abuse among students in the particular school community
- Prioritize data on risk and protective factors, which influence underage drinking, to inform strategy selection
- Conduct focus groups, as approved by GRAA Project Officer, enhancing grantee skills to collect anecdotal data on consumption and consequence patterns and other factors influencing underage drinking in the school community

### Capacity (SPF Step 2)

- Build capacity, including human, technical, and financial resources
- Enhance group facilitation skills for coalition leaders and model program implementers
- Build coalitions to enhance school and community support and improve sustainability efforts
- Access online courses on topics related to working with school-based populations
- Work with school and community stakeholders to develop memoranda of understanding (MOU)
- Participate in the Substance Abuse Prevention Specialist Training (SAPST), which offers an overview of current research-findings in the field, provides examples of how human development theory applies to working with youth and adult populations, and explores factors related to fidelity and adaptation in model program implementation
- Mobilize communities to build school and community support for reducing underage drinking, and to foster youth, adult, and parent involvement and leadership

### Planning (SPF Step 3)

- Create action and strategic plans for building comprehensive approaches to addressing underage drinking
- Plan and prepare for model program delivery by serving as liaisons to model program developers
- Conduct media-related strategies to support comprehensive approaches, including creating social marketing campaigns, enhancing media literacy, and utilizing media advocacy to support environmental prevention strategies
- Access current prevention research findings related to underage drinking prevention to inform evidence-based approaches
- Incorporate environmental strategies to inform policy development and enforcement related to underage drinking, as well as creating healthy community norms

### Implementation (SPF Step 4)

- Consider fidelity and adaptation issues, along with cultural competency considerations, when implementing programs and processes
- Address implementation issues by serving in liaison roles with model program developers

### Evaluation (SPF Step 5)

- Review evaluation instruments to assess validity and reliability
- Develop logic models to ensure that chosen strategies link logically with community needs regarding underage drinking prevention
- Conduct process and outcome evaluations to assess program/strategy effectiveness and to guide continuous quality improvement
- Incorporate multiple evaluation strategies, including both quantitative and qualitative methods
- Complete Institutional Review Board (IRB) applications
- Share information on Service to Science Academies
- Share information on the National Registry of Evidence-Based Programs and Practices (NREPP)

Sustainability and Cultural Competence (Overarching Principles of the SPF)

- Sustain prevention programs and practices beyond GRAA funding
- Incorporate current research findings related to cultural competency to inform work within diverse communities
- Assess needs among special populations
- Implement programs and planning processes with cultural competency
- Access training on cultural competency