



# 2019-2020

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## AODA Mini-Grant Guidance Document

Wisconsin Department of Public Instruction  
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Madison, Wisconsin



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Student Services/Prevention and Wellness Team  
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# MINI-GRANT PROGRAM OVERVIEW

Comprehensive school health programs require youth involvement to create environments conducive to healthy, resilient, and successful learners. As part of the Department of Public Instruction's (DPI) efforts to encourage youth initiatives, we are offering the AODA Student Mini-Grant Program for the 31st year, in the 2019-2020 school year. Funds will be available on a competitive basis for schools throughout the state to support education, prevention, and intervention programs designed by the students, targeting alcohol and other drug abuse (AODA) and other youth risk behaviors such as tobacco use, alcohol traffic safety (ATS), violence, suicide, etc. **In addition, a major funding priority of the mini-grant program is the involvement of youth in the planning and implementation of the project.** Consideration will be given based on the educational value of the project and statewide geographic distribution of funds. The amount of each individual mini-grant award may not exceed \$1,000.

## What are they for?

Student mini-grants fund prevention and wellness projects targeting AODA or other youth risk behaviors (tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors) developed by students for students.

## Who can apply?

Any group of students from a Wisconsin public school, grades K-12, can fill out the application that describes a prevention or wellness project in which they are interested. Each student group may only apply for a single project, although a school or district that has multiple groups may submit multiple applications. Students in a private school may collaborate with a public school, but may not apply directly for a student mini-grant.

## What can we get?

Each funded project may be awarded up to \$1,000.

## When are they available?

Applications will be made available to the Districts via the DPI's AODA website at: <https://dpi.wi.gov/sspw/aoda/mini-grant>. Applications are due to DPI electronically by 11:59 p.m. on October 11, 2019 to [AODA.Grant@dpi.wi.gov](mailto:AODA.Grant@dpi.wi.gov). **Remember** to keep a copy of your application for your records. The project must be completed and a final claim submitted by June 30, 2020.

## What are some good ideas for projects?

Some ideas for projects are: peer helper or educator programs, wellness fairs, skits, and awareness campaigns that focus on prevention for students, parents, and community members (see more detailed list on page 3).

## Who can we get more information from?

For any questions regarding the grant materials, please contact:

Emily Holder, AODA Consultant, at: 608-267-9170 or [emily.holder@dpi.wi.gov](mailto:emily.holder@dpi.wi.gov)

Brian Dean, AODA Consultant, at: 608-266-9677 or [brian.dean@dpi.wi.gov](mailto:brian.dean@dpi.wi.gov)

Polly Tubbs, Grants Specialist, at: 608-266-3459 or [polly.tubbs@dpi.wi.gov](mailto:polly.tubbs@dpi.wi.gov)

## TIMELINE FOR AODA STUDENT MINI-GRANTS

**August 16, 2019:** Application materials for the AODA Student Mini-Grants are made available on the DPI's AODA website.

**October 11, 2019:** AODA Student Mini-Grant application(s) due to DPI electronically. Or, if applicable, to the MPS Central Office as paper. **No faxes will be accepted.**

**November 21, 2019:** Mini-grant funding notifications delivered to applicants.

**June 8, 2020:** Completion of projects and End-Of-Year (EOY) reports submitted to DPI.

**June 30, 2020:** End of fiscal year. Final claim submitted to DPI.

## GENERAL APPLICATION INSTRUCTIONS

- This is a pdf application and the sections are fill enabled with predetermined character limits. **Do not** exceed character limits.
- **Do not** use Google Docs or similar software to download and/or complete your applications. Not using the form in its original pdf format can corrupt underlying formulas.
- Web browsers used to download the application from the DPI's AODA website may also affect the PDF application. The best browsers to work with are currently; Google Chrome, Firefox and Safari (MacBooks).
- Attachments will **not** be considered.
- Submit the PDF application electronically to the DPI at: [AODA.Grant@dpi.wi.gov](mailto:AODA.Grant@dpi.wi.gov) by **11:59 p.m. on October 11, 2019**. Late applications cannot be accepted.
- **Remember** applications must be “digitally” signed by your District Administrator or building Principal. The signature pages contain an Adobe “sign document” function that is embedded within the signature blocks. If you have difficulties using the embedded function, physical signatures will be accepted but they must be scanned and submitted electronically and delivered along with your application(s) to: [AODA.Grant@dpi.wi.gov](mailto:AODA.Grant@dpi.wi.gov) by the due date.
- Do you speak WUFAR? If not, your business office does. If awarded, the DPI's accounting office uses the Wisconsin Uniform Financial Accounting Requirements to track and process a grant's budget. Your budget is not scored, but is reviewed for allowable activities.

## PROGRAM REQUIREMENTS

- The focus of the project(s) must target AODA or related youth risk behaviors in the area of education, prevention, or intervention.
- The project(s) must be developed by student groups, clubs, or classes (reviewers will bear in mind that elementary students will need more advisor guidance than those at the high school level).
- Each student group, club, or class may submit only one project, although more than one project may be submitted per school district/school building.
- No grant award may exceed \$1,000 and must include a 20% ‘in-kind match’ (details follow under “A Word About Budget” section)

- No more than 20% of the total award amount can be spent on incentive items. Incentives include: trinkets, food, t-shirts/clothing, water bottles, etc. as a reward).
- Speakers/consultants have a maximum daily rate of \$800.
- Private schools are not eligible to receive grants; however, they may partner with public schools.

## PRIORITIES FOR FUNDING

Grant reviewers will place an emphasis on:

- Projects that have youth leadership in the planning, writing, and implementation of the grant.
- Projects where students target AODA issues, or related youth risks such as: AIDS/HIV, suicide, tobacco use, traffic safety, opiate pain management, violence, or teen pregnancy.
- Projects that exhibit a high degree of educational value that extends beyond the cycle of funding.
- Youth leadership groups focusing on advocating against tobacco with FACTivisms or FACT (Fight Against Corporate Tobacco) activities. (See more information below, Peer Educator section.)

## PROJECT IDEAS FOR YOUTH TO CONSIDER

Peer helper or educator programs, wellness fairs, prevention plays, and awareness campaigns that focus on prevention for students, parents, and community members are suitable activities. The development of SADD chapters and other student leadership groups or activities that you believe can help prevent alcohol, tobacco and other drug abuse, or traffic safety may be an appropriate use of the funds. See the following for more ideas.

## PEER EDUCATORS

Research shows teens who deliver a prevention message to peers, as well as younger students, have a powerful influence.

### Potential student groups and suggested topics

- Youth advocating against tobacco (such as FACT groups or existing youth groups participating in FACTivisms). For more information go to: <http://factmovement.org/who-we-are/>.
- Life Of an Athlete (LOA) or other athlete driven student leadership group
- Impact of tobacco on individuals, families, and society
- Information on the impact of bullying
- Impact of alcohol and other drugs on violent behavior and accidents
- Information on traffic, bicycle and pedestrian safety, including drinking and driving issues
- Anti-smoking information
- Anti-vaping information
- Conflict resolution

- Refusal skills
- Mindfulness activities
- Positive attitudes and self-esteem as related to risk prevention
- Risks for contracting HIV/AIDS

### **Some ways to deliver the message**

- Plays/skits
- Role plays
- Musicals
- Small group discussion
- Multimedia
- Art: quilt squares, prevention theme murals
- Students arrange for speaker and follow-up by leading small group discussions
- Mentoring
- Mini-grants can be written to fund training for high school or middle school students, materials, costumes, printing, and transportation

### **Peer educator programs need to have:**

- A focus on prevention of youth risk behaviors including: AODA, tobacco use, violence, bullying, suicide, HIV, or sexual risk behaviors
- A focus on driving, biking and pedestrian safety
- Youth leadership
- Training for presenters
- A presentation that is clearly understood, motivational, and age-appropriate for audience
- Small-group discussion, activity, or practice of skills
- Evaluation and follow-up

### **School/Community/Youth Awareness and Information Programs**

- Prevention PSAs (Public Service Announcements)
- Prevention placemat contest; placemats in restaurants
- Prevention billboards along with design contest
- Prevention video on local cable channel
- Inhalant information for students and parents
- Internet homepage with new information and slogan each month
- Driving Issue Guides to educate parents about setting rules/contracts for teen driving
- Newsletters; Youth Yellow Pages
- Awareness week before prom about: driving safety, long-term effects of smoking and/or vaping, healthy relationships, and HIV/AIDS, etc.

## PARENT/COMMUNITY EDUCATION AND INVOLVEMENT

### Helping parents promote a drug-free lifestyle, understand risk behaviors, and set guidelines

- Panel discussions
- Straight talk: parent-to-parent, youth-to-adult, and adult-to-youth
- Develop parent networks
- Mini-grant could pay for speakers, materials, visual aids, multimedia

### Monthly or quarterly family and community AODA prevention activities

- Store window displays
- Displays at county fair or other community events/forums
- Health Wellness Fair
- AODA prevention family carnival
- Interview community people who are good role models for healthy living
- Mini-grant could fund materials, visual aids, transportation, or printing
- Traffic safety efforts during prom and graduation weeks, or the establishment of clubs like SADD. *Note that mock crashes must be coordinated with community partners. This grant will no longer fund purchase, or towing of vehicles used in mock crashes but can be donated by a community partner and count as match towards the project.*

## TIPS FOR PLANNING AND IMPLEMENTING

*“The most important part of being a member of our AODA Program is making an influence on my other peers and underclassmen.”*

*–Student Comment*

A review of literature conducted by the Academy for Educational Development Evaluation & Consultation Center revealed that peer-led education programs can be effective in reducing alcohol, tobacco, and other drug (ATOD) use among youth. These programs have also shown to have a positive impact on the peer educators themselves, increasing their knowledge and self-efficacy, as well as influencing health risk behaviors.

*“I’m involved because I want to help younger students stay on the right track and feel comfortable and confident.”*

*–Student Comment*

## High Quality Peer Programs Should:

- be based on a solid foundation in social learning and social influence theories that address how learning and behavior change occur on the individual level and within social networks;
- use interactive, developmentally appropriate teaching methods that emphasize experiential learning rather than the presentation of information only in a didactic manner;
- utilize class sizes that are conducive to small-group instruction;
- use follow-up sessions to update and reinforce original program content;
- be provided to more than one class;
- be well-organized and be conducted in an organized manner;
- be implemented by peers who present the curriculum in an interesting, dynamic manner; or
- be delivered by a skilled adult or peer leader, competent in group processes.

## IMPORTANT THINGS TO REMEMBER

- DPI student mini-grants must have a connection to prevention of AODA or related youth risk behaviors.
- Limit expenditures on food to that which is related to events that include education, prevention, or intervention activities and information sharing (e.g., meal in conjunction with a peer helper training).
- Door prizes and incentives are not to be paid for out of grant funds.
- These are student-led projects. Students should be involved from the very start (e.g., planning and writing the grant).
- Planning a series of activities is more effective (and usually is rated higher) than a one-time event.

*"I like being a peer educator, because it puts together a group of caring, involved students to help others."*

*- Student Comment*

*"The most important part of our peer program is that we help people understand what we're doing and what they should do."*

*- Student Comment*

*"We help others understand that things that happen to one person can happen to others."*

*- Student Comment*



## TIPS FOR DESIGNING PEER INVOLVEMENT PROGRAMS

- Clearly define the target population, in terms of age, ethnicity/race, gender, sexual orientation, socio-economic status, and life experiences; then select peer educators accordingly. Example: Peer leaders are nominated by their classmates. Adult advisors make sure leaders are representative of the diversity of the student body.
- Articulate program philosophies, goals, and objectives, and use these priorities to guide program design. Example: If your program focuses on the prevention of risk behaviors or the maintenance of healthy behaviors, select peer educators who can serve as positive role models for the other students.
- Determine the roles and responsibilities of peer educators. Example: When implementing peer education programs, youth may have the sole responsibility to deliver instruction, but development of the curriculum is a shared responsibility between youth and adults.
- Ensure program goals are consistent with the setting or location of the program. Example: School-based programs are an efficient way to reach large populations of youth. Schools are well-suited to provide prevention-focused knowledge and skills to general populations.
- Provide the necessary resources. Example: Peer educators need appropriate training in the content area, teaching strategies, facilitation, and communication skills.
- Ensure that the person who coordinates the program understands the value of peer programs and is committed to working with youth. Peer-based interventions require involvement from adults for supervision, quality assurance, coordination, guidance, and other types of support.
- Prepare for peer educator and staff turnover. Peer educators may have high turnover rates due to schedule conflicts, other academic and/or extra-curricular activities, or graduation from school. Adult coordinators will most likely have a number of other responsibilities. Example: Some program coordinators recruit new peer educators as part of the program delivery.
- Plan for evaluation in the timeline and budget. Evaluations are needed to assess both the effectiveness and cost-effectiveness of peer programs. Because evaluation is such an integral part of program design, evaluation plans should be defined at the very beginning of program conceptualization, and necessary resources should be set aside. Example: When planning how you will evaluate the project, consider these questions:
  - Who is this information for? Who will use the findings?
  - What information do we want to know?
  - How is the information to be used?
  - When is the information needed?
  - What resources are available to conduct the evaluation?

*“What would I tell others who want to be Peer Educators? Go for it! It’s lots of fun!”*

*–Student Comment*

## A WORD ABOUT BUDGETS

A budget is an extremely important planning tool. It helps you to determine how much a project will cost and to plan for any future projects. Once the budget is prepared, it provides a way for you to gauge or measure the actual performance and outcomes of your project. Some program managers use their budgets as a road map, or a direction the project must take to 'stay within budget'. This just means, you don't underspend, or much worse - run out of money before the project is complete! Ultimately, a budget will tell you, how much did this activity really cost? Are we sustainable (can we afford to do this activity again)?

### "Good" Budgeting

- Is your budget reasonable, appropriate and logical the way you connect your budget to your project? Verify this by reviewing the rules of the AODA mini grant funding outlined earlier in this document.
- Price your project's materials at more than one source to ensure you're finding the best prices. Especially when you find that material costs are higher than expected.
- Keep a record! Keeping a record to log your project's activities as they occur makes an end of year report a breeze! Add in a simple spreadsheet, and you'll have the means to track costs and money donated to your project.

### Match Sources

Does your budget provide a 20% match? Match is a very common requirement of grant funding where the funding agency (government, non-profits, etc.) wants a grantee (you) to have "skin in the game." Match attaches a monetary value that helps ensure that a project is completed. Match also assures a funder that your project has the potential to become sustainable over time.

"In-Kind" Match refers to a project's costs other than cash necessary to operate your project. Non-cash contributions include donations of: services, equipment, trinkets, food, clothing, etc. Keeping in mind that in kind match are costs that have a value as if you were paying cash for them! Always track donations and show their value on your budget.

Remember to thank anyone making contributions profusely! Your project's success depends on it!

# PROGRAM BENCHMARKS

Criteria	Characteristics of Strong Ratings
<p>1. Project Abstract Provide a brief description of the program and activities to be developed and implemented by students at a building, district, or community level.</p>	<ul style="list-style-type: none"> <li>• The abstract clearly describes the project.</li> </ul>
<p>2. Project Narrative Describe how the idea for this project was developed, including student leadership.</p>	<ul style="list-style-type: none"> <li>• The major factors/issues that generated the idea for this project are clearly outlined.</li> <li>• Students were directly involved in the planning process.</li> <li>• Students will be directly involved in implementation of the project.</li> </ul>
<p>3. What problems at your school will this mini-grant address? Describe how this project will help prevent or reduce student alcohol and other drug abuse or other risk behaviors such as tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors.</p>	<ul style="list-style-type: none"> <li>• The problem(s) are identified by utilizing objective facts/ data and/or illustrates a representative sample of the student population that is concerned about this problem.</li> <li>• The problem(s) have a direct link to AODA or related youth risk behaviors such as tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors.</li> </ul>
<p>4. What steps/activities will be done to address the problem(s) described in the answer to Question #3?</p>	<ul style="list-style-type: none"> <li>• The activities are clearly described and logically lead to impacting the problem of AODA or related youth risk behaviors.</li> <li>• The activities are attainable/realistic within the timeframe of the grant.</li> <li>• Activities in the proposal are ongoing - not just a "one shot" deal.</li> <li>• Activities have a positive educational value.</li> <li>• A reasonable number of students are involved in carrying out the proposed project.</li> </ul>
<p>5. Describe how you will measure your success in addressing the problem(s) described in Question #3.</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>• Are reasonable for addressing the problem.</li> <li>• Include not only process measures (# served, etc.) but also identify outcome measures (changes in attitudes, behaviors, knowledge, skills) as measured by a pre/post-test.</li> </ul>
<p>6. Describe who/when and how many people will benefit from the project and describe the skills, knowledge, behaviors, or attitudes they are expected to acquire.</p>	<ul style="list-style-type: none"> <li>• A reasonable number of people (students, staff, parents, community members) will benefit from the project.</li> <li>• Describes how people will benefit in terms of knowledge or skills acquired.</li> <li>• Describe how these benefits relate to the initial problem.</li> </ul>
<p>7. Budget</p>	<ul style="list-style-type: none"> <li>• Budget is reasonable, appropriate, and logically connected to mini-grant project.</li> <li>• Budget provides 20 percent in-kind matching costs.</li> <li>• Incentives (trinkets, food, t-shirts/clothing, water bottles, etc.) have a maximum of no more than 20% of the grant total.</li> <li>• Speakers/consultants have a maximum daily rate of \$800.</li> <li>• In order to receive reimbursement, an end-of-year fiscal (claims) report will need to be submitted to DPI by your district's business office.</li> </ul>