



2020-2021

Peer-to-Peer Suicide Prevention Grant Overview

July 2020

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

This report is available from:

STUDENT SERVICES/PREVENTION & WELLNESS TEAM

Brian Dean and Gregg Curtis

Wisconsin Department of Public Instruction

125 South Webster Street

Madison, WI 53703

(608) 266-8960

<https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

July, 2020

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Table of Contents

General Program Information	1
Competition Summary	2
Grant Administration	3
Application Detail and Instructions	5

General Program Information

Program Overview and Purpose of the Funding

A new competitive grant program has been established for peer-to-peer suicide prevention programs for Wisconsin high schools. With a focus on training Wisconsin students to recognize the signs of suicide shown by fellow students, peer-to-peer programs use messages of hope, health, and strength to develop peer leaders and resources for students who may be struggling. Peer-to-peer training ensures that the people students are most likely to turn to in troubling times, their friends and classmates, have the knowledge and tools needed to recognize warning signs of suicide and depression, and are able to help their friends.

Any school at which pupils attend high school grades are eligible for this grant, and recipients of a grant under this program may use the grant funds to support an existing peer-to-peer suicide prevention program, or to implement a new peer-to-peer suicide prevention program. In awarding grants under this program, the Department of Public Instruction (DPI) will give preference to applications for a grant to implement a peer-to-peer suicide prevention program based on the educational value of the project and an equitable statewide geographic distribution of funds. The amount of each individual grant award may not exceed \$1,000.

Authorizing Statute

2019 Act 83, Statute 115.366 Directs the DPI to establish a competitive grant program for the purpose of supporting peer-to-peer suicide prevention programs in high schools operated by private, public and tribal schools in Wisconsin.

<https://docs.legis.wisconsin.gov/2019/related/acts/83/5>

PI-38 Subchapter I and II: https://docs.legis.wisconsin.gov/code/admin_code/pi/38

Competition Summary

Funding Eligibility and Distribution

Requirements at a Glance

Eligible Applicants	Private, public and tribal schools that serve high school grades. 2r and 2x charter schools are allowed to apply.
Submission Deadline	11:59 p.m. September 30, 2020
Award amount(s)	\$1,000 or less

Competition Timeline

Date	Task
August 18, 2020	Application materials for the Peer- to- Peer Suicide Prevention Grant Program are made available on the DPI's Suicide Prevention website
September 30, 2020	Peer- to- Peer Suicide Prevention Grant Program applications are due to the DPI electronically through the online form.
Fall, 2020	Grant funding notifications announced
June 1, 2021	Completion of projects and End of Year (EOY) Reports submitted to the DPI
June 30, 2021	End of the State Fiscal Year (SFY); Final Claim submitted to the DPI

Grant Administration

Program Services and Activity Requirements

The focus of the project must:

- Implement a **new** peer-to-peer suicide prevention program at a school at which students attend high school grades, or;
- Support an **existing** peer-to-peer suicide prevention program at a school at which students attend high school grades
- No grant award may exceed \$1,000
- A match amount is **not** required at this time

Priorities for Funding

- Projects that clearly outline the implementation of a new or existing evidence-based or best practice based peer-to-peer suicide prevention program within their high school
- The equitable geographic distribution of funds

Successful Peer-to-Peer Programs Demonstrate

- A focus on prevention of youth risk behaviors as they relate to suicide prevention
- Youth leadership opportunities
- Training for peer leaders
- Small-group discussions, activities, or practice of skills with proven age appropriate strategies
- Evaluation and follow up
- Efficient use of funding

Evaluation Requirements

How to Measure Success

Evaluation plans are used to assess the effectiveness of peer-to-peer programs. Data should be collected which will demonstrate this effectiveness. Data can be qualitative or quantitative. Some examples of ways to collect data include: surveys to measure perceptions, descriptive narratives that explain processes and participation, or outcome data.

Timelines and Responsibilities

Well-defined timelines provide reasonable dates by which goals and objectives established for the project can be met as well as those responsible for delivery.

Fiscal Management Requirements

This is a reimbursement based grant, meaning that costs are incurred by the grantee and reimbursed by the DPI. Grantees are required to submit the DPI's program fiscal report PI-1086 for reimbursements by the end date of the grant, June 30, 2021.

Budget

A well-prepared budget must align to the activities outlined for the proposed program and be reasonable and appropriate to the funding purposes for the Peer-to-Peer Suicide Prevention grant program.

The DPI's accounting office uses the Wisconsin Uniform Financial Accounting Requirements (WUFAR) to track and process a grant's budget. Work with your business office to ensure that correct WUFAR coding is used for your budget.

Application Detail and Instructions

General Instructions

- Applicants must complete a 2020-21 application via the following linked portal; https://widpi.co1.qualtrics.com/jfe/form/SV_ddsmrnoSVPT69zD
- To navigate between sections, you will need to click the appropriate labeled buttons located at the bottom of each screen.
- Your access to the on line application is specific to the device used to complete the application. This means that your work will automatically be saved and you can exit the application and return later provided you are using the same device each time.
- To submit the application, click the submit button that follows the signature function on the last page of your application. Applications must be submitted by 11:59 p.m. **September 30, 2020**. Late applications will not be accepted.
- Once you have submitted your application you will receive an email notification of submission that includes a screen shot of the data submitted. You will not be able to modify your work unless a resubmittal is requested from the DPI.
- It is advised to use Google Chrome as your browser when completing this application.
- Note that capital objects such as computers, furniture, video equipment, etc., are not allowable costs for this grant program.
- Allowable costs include but are not limited to, curriculum and trainers.

Program Contacts

Program related questions, contact:

Brian Dean, Consultant, by email: brian.dean@dpi.wi.gov or by phone at (608)266-9677

Gregg Curtis, Consultant, by email: gregg.curtis@dpi.wi.gov or by phone at (608)266-2820

Grant material questions can be directed to:

Polly Tubbs, Grant Specialist, by email: polly.tubbs@dpi.wi.gov or by phone at (608)266-3459

Elizabeth Pease, Office Operations Associate, by email: elizabeth.pease@dpi.wi.gov or by phone at (608) 267-9240

Application Review Process

Program Benchmarks

Ratings

Strong—meets all or most of criteria

Average—meets some of criteria

Weak—meets few or none of criteria

Criteria	Characteristics of Strong Ratings
<p>Project Abstract Provide a brief description of the program and activities to be developed and implemented at the high school.</p>	<p>The abstract clearly describes the project and states:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why the project is needed <input type="checkbox"/> What the project will look like, and <input type="checkbox"/> Expected outcomes
<p>Project Narrative</p>	
<p>1. Demonstration of Need</p> <ul style="list-style-type: none"> a. Describe the high school student population and demographics. b. Clearly identify need(s) for this grant project. 	<p>The major factors/issues that generated the idea for this project are clearly outlined:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses local data to support the need for grant funding <input type="checkbox"/> Describes process by which data was gathered and reviewed <input type="checkbox"/> Identifies needs and gaps to be addressed that are directly connected to program development or program expansion
<p>2. Current Program Status</p> <ul style="list-style-type: none"> a. Describe the high school's current suicide prevention programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides clear and comprehensive assessment of current resources that are present in the high school's community that support suicide prevention activities. <input type="checkbox"/> Clearly identifies if this is a new or an expansion project.

Criteria	Characteristics of Strong Ratings
<p>3. Proposed Program and Integration.</p> <p>a. Describe the proposed Peer-to-Peer Suicide Prevention programming.</p> <p>b. Describe how the proposed programming will integrate with current programming.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are clearly described and logically lead to impact on suicidal behavior(s). (e.g. severe depression, non-suicidal injury, talk/plan of suicide, or suicide attempt.) <input type="checkbox"/> Activities clearly describe how the proposed programming integrates with existing program(s). <input type="checkbox"/> Ideally, activities in the proposal are ongoing - not just a one-time approach. <input type="checkbox"/> Activities have a positive educational value.
<p>4. Measure of Success</p> <p>Describe how success will be measured in addressing the problem(s) identified under question 1, Demonstration of Need.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Measures are reasonable for addressing the prevention and reduction of suicidal behaviors. <input type="checkbox"/> Includes not only process measures (# served, etc.), but also identifies outcome measures (changes in attitudes, behaviors, knowledge, skills) as measured by a pre/post survey test.
<p>5. Action Plan</p> <p>Describe steps or activities that will be implemented to address the problem(s) described in response to question 4, Measure of Success.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Includes a reasonable number of students attending the high school who will directly benefit from the project. <input type="checkbox"/> Activities are attainable/realistic within the timeframe of the grant. <input type="checkbox"/> Describes how high school students will benefit in terms of knowledge or skills acquired. <input type="checkbox"/> Describes how these benefits relate to the prevention and reduction of suicidal behaviors.
<p>6. Budget</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Budget is reasonable, appropriate, and logically connects to the activities of the proposed project.