



2021-23

AODA Grant Program Guidance

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

This report is available from:

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<https://dpi.wi.gov/sspw/aoda>

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General Program Information

Program Overview and Purpose of the funding

This grant appropriates funds for the implementation or expansion of a district-wide, K-12 comprehensive program for the prevention and amelioration of alcohol and other drug abuse among minors. A school district may propose to utilize multiple strategies in a comprehensive manner to develop this program.

Authorizing Statute

An Alcohol and Other Drug Abuse (AODA) program under Wis. Admin. Code sec. PI 38 may include any of the following [1]:

1. Curriculum and instruction that meets all of the requirements of Wis. Stat. sec. 118.01(2)(d)2.c. and 118.01(2)(d)6., and which includes all of the following:
 - a. Provides accurate and up-to-date information on health promotion and risk behaviors
 - b. Provides accurate information about youth attitudes and behaviors about AODA and related youth risk behavior
 - c. Provides a strong focus on life skill development, such as decision making, goal setting, and communications skills
 - d. Emphasizes key concepts that cut across many health and safety issues
 - e. Provides multiple instructional strategies
 - f. Is developmentally appropriate and builds on a pupil's prior knowledge
 - g. Provides a sense of safety and community in the classroom
 - h. Provides clear and consistent messages
 - i. Involves parents and guardians in instructional programs
2. A written school district policy which supports comprehensive alcohol and other drug abuse programming, including pupil assistance programs, curriculum, instruction, staff development, and youth-oriented activities. The policies shall be widely publicized and be in accordance with appropriate state and federal laws.
3. Programs for pupils, including pupil assistance programs, peer programs, student clubs, and drug-free alternatives
4. Programs for adults including staff development, employee assistance, and wellness programs, and parent and community education
5. Integration of community resources and support services including, but not limited to, human services providers, private treatment providers, law enforcement officers, and judicial personnel
6. Access to a collaborative pupil services team made up of school counselors, social workers, nurses, and psychologists
7. An AODA program coordinator who is provided with appropriate time and training
8. Ongoing monitoring, assessment, and evaluation of AODA program activities
9. Strategies to develop comprehensive school health programs which include, but are not limited to, a police-school partnership project providing parenting skills and family cohesion building strategies, after school and summer school tutorial services, student assistance programs, youth-led prevention activities, and other strategies approved by the state superintendent to meet the statutory objectives of prevention or amelioration of alcohol and other drug use by minors

[1] Note that while the multiple strategies of the comprehensive AODA program described here are fundable under the Wis. Admin. Code sec. PI 38, the applicant is requested to document current strategies which are employed, as well as the gaps that exist using the Equitable Multi-Level System that is provided in Appendix on page 19.

Requirements at a Glance

| | | | |
|------------------------------|--|------------------------|-----------------------------|
| Eligible Applicants | Public school boards or their consortia | | |
| Due date of application | April 19, 2021 | | |
| Notification date (if known) | Districts will be notified of funding status in June 2021, contingent upon the continuation of appropriation in the 2021-23 state biennial budget bill. | | |
| Award amount(s) | <u>Category</u> | <u>K-12 Enrollment</u> | <u>Maximum Annual Award</u> |
| | MPS | 80,000+ | \$45,000 |
| | Large | ≥3,000 | \$25,000 |
| | Small | <3,000 | \$15,000 |
| Duration of the grant award | July 1, 2021 – June 30, 2023 | | |
| Program contacts | Brian Dean – CESAs 2,4,6,8,10,12 Emily Holder – CESAs 1,3,5,7,9,11 | | |
| Purpose of funding | Implementation or expansion of a district-wide, K-12 comprehensive program for the prevention and amelioration of alcohol and other drug abuse among minors. | | |

Competition Summary

Funding Eligibility and Distribution

Who is Eligible?

Public school boards or their consortia are eligible to apply for this funding opportunity.

Funding Priorities

Applicants that have completed an AODA needs assessment, have identified an evidence-based strategy, and are ready for implementation will be prioritized. The geographic distribution will also be considered.

Length of Award

Funding will begin July 1, 2021, and end June 30, 2023. Awards are contingent upon the continuation of the appropriation in the state 2021-23 biennial budget bill.

Tier of Eligibility

The DPI will award funds on a competitive basis in categories based on the school district enrollments. Proposals will be evaluated within their specific enrollment category. Districts will be eligible for grant awards of no more than the maximum award detailed below. Be advised that the DPI may reduce the amount requested based on the number of requests received and the funding available.

Individual districts use K-12 public school enrollment from the third Friday of September count to determine their funding level.

| <u>Category</u> | <u>K-12 Enrollment</u> | <u>Maximum Annual Award</u> |
|-----------------|------------------------|-----------------------------|
| MPS | 80,000+ | \$45,000 |
| Large | ≥3,000 | \$25,000 |
| Small | <3,000 | \$15,000 |

Consortia

Consortia are partnership agreements in which the participating members pool their funds for a common purpose. The consortium fiscal agent may be a Cooperative Educational Service Agency (CESA) or a public school district. Members can be districts, but private schools are not eligible to be counted in the member total.

A maximum of \$4,000 per consortium member is allowed, with administrative costs not to exceed 10 percent. A consortium is eligible for no more than \$25,000 in total.

Please Note: Consortia member districts are each responsible for including information on their current need/program status on each application. Also included in the application should be a description of how all districts in a consortium will collaborate in carrying out the plan, including regularly scheduled meetings (minimum of one per semester).

Competition Timeline

| | |
|------------------|--|
| January 11, 2021 | Competition Materials posted to DPI's website: https://dpi.wi.gov/sspw/aoda |
| January 14, 2021 | DPI Webinar. See DPI website: https://dpi.wi.gov/sspw/aoda |
| April 19, 2021 | State-funded AODA grants competition. Applications will not be accepted after this date. (New: Only applications submitted via DPI's WizeHive's web portal: https://webportalapp.com/sp/login/wdpi_aoda_grant will be considered) |
| June 2021 | Districts notified of funding status, contingent upon continuation of appropriation in the 2021-23 state biennial budget bill. |
| July 1, 2021 | Sub-awards will be dated July 1, 2021-June 30, 2022, and are issued annually. |

Grant Administration

Program Services and Activity Requirements

Allowable activities

As your school or district examines data collected as part of your program review and needs assessment, there should also be consideration given to making connections to state and federally funded prevention initiatives. Some training initiatives provide opportunities for grantees to use grant funds to implement effective, research-based strategies at much lower costs than those that may be found in the open marketplace. Some training, including Screening, Brief Intervention, and Referral to Treatment (SBIRT), Developing Emergency Management Plans, Resiliency Strategies, PREPaRE, Youth Mental Health First Aid, QPR, etc.

Wisconsin Safe and Healthy Schools (WISH) Center. Please see the WISH Center training calendar for more information, <http://www.wishschools.org/training/>. All of these are appropriate strategies to include in your AODA program grant proposal, should the program and data assessment reveal there are corresponding areas of need locally.

Unallowable activities

AODA treatment services are not allowable.

Minimum staffing requirements

Applicants are required to identify an AODA Program Coordinator along with the DPI certification held by this staff member.

Evaluation Requirements

Data reporting or evaluation requirements

Districts receiving state AODA grant funding are required to submit an annual end-of-year (EOY) report and a Program Fiscal report PI- 1086 (due June 30). Districts that do not comply with the reporting requirements and the submission deadline will not be reimbursed grant monies until the report is fully completed and submitted.

For questions regarding end-of-year reporting, contact the AODA consultants:

Brian Dean, brian.dean@dpi.wi.gov at 608-266-9677; or Emily Holder, emily.holder@dpi.wi.gov at 608-267-9170.

Fiscal Management Requirements

Allowable costs- Includes salaries, fringe, purchased services, approved non-capital objects.

Unallowable cost –Entertainment, capital objects, and indirect costs are not allowable.

Local match – AODA grants require a twenty percent local match cost (per statute 115.36[3][c]). In-kind or direct costs may also be used as matching funds.

Sources of Local Match Include;

- **Direct costs** are incurred when the district spends money in excess of what is funded by the grant. As an example, perhaps \$500 was approved for materials in the grant. If the district actually spent \$700 for materials, the difference may be used as matching funds.
- **In-kind costs** are typically services provided by the school district or community that help the grant activities be carried out, like telephone use, computers, desks, staff volunteer hours, maintenance, and rent. These may also be used as matching funds.

Examples of In-Kind Match (not inclusive):

- Staff time spent on the project by staff not funded by the project. For example, the time a classroom teacher spends delivering an AODA curriculum purchased by the project can be counted as a local match.
- General operating expenditures not covered by the project, such as utility costs, maintenance, technology services, phone use, etc.
- Substitute teacher costs not covered by the grant. If substitute teacher costs are funded by the grant, the difference between the regular teacher's salary and fringe and the substitute teacher's fee would be in-kind costs.
- Administrative and secretarial support not covered by the grant.
- Travel costs, including meals, mileage, and lodging not covered by the grant.
- Materials and supplies not covered by the grant.

Documenting matching costs (not inclusive):

The documentation for all matching costs should be kept in your business office records.

Examples of documentation include:

- Records of staff time spent on the project.
- Supply list identified as being used by the project.
- Thank you letter to community volunteers for time spent on the project.
- Local contributions.

Reporting Match:

A match must be reported on the DPI's Program Fiscal PI-1086 (claim) form. It may be done by a simple statement, e.g., "Actual documented costs on file, year-to-date \$ ____." You are not required to submit a copy of your detailed records. Your district's auditor would review the detailed audit under the Single Audit Act.

Fiscal contact

For more information, please contact Glenn Aumann, AODA Accountant at glenn.aumann@dpi.wi.gov, or 608-266-3489.

Application Detail and Instructions

General Instructions

Applications must be submitted to the DPI via the AODA online application web portal no later than 11:59 p.m. on April 19, 2021.

The portal can be accessed at https://webportalapp.com/sp/login/wdpi_aoda_grant

Upon accessing the application portal, the user will log in to an existing account or create an account (if a first time user). Note that the user is the gatekeeper of the application and will be responsible for the submission. Unless the login information is shared, this person will be the only person able to access the application while in progress.

After establishing a user email and password, the user will be directed to a homepage to create a profile. This is information regarding the user only, not the applicant agency. The user must save the profile in order to move on to the next screen and begin the application.

To begin the application, the user will need to click on the icon “+ Get Started” on the homepage.

To print the application, the user must print each individual section. The option to print is only available when the application is in view mode, not when it is in edit mode. To view an application section, click on the eye icon next to the title of that section.

Completing the Application

Applicants must complete the following application sections via the DPI web portal. Note that each section will be marked as “completed” once all required elements of the section have been completed and saved. If a section is marked as “In Progress,” a required element in that section was not completed. Information entered in each section should be saved by clicking on “Save Draft” or “Save” and then click the link for your application at the top of the screen. If you navigate away from a section without clicking one of the save buttons first, you may lose information entered on that page.

To submit an application, the user must click the “Submit” key on the first page of that application. All sections must be marked as complete before the system will allow the user to submit the application. If a section is marked as “In Progress,” a required element in that section was not completed, and the section should be reviewed for completion. Note that all sections of the portal can be edited up to the point of submission.

Upon submission, the user will receive a copy of their completed application within 48 hours via an email from the DPI.

Section-by-Section Description

Below is a section-by-section description of the AODA grant application. A pdf of the application can be referenced here: <https://dpi.wi.gov/sspw/aoda>. Note that only final applications submitted in WiseHive will be accepted.

- I. **General Information.** Identify the applicant agency that will serve as the fiscal agent for the grant proposal and provide contact information. All boxes must be completed in order to save and submit the final application.
- II. **Overview** – Provides the intent for the grant program by DPI, and no information is required from the applicant.
- III. **Abstract** – Provide a brief summary statement about your proposed two-year project. Address your targeted population, include the key needs and ultimate goals and objectives for the project. Limit response to 1,000 characters
- IV. **State General Assurances** – By signing this certification, it demonstrates that the applicant agrees and is accepting responsibilities for compliance with the assurances that are attached to this application. Digital signatures are allowed.
- V. **Program Specific Assurances** – Contains assurances that are specific to the AODA program.
- VI. **Certification/Signature** – Forms must be digitally signed by your district administrator or an official designee.
- VII. **Consortium Verification** – Districts or a CESA that are applying as a consortium must certify all participating districts. Digital signatures are allowed.
- VIII. **Plan** – Identify the needs that will be addressed through the proposed use of AODA grant funds. Applicants must have an organized and systemic approach to us by the target population. A webinar on needs assessment and resource mapping can be found on the AODA website: <https://dpi.wi.gov/sspw/aoda>. Limit response to 4,000 characters.
 1. **Student AODA Outcome Priority Statement** – A student outcome priority statement identifies the need(s) of this grant project's target population. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups, qualitative data, educator practice data, formative assessment data, etc.) used to determine need.
 - a. What is your student AODA outcome priority statement(s)? (Max of three). The response must outline the need for a specific student population by using multiple sources of related data to support the need specific to AODA prevention. This statement is not written in the SMART format; SMART goals are addressed in the next section.
 - b. What is the likely root cause(s) or factor(s) contributing to the student outcome priority statement(s) that this AODA proposal will address? The response should clearly identify likely root cause(s), focus on areas of strength in relation to the area(s) of need, and the root cause(s) should fit naturally with the student outcome priority statement.
 2. **Practice AODA Priority Statement** – A practice priority statement explains what the applicant hopes to accomplish (based on needs assessment) for AODA prevention. Specifically, the grant will focus on adult practices, or systems change to impact student AODA outcomes.
 - a. What is the practice priority statement(s) for this grant project? The response must identify what the applicant hopes to accomplish regarding adult practices or system changes and aligns with the needs described.

- b. How will the grant project supplement and align with existing or available AODA resources (e.g., staff, families, community partners, etc.) to address the needs identified in the student outcome and practice priority statements? The response should provide a detailed description of how grant funding would coordinate and enhance existing or available resources within the district. The response should also describe each resource's relationship with the stated student outcome and practice priority statements.

IX. Do (Action Plan) - Provide detailed goals and objectives and proposed activities to achieve goal(s) and what evaluation methods will be used to determine success. Provide timelines and person(s) responsible for reaching goals and objectives. A maximum of six Student AODA Outcome Priority Statements/SMART goal combinations can be included in the application (e.g., max of three priority statements with one or two SMART goals/priority statement)

- a. Action Plans/Student AODA Outcome Priority Statements and SMART goal(s)- There must be at least one action plan for each student outcome priority statement listed in Section VIII (Plan) of the application. The action plan(s) must include goal(s) that meet all SMART goal requirements (Specific, Measurable, Attainable, Relevant, and Timely). The SMART goal(s) must directly address the student AODA outcome priority statement, and they must connect directly to the practice priority statement(s) listed in Section VIII (Plan). Applicants may have more than one SMART goal for the student AODA outcome priority statement.
- b. Action Plans/Action Step, Timeline, Evidence of Completion and Personnel- The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible should align with and support the achievement of the Student AODA outcome priority statement and the stated SMART goal. Action steps are activities to be implemented to achieve a SMART goal. They can include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes or adult practices) or other activities to achieve the goal.

X. Study/Check - Describe the continuous improvement process the project will employ to refine, improve, and strengthen the project as it progresses. Information and resources to support the continuous improvement process, including a framework, can be found here <https://dpi.wi.gov/continuous-improvement/resources-supports>
Limit response to 2,000 characters.

1. Evaluation - This section's responses need to identify what data will be collected to document student outcomes, how the data will be used to drive change within the program to improve outcomes, and how the results are shared with stakeholders.

- a. How will data for student AODA outcomes be collected and analyzed? The response must include a description of both what and how AODA data will be collected and the protocol that will be used to analyze these data. The response must include a description of how the AODA data will be used to refine, improve, and strengthen the project. The response must describe

how the AODA data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from AODA programming.

- b. Should the data indicate a need for change, what is the process for changing or making improvements to the action steps? The response must describe a plan for using data to determine when and how changes or improvements to the action step(s) would occur.
- c. What is the process to share evaluation results with the public? The response must describe a plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

XI. ACT- Describe your plans to coordinate with other programs throughout the grant performance period as well as steps to becoming sustainable beyond the grant performance period.

1. **Coordination and Sustainability-** The responses in this section should describe programs, funding, policies, and procedures that already exist to ensure coordination with other projects, avoid duplication of efforts, and support the sustainability of the AODA grant activities.

- a. How will the AODA grant project be coordinated with other federal, state, and local programs and funding sources to make the most effective use of public resources during the grant period? The response must provide a detailed description of the effective use of the AODA grant funds in relation to existing federal, state, or local programs and funding sources with similar outcomes, including an analysis of how these initiatives could support one another.
- b. What procedures and policies are in place to sustain the AODA grant project after the grant period? The response must provide a detailed description of procedures and policies that can sustain the AODA grant work beyond the grant period.

XII. Readiness- Describe the stakeholders and communication structures in place to ensure a successful implementation of your grant project. Limit response to 1,500 characters.

1. **Stakeholders** include the population to be served, families, community partners, school staff, and administrators, as well as agency administrators. The responses should take into consideration stakeholders who demographically represent the target population(s) being served in the AODA grant.
 - a. /b. Who are the stakeholders identified for the AODA grant project, and what are the roles of each stakeholder or stakeholder group in the implementation of the grant project? The response should describe the planned AODA stakeholder team and corresponding roles for each stakeholder. These stakeholders must represent students who have been historically or are currently marginalized, and each stakeholder was chosen specifically for their expertise in working with/representing these marginalized students.

- c. /d. How have stakeholders been engaged for the AODA grant project, and how will diverse stakeholders continue to partner with the project for continuous improvement? The response should provide a detailed description of AODA stakeholder engagement requirements, planned engagement with consortium members, or a plan to partner with diverse stakeholders to address continuous improvement. The response describes ongoing (e.g., monthly) meetings, and specific meeting topics and meeting protocols have been identified for continuous improvement of the AODA project.
- e. If applying as an administering agency for a consortium, how will you establish regular contact with consortium members, and how frequently will meetings or other regular contact occur? This response is scored on the rubric with c. and d. A response to e. is only required if the applicant is part of a consortium.

2. **Communication Structure and Protocols** - This section is used to describe procedures for communicating the AODA grant project within and across the systems (e.g., district and building, internal and external stakeholders in languages understood by stakeholders, etc.) must be in place. The response must be limited to 1,500 characters.

- a. What are the protocols for ongoing communication about the AODA grant project (e.g., grant program/project goals, progress toward goals, etc.) with internal and external stakeholders? The response must include a detailed plan for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/ written communication protocols have been put in place to communicate within and across the system.

XIII. Budget- While the budget is not a scored component of the application, it is important that the budget aligns with the proposed AODA grant activities and all expenditures appear within the action plan(s).

It is also important to ensure that the budget detail matches the budget summary. Do not 'lump sum' items together (e.g., miscellaneous non-capital supplies). Costs must be clearly described and itemized.

Speaker and trainer fees, assemblies, or in-services are limited to \$1,000 per day per speaker, excluding expenses. Accordingly, break down speaker fees in a daily average.

XIV. Unified Services (51.42) Board Certification – Wis. Stat. sec 51.42 was enacted into law on January 1, 1977, due to nationwide dissatisfaction with institutionalized and custodial care. Thus, Wisconsin counties became responsible for providing services in alcohol and drug abuse, developmental disabilities, and mental health. The legislation requires this to be done through community boards or boards appointed by the county board of supervisors. The signature of the 51.42 is a required component of the grant application.

For further information regarding Unified Services Boards, contact your County Department of Human Services. Allow enough time before the competition closing date to receive signatures. Digital signatures are allowed.

Application Review Process

All grants received on the DPI's application web portal by 11:59 p.m. on April 19, 2021, will be reviewed. The review process takes place in two phases. It involves school, community, and state personnel with background and knowledge in programs and services related to AODA and children's health and well-being.

Description of the peer review process

During April and May, a group of external reviewers from school districts, community agencies, and the State Superintendent's AODA Council are given guidance for a grant review process. The reviewers will give an overall rating for each project of not present, beginning, developing, accomplished, or exemplary. This rating is based on the criteria listed in the Rating Scale and Rubric. A consensus meeting will be required for scores that are two or more rankings apart. External reviewers do not make recommendations on budget reductions or award amounts. Their evaluation is focused on the merits of the proposal narrative.

Description of the internal review process

DPI education consultants in AODA will review the projects to confirm ratings and approve or make modifications/revisions in the plans or budgets to fund as many projects as possible and ensure budget items are fundable under the prescribed grant appropriation. All recommendations are presented to the state superintendent for final approval. Every effort will be made to ensure the geographic distribution of grants awarded. Past performance and available data will be used in determining final awards.

Description of the rating scale and rubric (See Exhibit A)

Rejection of Proposal

Proposals received after the deadline will not be reviewed.

Appeal Process

Reviewer comments are available through an open records request.

Application Definitions and Terms

Educational Equity- Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background, or family income.

Applicant Authorizer: An Agency Authorizer is an individual who has been authorized by the agency's board of control (such as a school board) to enter into legal agreements on behalf of the agency.

Student Outcome Priority Statement - A student outcome priority statement identifies the need(s) of this grant project's target population. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups, qualitative data, educator practice data, formative assessment data, etc.) used to determine need.

Example: Despite the state trend indicating a decline in current alcohol use amount high school students, the local rate of students reporting alcohol use in the past 30 days has increased in the past six years, especially among white males. In addition, 30% of students with AODA violations have received multiple violations.

Practice Priority Statement- A practice priority statement explains what the applicant hopes to accomplish (based on needs assessment). This may include adult practices or system changes. It is possible for an applicant to identify more than one student outcome priority statement. Practice priority statements use a format such as “we believe we can improve.....if we.....”

Example: We believe we can reduce risky student behaviors regarding AODA by implementing an evidence-based intervention in conjunction with an evidence-based screening tool.

Root Cause(s)- the reason(s) a problem exists.

Root Cause Analysis- a method of problem-solving designed to uncover the deepest root and most basic reasons for identified concerns.

Resource Inequities- Resource inequities refer to the inequitable distribution of resources to support all students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements.

Examine resource distribution as it applies to the grant project in the following key areas:

- Access to high-quality and appropriately licensed educators
- Access to a full range of courses
- High-quality instructional materials
- Distribution of funding
- Family engagement

Continuous Improvement Process (CIP): Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a CIP Rubric: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf as a tool to assist LEAs and educational agencies in learning about the continuous improvement process. To learn more about the CIP, applicants are encouraged to talk to their CESA’s TA Network contact: <https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network>. For more resources on continuous improvement, applicants may also visit this DPI webpage: <https://dpi.wi.gov/continuous-improvement/resources-supports>.

Data Inquiry Journal (DIJ): The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. For more information on the DIJ, visit <https://dpi.wi.gov/continuous-improvement/resources-supports> or the DIJ at a glance document: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/DIJ_At-A-Glance_Update_5-16-19.pdf.

Appendices

Exhibit A - Rating Scale and Rubric

III. Abstract

- ⇒ **Pass (4 points):** The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).
- ⇒ **Fail (0 points):** The abstract had a missing or incomplete summary of the target population, the key needs, or the planned implementation approach(es).

VIII. Plan

1. Student Outcome Priority Statement

1a. Student AODA outcome priority statement

- ⇒ **Not Present (0 points):** There was no student outcome priority statement.
- ⇒ **Beginning (1 point):** There was a priority statement, but it was not directly related to students, and no substantive supporting data were used.
- ⇒ **Developing (2 points):** There was a student outcome priority statement, and some related data was provided.
- ⇒ **Accomplished (3 points):** The student outcome priority statement clearly outlines the need for a specific student population and uses related data in a meaningful way to support the need.
- ⇒ **Exemplary (4 points):** The student outcome priority statement clearly outlines the need for a specific student population by using multiple sources of related data to support the need.

1b. Root cause(s) of student AODA outcome priority statement

- ⇒ **Not Present (0 points):** There was no root cause(s) listed for the student outcome priority statement.
- ⇒ **Beginning (1 point):** The root cause analysis was identified but was not closely connected to the student outcome priority statement.
- ⇒ **Developing (2 points):** The likely root cause was identified, but it was only partially aligned to the student outcome priority statement.
- ⇒ **Accomplished (3 points):** The likely root cause(s) was clearly identified, and it fits naturally with the student outcome priority statement.
- ⇒ **Exemplary (4 points):** The likely root cause(s) was clearly identified, focuses on areas of strength in relation to the area(s) of need, and the root cause(s) fits naturally with the student outcome priority statement.

2. Practice Priority Statement

2a. Practice AODA priority statement

- ⇒ **Not Present (0 points):** There was no practice priority statement.
- ⇒ **Beginning (1 point):** There was a practice priority statement, but it was not directly related to adult practices or system changes.
- ⇒ **Developing (2 points):** There was a practice priority statement, and it was tangentially related to adult practices and system changes.
- ⇒ **Accomplished (3 points):** There was a practice priority statement based on their need(s), and it identified what they hope to accomplish regarding adult practices or system changes.

- ⇒ **Exemplary (4 points):** There was a well-crafted practice priority statement based on their need(s), and it clearly identifies and elaborates on what they hope to accomplish regarding adult practices or system changes.

2b. Description of grant alignment with existing or available AODA resources

- ⇒ **Not Present (0 points):** There was no description of grant alignment regarding the student outcome and practice priority statements.
- ⇒ **Beginning (1 point):** There was a limited description of existing and available resources regarding the student outcome and practice priority statements.
- ⇒ **Developing (2 points):** Some existing or available resources were described regarding the student outcome and practice priority statements. The description was only partially connected to the student outcome or practice priority statements.
- ⇒ **Accomplished (3 points):** A description of how grant funding would fit with existing or available resources was clearly stated. The description was connected to the student outcome and practice priority statements.
- ⇒ **Exemplary (4 points):** A description of how grant funding would fit with existing or available resources was clearly stated. The corresponding description of existing or available resources was deeply analyzed and included a direct relationship to the stated student outcome and practice priority statements.

IX. Do (Action Plan)

Note to reviewers: If there are multiple action plans, be sure to “read across” each action plan before scoring the two sections below.

1. Action Plan’s Student AODA Outcome Priority Statement and SMART Goal

- ⇒ **Not Present (0 points):** There was not an action plan for every student outcome priority statement or SMART goal.
- ⇒ **Beginning (1 point):** There was an action plan for each student outcome priority, but the goal does not meet all SMART goal requirements. Or, it is a SMART goal that does not directly address the student outcome priority statement.
- ⇒ **Developing (2 points):** There was an action plan for each student outcome priority. The goal does not meet all SMART goal requirements. The stated goal does address the student outcome priority statement.
- ⇒ **Accomplished (3 points):** There was an action plan for each student outcome priority. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addresses the student outcome priority statement.
- ⇒ **Exemplary (4 points):** There was an action plan for each student outcome priority statement. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addressed the student outcome priority statement, and it connects directly to their previously stated practice priority statement.

2. Action Plan’s Action Step, Timeline, Evidence of Completion and Personnel

- ⇒ **Not Present (0 points):** There was significant information missing in the action step, timeline, evidence, or personnel sections.
- ⇒ **Beginning (1 point):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were partially incomplete.
- ⇒ **Developing (2 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were included but were not well-aligned to the student outcome priority statement or the SMART goal.

- ⇒ **Accomplished (3 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed and correspond to the stated goal. The action step(s) related directly to the student outcome priority statement and a SMART goal.
- ⇒ **Exemplary (4 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the student outcome priority statement and a SMART goal.

X. Study/Check

1. Evaluation

1a. Student AODA outcome data collection and analysis

- ⇒ **Not Present (0 points):** No process is described for how student outcome data will be collected or analyzed.
- ⇒ **Beginning (1 point):** There was a reference to collecting data, but what data and how it would be analyzed was unclear.
- ⇒ **Developing (2 points):** There was a description of either the student outcome data collection process or the data analysis process, but not both.
- ⇒ **Accomplished (3 points):** There was a description of both what and how data will be collected as well as how these data would then be analyzed. At least partially, these data focus on students who have not traditionally benefited from this type of action.
- ⇒ **Exemplary (4 points):** There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.

1b. Process for changing or making improvements to action steps

- ⇒ **Not Present (0 points):** No process is in place to change or make improvements to the action step(s).
- ⇒ **Beginning (1 point):** There was an incomplete description of the process for changing or making improvements to the action step(s).
- ⇒ **Developing (2 points):** There is a brief description of the process for how changes or improvements to the action step(s) would occur.
- ⇒ **Accomplished (3 points):** There was a strong description, including a review of their data, for how any changes or improvements to the action step(s) would occur.
- ⇒ **Exemplary (4 points):** There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.

1c. Process for sharing evaluation results with the public

- ⇒ **Not Present (0 points):** No process is in place to share evaluation results with the public.
- ⇒ **Beginning (1 point):** There was an incomplete description of the process for sharing evaluation results with the public.
- ⇒ **Developing (2 points):** There is a brief description of the process for how evaluation data would be shared with the public.
- ⇒ **Accomplished (3 points):** There was a strong description of how evaluation data would be shared with the public, with a special focus on communicating with specific external stakeholders.

- ⇒ **Exemplary (4 points):** There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

XI. Act

1. Coordination and Sustainability

1a. Coordination with other programs

- ⇒ **Not Present (0 points):** There was no description of any possible coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Beginning (1 point):** There is an incomplete description about coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Developing (2 points):** There was a brief description of the effective use of these grant funds in relation to existing federal, state, or local programs.
- ⇒ **Accomplished (3 points):** There was a clear description of the effective use of these grant funds in relation to existing federal, state, or local programs.
- ⇒ **Exemplary (4 points):** There was an in-depth description of the effective use of these grant funds in relation to existing federal, state, or local programs, including an analysis of how these initiatives could support one another.

1b. Sustainability

- ⇒ **Not Present (0 points):** There was no description of any procedures or policies that can sustain the grant work beyond the grant period.
- ⇒ **Beginning (1 point):** There is an incomplete description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Developing (2 points):** There was a limited description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Accomplished (3 points):** There was a clear description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Exemplary (4 points):** There was an in-depth description of procedures and policies that can sustain the grant work beyond the grant period.

XII. Readiness

1. Stakeholders

1a/1b. Identification of AODA Stakeholders and Stakeholder Roles

- ⇒ **Not Present (0 points):** No planned stakeholders or planned stakeholder roles were identified.
- ⇒ **Beginning (1 point):** The planned stakeholders or planned stakeholder roles were not adequately described.
- ⇒ **Developing (2 points):** The planned stakeholder team and stakeholder roles were described, but there appeared to be little/no stakeholder representation from the target population.
- ⇒ **Accomplished (3 points):** The planned stakeholder team and corresponding roles were clearly described. These stakeholders represent students who have been historically or are currently marginalized.
- ⇒ **Exemplary (4 points):** The planned stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically or are currently marginalized, and each was chosen specifically for their expertise in working with/representing these marginalized students.

1c/1d/1e. Engagement/Engagement Strategy/Continued Partnerships

- ⇒ **Not Present (0 points):** No stakeholder engagement has occurred, nor is there an engagement strategy with consortium members or a plan to partner with diverse stakeholders to address continuous improvement.
- ⇒ **Beginning (1 point):** The description has addressed only a portion of the requirements for stakeholder engagement, planned engagement with consortia members, or a plan to partner with diverse stakeholders to address continuous improvement.
- ⇒ **Developing (2 points):** The description has addressed in a limited way the requirements for stakeholder engagement, planned engagement with consortia members, or a plan to partner with diverse stakeholders to address continuous improvement. There is an undefined meeting schedule.
- ⇒ **Accomplished (3 points):** The description has clearly addressed the requirements for stakeholder engagement, planned engagement with consortium members, or a plan to partner with diverse stakeholders to address continuous improvement. Regular (e.g., quarterly) meetings are planned, and specific meeting topics have been identified for continuous improvement of the project.
- ⇒ **Exemplary (4 points):** The in-depth description clearly addressed the requirements for stakeholder engagement, planned engagement with consortium members, or a plan to partner with diverse stakeholders to address continuous improvement. Ongoing (e.g., monthly) meetings are planned, and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.

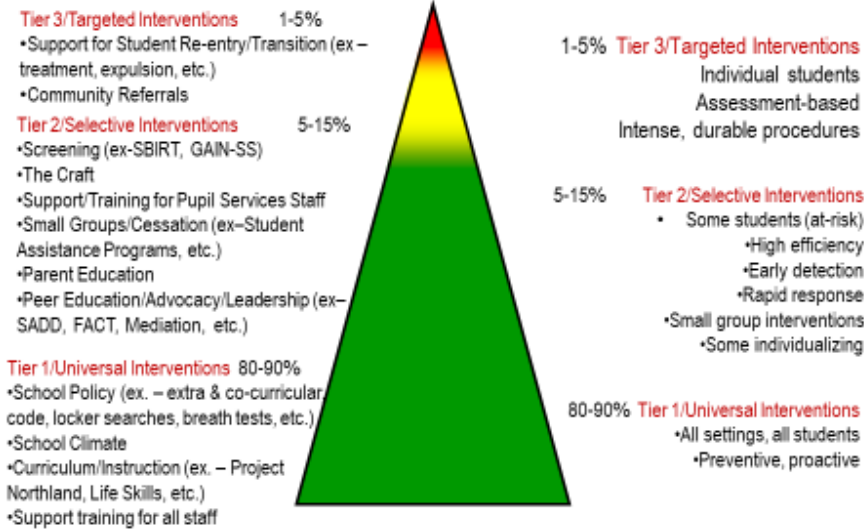
2. Communication Structures and Protocols

2a. Protocols for ongoing communication

- ⇒ **Not Present (0 points):** There are no planned procedures or protocols for ongoing communication.
- ⇒ **Beginning (1 point):** There are some planned procedures or protocols for ongoing communication, but they were not adequately described.
- ⇒ **Developing (2 points):** Plan describes how communications with stakeholders will occur using formal protocols.
- ⇒ **Accomplished (3 points):** Plan describes how communications with internal/external stakeholders (as applicable) would occur regularly, how the means of communication are clearly defined, and how formal communication protocols exist.
- ⇒ **Exemplary (4 points):** Plan includes an in-depth description of how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system.

Exhibit B – Equitable Multi-Level System of Support

Using the Equitable Multi-Level System of Support to meet the ATODA needs of students



Comprehensive prevention approaches should include consideration of:

Universal Strategies for all students

- School environment and school-wide policies
- Curriculum and instruction for social and emotional competency and health literacy
- Family education and support

Selective strategies for some students

- Screening (and assessment if appropriate)
- Small group interventions

Targeted strategies: for students with significant problems

- Individual interventions (counseling, threat assessments, etc.)
- Referral to community providers for assessment, community intervention

Document current strategies employed, as well as gaps that exist, in the comprehensive application form. Using the prevention approach described here and in the equitable multi-level system, identify specific strategies to be employed if grant funds are awarded.

Exhibit C - Needs Assessment Tools

Name: Online Youth Risk Behavior Survey (YRBS)

Description: Confidential online youth survey available for middle school and high school students.

1. How to Use/Purpose: Provides needs assessment data to monitor health risk behaviors of middle and high school students, including alcohol, tobacco, and violence.
2. Where to Find: DPI- Student Services/Prevention and Wellness Team's website: <https://dpi.wi.gov/sspw/yrbs/online>

Name: AODA Prevention Program Assessment Tool

Description: Self-guided assessment designed to help schools identify successes and gaps in AODA primary prevention programs. Assessment targets school environment, curriculum and instruction, student programs, adult programs, pupil services, and family/community connections. The AODA assessment tool is a downloadable form. The website provides a thorough explanation of the administration process and details about the tool.

1. How to Use/Purpose: Provides useful data on areas to sustain or enhance around districts' AODA programs. The instrument is also useful in establishing program priorities.
2. Where to Find: <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/assessment.pdf>

Name: Tobacco Prevention Program Assessment Tool

Description: A hard copy of the assessment tool can be downloaded to help schools identify successes and gaps in tobacco prevention and control programs. This instrument targets school policy, curriculum and instruction, student programs, adult programs, and family/community connections.

1. How to Use/Purpose: Provides useful data on areas to sustain or enhance based on the *CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*.
2. Where to Find: <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/tobassessmenttool.pdf>

Exhibit D - Budget Detail and Definitions

Consult your business office staff for support with Wisconsin Uniform Financial Accounting Requirements (WUFAR) prior to submitting for a grant. Coding is specific to the intent of the project being submitted. A complete handbook can be found here: <https://dpi.wi.gov/sfs/finances/wufar/overview>.

WUFAR Function

Instruction (WUFAR Function Coding 100 000 series) - Activities are dealing directly with instruction staff and students' interaction.

Support Services

Pupil and Instruction Staff Services (WUFAR Function Coding 210 000 and 220 000 Series) - This includes support services that facilitate and enhance instruction or other components of the grant. This includes staff development, supervision, and coordination of grant activities.

Administration (WUFAR Function Coding 230 000 and above) - This includes general: building; business; central service administration.

WUFAR Object

Salaries (WUFAR Object Coding 100s) - The funds dedicated to paid staff employed to carry out project services.

Fringe (WUFAR Object Coding 200s) - The costs for insurance and other employee benefit associated with salaries.

Purchased Services (WUFAR Object Coding 300s) - Appropriate costs associated with any contracted service that is paid from the grant. This includes travel for people in the project, postage provided by UPS, phone charges, consultants, having something printed or duplicated, subscriptions, field trips, guest speakers, training, and conferences. Stipends are also included in the category.

Non-Capital Objects (WUFAR Object Coding 400s) - Costs that are considered consumables. Included in this category are workbooks, textbooks, food supplies, educational materials, and supplies for project use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials, and informational materials for student programs.

Other Objects (WUFAR Object Coding 900s) - Costs associated with memberships in professional or other organizations. Entrance fees and field trip fees.

Other Relevant Budget Definitions and Terms

Matching Costs (if applicable) - Describe the Source of Matching Funds (an actual dollar amount). List all sources of matching funds. Matching funds may include in-kind facility, administrative support staff, or organizational costs (phone, laptop rental, etc.).

Direct costs - Costs that are incurred when the applicant agency spends money in excess of what is funded by the grant. As an example, perhaps \$500 was approved for materials in the grant. If the applicant agency actually spent \$700 for materials, the difference not paid by the grant may be used as matching funds.

Exhibit E - SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals upfront can make your work easier in the long run and lead to more positive results in your program. Goals should be based on identified need.

Characteristics of a Well Written Goal: SMART

S=Specific. Goals should be specific and use only one action verb. Goals with more than one verb are difficult to measure. Also, avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) because they are too hard to measure. Instead, use verbs that allow you to document action (e.g., “At the end of the session, the students will list three concerns...”). **Remember, the greater the specificity, the greater the measurability.**

M=Measurable. It is impossible to determine whether or not you met your goals unless you can measure them. A benchmark from which to measure change can help. For example, if you found in your evaluation that 70 percent of high school students believe that their age protects them from alcoholism, you might write a goal that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have a goal with a benchmark to measure change, and one that is specific enough to be evaluated quantitatively.

A=Appropriate. Your goal must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, goals should originate from your target audience's needs and not from a preconceived agenda of program planners. Conducting a solid needs assessment (e.g., holding in-depth interviews with members of the target population) helps to ensure that your goals will be appropriate. For example, a goal focusing on an elementary school population's risk factors may be inappropriate for a high school population.

R= Realistic. Goals must be realistic. Countless factors influence human behavior. If program planners set their sights too high on achieving changes in knowledge, attitudes, skills, or behavior change, they will likely fall short of reaching their goals. While a program may have been very successful, it may not appear that way on the surface because the goals were too ambitious.

The following is an unrealistic AODA goal:

One hundred percent of high school students participating in the N-O-T smoking cessation program will be smoke-free one year after completing the program as measured by a follow-up survey. A more realistic goal might be 50 percent of high school students.

T=Time specific. It is important to provide a time frame indicating when the goal will be measured or a time by which the goal will be met. Including a time frame in your goals can help in planning and evaluating a program.

Elements of a SMART Goal

SMART goals describe exactly how you expect your target audience to look after participating in your program. SMART goals can measure a variety of factors, including knowledge, skills, attitudes, behaviors, and protective factors. Always refer to changes you want to see in your data (rates, amounts, etc.).

Key elements of a goal can best be identified by answering the following question: ***“Who will do how much of what by when as evidenced by what?”***

Who is your target population? How much change do you hope to see? What is your intended outcome? By when will your goal be met or measured? What will be used to measure your outcome?

Examples:

Knowledge/Skills –By June 2023, (BY WHEN), 80 percent (MEASURE POINT) of high school students completing the Project Northland curriculum will increase their knowledge of the risks associated with alcohol consumption (WHAT) by 30 percent (MEASURE POINT) as measured by pre-and post-tests (BY WHAT).

Assets/Protective Factors – By June 2023, (BY WHEN), as a result of implementing a teacher mentoring program, the number of middle school youth (WHO) who report feeling they have an adult at school they can talk to (WHAT) will increase by 10 percent (HOW MUCH) as measured by OYRBS (BY WHAT).