

2009  
CASA  
GRANT APPLICATION

*“Dearborn County Citizens Against Substance Abuse is an organization through which the community can identify, plan, and implement efforts to address the problems of substance abuse and dependency.”*

Project Name: \_\_\_\_\_

Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Amount Requested: \$\_\_\_\_\_

Signature of Executive Officer:

\_\_\_\_\_

CHECK WHICH AREA THE PROGRAM BELONGS:

Prevention/Education     Law enforcement     Treatment

**TIME-LINE FOR DEARBORN COUNTY'S  
CASA GRANTS  
2009**

October

Grants are available

November

1<sup>st</sup> Grants are due. (**Seven copies plus original**) Mail to: P.O. Box 3489, Lawrenceburg, IN 47025

TBA Interview with all applicants at Lawrenceburg Community Center.

December

1st CASA board votes on recommended funding to be presented to the County Commissioners.

January 2009

6th The recommended grants are presented to County Commissioners for final approval.

*Notification of results will be mailed out to all applicants. Grant recipients will receive a Memorandum of Understanding to sign and return.*

February 2009

Early in the month the checks will be mailed to the recipients from the auditor's office.

\*\*Information for all grant recipients\*\*

**All grant applicants will be required to attend an interview on a date to be announced.** You will be notified of your time before that day. Each grant applicant will be allotted 10 minutes to give an overview of their proposal and answer any questions.

**MANDATORY REQUIREMENTS**

**All grant recipients must attend at least (6) monthly CASA meetings. They may also participate in events or serve on committees in lieu of the meetings.**

**All grant recipients are required to give one six month verbal report (June) and two written reports (June and December)**

**All grant recipients must have a working knowledge of the 40 Developmental Assets. The grant request must include reference to the specific Developmental Asset(s) your project will address. The grant reports will require evaluation of the progress or success achieved.**

**Any money not spent by December 31, 2009 must be returned to CASA.**

***Failure to comply with any of these requirements will make you ineligible to apply in the future.***

Please Print or Type (separate sheet if necessary)

1. Describe your project and include a detailed timeline to accomplish this project from implementation to completion.

2. Who is the project's target population and how many persons will it serve? Please be specific.

Children (0-5 ) \_\_ Children (6-10) \_\_  
Youth (10-14) \_\_ Youth (15-18) \_\_ Young Adults (19-25) \_\_ Adults (25-54) \_\_  
Senior Citizens (55 & over) \_\_ Minorities \_\_ economically disadvantaged \_\_  
Minorities \_\_ Other \_\_

3. Who will be responsible for the project's implementation? Name and title please. Who will be representing this organization at the CASA meetings?

4. What are the primary activities or services that will be provided? Describe in detail each one and HOW THEY APPLY TO ATOD PREVENTION, EDUCATION and/or TREATMENT.

5. What measurable outcomes will be accomplished?

6. Which problem statement does this address? (refer to attached CASA problem statements) and how does this project/program work to address the CASA Mission Statement (listed above)?

7. How will you evaluate or measure your success? Enclose Pre and Post tests or surveys if used.

8. This is concerning the 40 Developmental Assets (refer to attachment) Choose one of the 40 Developmental Assets and explain in detail how this program will target the asset, how this will be accomplished
  
9. What other funding sources will you be using? How would you fund your project if this grant is not awarded?
  
10. Is this an ongoing project? Will you be seeking funds for this program through CASA on an annual basis?
  
11. Attach your organizational itemized budget for the year plus itemized budget for the project itself. Show where, how and what the money is going to be used for. PLEASE BE SPECIFIC. A detailed budget is mandatory to understand the spending of your requested grant money.

## CASA Problem Statements

- 1.) Alcohol abuse creates a myriad of problems for youth, adults, families and the community overall.
- 2.) Community norms support casual and accepting attitudes toward the misuse of alcohol, tobacco and other drugs.
- 3.) Prescription and over the counter drug abuse creates a multitude of problems for youth, families and the community.

**NOTE: It is your responsibly to make your program/project address these statements not the grant committee's job to try to find the fit.**

## What are Developmental Assets?

Search Institute's 40 Developmental Assets® are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults.

The list below describes the 40 Developmental Assets for Adolescents (ages 12-18).

Visit our page of [Asset Lists](#) for translations and lists for other age groups.

### The 40 Developmental Assets for Adolescents

<b>Asset Type</b>	<b>Asset Name &amp; Definition</b>
<b>EXTERNAL ASSETS</b> <b>Support</b>	<b>Family support</b> Family life provides high levels of love and support.
	<b>Positive family communication</b> Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	<b>Other adult relationships</b> Young person receives support from three or more nonparent adults.
	<b>Caring neighborhood</b> Young person experiences caring neighbors.
	<b>Caring school climate</b> School provides a caring, encouraging environment.
	<b>Parent involvement in schooling</b> Parent(s) are actively involved in helping young person succeed in school.

<b>Empowerment</b>	<b>Community values youth</b>	Young person perceives that adults in the community value youth.
	<b>Youth as resources</b>	Young people are given useful roles in the community.
	<b>Service to others</b>	Young person serves in the community one hour or more per week.
	<b>Safety</b>	Young person feels safe at home, at school, and in the neighborhood.
<b>Boundaries and Expectations</b>	<b>Family boundaries</b>	Family has clear rules and consequences, and monitors the young person's whereabouts.
	<b>School boundaries</b>	School provides clear rules and consequences.
	<b>Neighborhood boundaries</b>	Neighbors take responsibility for monitoring young people's behavior.
	<b>Adult role models</b>	Parent(s) and other adults model positive, responsible behavior.
	<b>Positive peer influence</b>	Young person's best friends model responsible behavior.
	<b>High expectations</b>	Both parent(s) and teachers encourage the young person to do well.
<b>Constructive Use of Time</b>	<b>Creative activities</b>	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	<b>Youth programs</b>	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	<b>Religious community</b>	Young person spends one hour or more per week in activities in a religious institution.
	<b>Time at home</b>	Young person is out with friends "with nothing special to do" two or fewer nights

per week.

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**INTERNAL  
ASSETS**

**Commitment to  
Learning**

**Achievement  
motivation**

Young person is motivated to do well in school.

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**School  
engagement**

Young person is actively engaged in learning.

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**Homework**

Young person reports doing at least one hour of homework every school day.

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**Bonding to school**

Young person cares about her or his school.

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**Reading for  
pleasure**

Young person reads for pleasure three or more hours per week.

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**Positive Values**

**Caring**

Young person places high value on helping other people.

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**Equality and social  
justice**

Young person places high value on promoting equality and reducing hunger and poverty.

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**Integrity**

Young person acts on convictions and stands up for her or his beliefs.

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**Honesty**

Young person "tells the truth even when it is not easy."

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**Responsibility**

Young person accepts and takes personal responsibility.

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**Restraint**

Young person believes it is important not to be sexually active or to use alcohol or other drugs.

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**Social  
Competencies**

**Planning and  
decision making**

Young person knows how to plan ahead and make choices.

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**Interpersonal  
competence**

Young person has empathy, sensitivity, and friendship skills.

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<b>Cultural competence</b>	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
<b>Resistance skills</b>	Young person can resist negative peer pressure and dangerous situations.
<b>Peaceful conflict resolution</b>	Young person seeks to resolve conflict nonviolently.
<b>Positive Identity</b>	
<b>Personal power</b>	Young person feels he or she has control over "things that happen to me."
<b>Self-esteem</b>	Young person reports having a high self-esteem.
<b>Sense of purpose</b>	Young person reports that "my life has a purpose."
<b>Positive view of personal future</b>	Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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