Writing an NCAA CHOICES Grant Proposal

Recommendations for collaborations and effective prevention planning
Understand Your Partners!
Cultural Competency - Athletics

• What are the unique issues/concerns/logistics?
  – Work hard, play hard ethic
  – Schedules
  – Physical location
  – Team/coaches rules paramount
  – Group think
  – Cultural expectations – myths and traditions
  – Competition mentality
Understand Your Partners!

Cultural Competency – Prevention Community

• Prevention colleagues
  – Student Health Services
  – Dean of Students
  – Health and Recreation
  – Counseling

• Language
  – Universal, Targeted, Indicated prevention

• Research based strategies
  – NIAAA tiers
  – U.S. Dept of Education – environmental model

• Other concerns
  – Confidentiality
  – HIPAA
Who’s Who

- Director of Athletics; Senior Woman Administrator
- Life Skills Coordinators; Academic Advisors
- Faculty Athletics Representatives
- Student-Athlete Advisory Committee
- Athletic Trainers
- Health and Counseling Center Staff
- Alcohol/Other Drug Prevention Professionals
- Faculty
- Resident Advisors
- First Year Coordinators
- Others...
Find Common Ground

• Define what everyone wants:
  – Positive relationships-belonging
  – Leadership opportunities
  – Performance opportunities
  – Academic success
  – Bright future
  – Institutional reputation
Top Ten Reasons to Partner with Athletics

1. Fun
2. Excitement
3. Crowds
4. Community Interest
5. Tailgating
6. Media
7. Student Involvement
8. Faculty/Administrator Involvement
9. Scoreboards/Programs
10. Gym/Field have lots of space for events
How to Partner with Athletics

- Recognize that student-athletes have the same needs as other students, and the special needs of athletes
  - Assess current connections, needs, interests
  - Identify key personnel in athletics and in campus prevention and get feedback on exiting, potential collaborations
  - Define environmental/organizational considerations
  - Bring the plan to all constituents for comment and buy in

- Maximize the Partnership through high-profile opportunities!
Research-Based Approach to Prevention

NIAAA College Drinking Prevention Recommendations at: www.collegedrinkingprevention.gov

• 4 “tiers”
  – Tier 1 – demonstrated effectiveness in a college population
  – Tier 2 – effective in the general population but not evaluated with college students
  – Tier 3 – promising strategies that need additional research
  – Tier 4 – No demonstrated effectiveness
Illustrates the two primary dimensions of a comprehensive campus-based initiative:

1) the groups and individuals that need to be involved,
2) the necessary program components.

Within this context, individuals and groups are encouraged to become engaged in alcohol abuse prevention efforts in a wide variety of approaches, including those more non-traditional for them.

“Promising Practices” - David Anderson
Identify and Address Challenges

• Student-athletes’ time – limited.
• Coaches’ support – critical.
• Buy-in from athletics departments – a must!
• Defining, measuring and evaluating objectives – SMARTly!
• Staffing (include a contingency plan for staff turnover – a big challenge!)
• Identifying and working with other campus prevention efforts/agendas.

Based on 2004 evaluation of Choices grants
GOOD NEWS

• Collaborative efforts expand impact
• Small grants trigger additional activities.
• Small grants enhance existing efforts.
• High-profile activities increase visibility of campus-wide prevention efforts.
• Student involvement in program development increases acceptance.
• Peer mentors reduce personnel demands and increase referrals of peers.
7 Lessons Learned from Best of CHOICES

- Engage campus stakeholders in earliest discussions.
- Involve all interested departments in planning and implementation and identify each one’s role.
- Include students and student-athletes every step of the way.
- Rely on evidenced-base approaches and promising practices.
- Design targeted and achievable goals and objectives
- Promote a comprehensive campus program.
- Be flexible and resilient, adjusting when necessary.
Questions for Goal Setting

• What are your campus/community needs?
• What are you trying to change?
• How can research-based programs and activities contribute to this change?
• How will you know changes have been made?
ABCDE Method for Setting Goals

• Audience - Who is the target population?
• Behavior - What is the behavior you want to change?
• Condition - Under what condition will it happen? When?
• Degree - By how much?
• Evidence - As measured by...?

Source: Virginia Effective Practices Project
Goal Statement -- Example

By April 2017, as a result of a social norms marketing campaign, student athletes will experience 5% fewer negative consequences of drinking as measured by pre- and post-tests using the Core Campus Survey of Alcohol and other Drug Norms and Core Alcohol and Other Drug Survey.

Audience --student athletes
Behavior --reduce negative consequences of drinking
Condition--after implementing a social norms marketing campaign
Degree-- 5% reduction in negative consequences
Evidence--pre/post test using Core Survey
Objectives

• Describe the intermediate steps needed to accomplish project goals.

• Are what you do to achieve your goal.

• Can include process and intermediate outcomes.

• Should fit the ABCDE model.
Objectives should be . . . SMART

S = Specific
M = Measurable
A = Appropriate
R = Realistic
T = Time dependent
Objective Statement -- Example

By April 2017, 50% of student athletes who attend a peer education alcohol program will know campus social norms statistics as measured by pre/post tests.

- **Audience** -- Student athletes
- **Behavior** -- Know social norms statistics
- **Condition** -- April 2017, attend peer program
- **Degree** -- 50% of the target population
- **Evidence** -- Pre/post tests
Evaluation tools– IMPACT Resource

- **Identify** – your desired results – goals, outcomes
- **Measure** – ways your strategies will meet them
- **Plan** – quantitative and qualitative approaches to
- **Act** – implement evaluation strategies from start to finish
- **Collaborate** – work with others skilled in assessment
- **Transition** – review, revise and institutionalize
Successful CHOICES Proposal:

• **Demonstrates Integration of Athletics.**
  – Identify collaboration and commitments – letters of support!

• Defines your unique campus problem/needs.
• States clear goals that relate to your needs.
• Creates objectives that seek to reach those goals.
• Defines ways to measure how you will achieve objectives:
  – Process—steps to get there -- how and when.
  – Outcome—the change you want – measure the change in knowledge, attitude and/or behavior.

• **Identifies who will do what and when.**
  – Relate it to the objective and chart by whom and due when.
Success cont.

- Rely on and reinforce individual and organizational “Protective Factors”.
- Work with a broad-based task force.
- Integrate students from all walks.
- Develop cultural competency – get to know your campus student groups (and their advisors, administrators).
- Join in and promote collegial sharing & reliance among stakeholders.
- Support clear consistent policy for all.
- Use research-based strategies.
Resources

- www.collegedrinkingprevention.gov
- www.coheasap.org
- www.promprac.gmu.edu/
  - Task Force planner
  - Data on college student drinking (including student-athletes)
- www.hsph.harvard.edu/cas/
- www.core.siuc.edu/
- www.ncaa.org/choices
  - See Best of CHOICES and IMPACT Evaluation Resources