

**Dearborn County Citizens Against Substance Abuse
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**

October

Grants are available

November

Grants are due the first Monday in November. (**Seven copies plus original**) Mail to: P.O. Box 3489, Lawrenceburg, IN 47025

TBA Interview with all applicants.

December

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

January

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

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.

If you are a current grantee, this grant award will be conditional until your final report is reviewed and accepted in January.

All grant recipients are required to give verbal update report (scheduled throughout the year) 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.

All monies must be spent as agreed and funding not in compliance must be returned to CASA.

Any funds not spent by December 31 must be returned to CASA.

Failure to comply with any of these requirements will make you ineligible to apply for one year.

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. IF YOU ARE REQUESTING MATERIALS THEY MUST BE ITEMIZED BY NAME.** Listing education materials, promotional materials, etc. without the specific name and cost of the item will not be accepted. 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

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

	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious

institution.

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