



Report on Alcohol and Other Drug Abuse Grant Distribution, Training, and Education Programs

***Wisconsin School Districts
Grant Years 2022 to 2024***

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Report on Alcohol and Other Drug Abuse Grant Distribution, Training, and Education Programs in Wisconsin School Districts From 2022 to 2024

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Part One - Introduction

Background on the Wisconsin Department of Public Instruction's Alcohol and Other Drug Abuse Program

The role of the Department of Public Instruction's (DPI) Alcohol and Other Drug Abuse (AODA) program, first authorized under Act 331, Laws of 1979, is to help local school districts better develop comprehensive AODA programs to prevent or ameliorate students' alcohol or other drug abuse (s. 115.36). The department provides access to a wide range of AODA-related resources, including grants, training, educational materials, networking opportunities, and technical assistance. The DPI acknowledges that schools have educational expertise and the ability to provide a wide range of programs and services for students. Maximizing the development and use of these school-based resources is the most effective and efficient way to prevent or resolve problems youth experience related to alcohol and other drug abuse. In addition, DPI implements and monitors activities related to grant applications, fund disbursement, project implementation, and project evaluation.

Program staff provide consultation and technical assistance concerning the development, expansion, and evaluation of school based AODA programs and services. Assistance to local education agencies, regional cooperative educational service agencies (CESAs), and other local or regional organizations include on-site visitation, presentations, training, workshops, and liaison activities on an ongoing basis. Information about available AODA related resources is disseminated to school staff. Specialized resources are developed or adapted to meet identified needs of school staff in areas where appropriate resources do not exist.

Evaluation and monitoring of grant activities include interim and end-of-year reports, ongoing review of project implementation, and intensive evaluation of key strategies and program components. The results of these monitoring activities and evaluations are detailed in this report.

Part Two – Overview of AODA Program Activities

The DPI is pleased to present this comprehensive evaluation report on 2022-24 school based AODA prevention and intervention initiatives. The DPI's AODA program consists of grant-making, training, and technical assistance. A brief description of each for the period of July 2022 through June 2024 follows.

AODA Grant Programs

The total DPI AODA allocation was divided among school districts and the state's 12 CESAs under program categories described here.

AODA Prevention Program Grant - This grant is utilized for development and expansion of district-wide comprehensive, kindergarten through grade 12, AODA prevention curricula as well as K-12 prevention and early intervention programming as part of a coordinated school health program. As such, these programs include parent and community education. Projects funded under this type of grant follow guidelines established in Wis. Stat. sec. 115.36(3). The AODA program grants were awarded for a three-year cycle from 2008-11 to realign the funding cycle with the state's two-year biennial budget period. In 2011-12, grants were subsequently awarded for two-year periods. Therefore, the reporting period covered by this report reflects the final year of the 2021-23 grant cycle and the first year of the 2023-25 grant cycle. These grants were awarded on a competitive basis.

Student Mini-Grant - This grant funds projects designed and implemented by students for students, which includes AODA prevention or the prevention of other related youth risk behaviors, such as commercial tobacco use, vaping, violence/bullying, suicide, or traffic safety. This type of grant allows students to take a more leadership role with designing, implementing, and engaging peers in activities focused on healthy living.

Both program grants are unique opportunities to impact the health and welfare of students. The DPI is proud to be part of that impact in supporting local education agencies to better inform and guide youth across Wisconsin to live a healthier lifestyle.

AODA Training and Technical Assistance

In addition to funding grants, a portion of this appropriation supported professional development for public and private school staff. This was accomplished through DPI planned and sponsored events, activities co-sponsored by DPI, including state and regional conferences and workshops, production of web-based training and resources, and Educator Fellowships Awards.

Part Three - Evaluation Methods and Formats

This report covers the DPI's AODA program-funded activities for the 2022-23 and 2023-24 school years. DPI used a variety of data collection methods to evaluate the impact of the programs.

For the AODA Prevention Program Grant, self-reported data was collected from all grant recipients, for both mid-year and end-of-year. This data includes the number of students, school staff, and parents/family members impacted, major strategies used, objectives achieved through the projects, and most significant findings. It includes quantitative and qualitative information, both of which were summarized for this comprehensive report.

Brief descriptive summaries were collected from the Student Mini-Grants, Wisconsin Safe and Healthy Schools (WISH) Center activities, and Educator Fellowships. These are summarized later in the report.

Evaluation for all the above programs included informal methods of communication with grantees via telephone, email, meetings, virtual, and in person opportunities. These communications helped determine the degree of program implementation and possible regional needs for technical assistance. The DPI fiscal review included the appropriateness of expenditures and adherence to standard accounting practices.

Part Four – Evaluation Results of Grant Programs

Alcohol and Other Drug Abuse Prevention Program Grants

Grant award maximum amounts for the districts were regulated by enrollment category in the following manner for the 2022-23 and 2023-24 years:

<u>Category</u>	<u>K-12 Enrollment</u>	<u>Maximum Annual Award</u>
Milwaukee Public Schools (MPS)	80,000+	\$45,000
A	3,000-79,999	\$25,000
B	2,999 or under	\$15,000

A consortium of several school districts was eligible to apply for up to \$4,000 per member district, for a maximum total award of \$25,000.

For the 2022-23 school year, DPI awarded \$908,906 to 48 grantees. Awards were distributed as follows:

<u>Enrollment Category</u>	<u>Number of Projects</u>	<u>Total Funds</u>
MPS	1	\$45,000
A	20	\$460,946
B	22	\$333,960
Consortia	5	\$69,000

For the 2023-24 school year, DPI awarded \$907,978 to 46 grantees. Awards were distributed as follows:

<u>Enrollment Category</u>	<u>Number of Projects</u>	<u>Total Funds</u>
MPS	1	\$45,000
A	19	\$468,554
B	22	\$312,424
Consortia	4	\$82,000

These grants funded the development or expansion of school districtwide K-12 curricula and programs in prevention and intervention. Districts were able to request funds to do any of the following:

1. Curriculum and instruction that meets all the requirements of Wis. Stat. sec. 118.01(2)(d)2c and 6, and which does all 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 behaviors.
 - c. Provides a strong focus on life skills development, such as decision making, goal setting, and communication 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, wellness programs, and parent and community alternatives.
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 comprised of school counselors, social workers, nurses, and psychologists.
7. An AODA program coordinator 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, a family support project is providing parenting skills and family cohesion-building strategies, after-school and summer school tutorial services, student assistance programs, youth-led prevention activities, or any other strategy approved by the state superintendent to meet the statutory objectives of prevention or amelioration of alcohol and drug use by minors. A school district may contract with public or private non-profit agencies to collaborate on family support programs that include parenting skills and family cohesion-building strategies.

This program coordinates its AODA prevention and intervention projects with other programs available in the school district, and involves pupils, parents/family members, professional school staff, treatment professionals, law enforcement officers, and court personnel in both the development and implementation of the program. School boards can establish the program individually or on a cooperative basis with one or more school districts, CESAs, or County Children with Disabilities Education Boards (CCDEBs).

AODA Prevention Program Grant Activities and Results During 2022-23 and 2023-24

AODA Prevention Program Grant projects impacted a significant number of students, staff, and parents/family members in various ways. Grantees reported the following cumulative numbers for the two years of the grants.

2022-23

Numbers of students:

Disciplined under new/revised AODA policy	35,268
Trained as peer helpers in the AODA program	2,653
Received mediation, mentoring, or helping services from trained peers	19,024
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	108,320

Numbers of staff:

Trained or provided classroom instruction using curriculum purchased through the grant	2,915
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Numbers of parents/family members:

Received information on AODA issues through grant funded activities	66,488
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AODA grants funded a wide range of activities to prevent student alcohol and other drug abuse and violence. The breadth and scope of these activities are reflected below.

The 46 grantees identified the major strategies in which they spent their grant funds (districts could check more than one item and each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

- Thirty-four identified a healthy school environment,
- Twenty-nine identified curriculum development/implementation,
- Twenty-one identified adult programs/staff development,
- Twenty-five identified peer-to-peer program implementation,

- Twenty-two identified parent/family education and outreach,
- Eighteen identified community connections/coalition building,
- Twelve identified student assistance programs, and
- Fifteen identified policy development/enforcement.
- Three checked “Other.”
 - Curriculum creation.
 - Mentoring.
 - Established two AODA Co-Coordinator to try to get an active student group established at both the middle and high school levels using Sources of Strength (peer-to-peer suicide prevention curriculum).

When asked if they would continue the programs started or enhanced without these grant funds:

- Twenty-three indicated they would continue the programs in full,
- Twenty- three indicated they would continue the programs at a reduced level.

The major reasons identified for continuing their programs at reduced levels were lack of money, resources, or staff time.

Program Objectives Results:

The major objectives of the projects were defined under the following major categories:

AODA prevention	25
Asset Building	4
School climate	5
Violence prevention	0
Mental health	8

2023-24

Number of students:

Impacted under updated policies under grant funding ¹	78,879
Trained as peer helpers in the AODA program	1,245
Received mediation, mentoring, and helping services from trained peers	5,647
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	88,292

¹ Evaluation report language was updated, resulting in an increased report of students impacted.

Number of staff:

Trained or provided classroom instruction using curriculum purchased through the grant	2,305
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Number of parents/family members:

Received information on AODA issues through grant funded activities	40,555
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AODA grants funded a wide range of activities to prevent student alcohol and other drug abuse and violence. The breadth and scope of these activities are reflected below.

The 46 grantees identified the major strategies in which they spent their grant funds (districts could check more than one item and each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

- Twenty-eight identified curriculum development/implementation,
- Twenty-three identified adult programs/staff development,
- Nineteen identified parent/family education and outreach,
- Twenty-seven identified a healthy school environment,
- Eighteen identified peer-to-peer program implementation,
- Seventeen identified community connections/coalition building,
- Nine identified student assistance programs, and
- Eleven identified policy development/enforcement.
- Three identified "Other."

When asked if they would continue the programs started or enhanced without these grant funds:

- Twenty-three indicated they would continue the programs in full,
- Twenty-three indicated they would continue the programs at a reduced level, and
- None indicated they would discontinue the program.

Major reasons identified for continuing district programs at a reduced level were lack of money, resources, or staff time.

Program Objectives Results:

The major objectives of the projects were defined under the following major categories:

AODA prevention	25
School climate	5
Asset building	4
Violence prevention	0
Mental health	8

Significant Findings

When asked to describe the most significant findings of their program's effectiveness, grantees from Wisconsin local education agencies (LEAs) provided a brief description or statement to DPI that was submitted in their End of Year Evaluation Report. The following are some of the statements that were submitted. The following categories identified below described activities that were implemented. The DPI would like to thank school districts across Wisconsin for sharing their success stories to showcase how beneficial these grant programs are and the impact this funding can have on school communities.

State Alcohol and Other Drug Abuse Grants

Multi-Tiered Comprehensive

The School District of Cambridge had implemented a peer mentoring program for the last three years. They had found it to be a huge success for both the mentors and the mentees. Junior and seniors were allowed to sign up to become mentors to students in the elementary school primarily. Teachers at the elementary school were surveyed to identify students they feel could benefit from having a high school mentor. Once they received the list of students, the district began pairing students up based on their schedules. Each mentor was generally assigned a different student each day. The program made a real difference in the lives of both the mentors and the mentees. This year, a junior who became a mentor truly believed that she wanted to pursue a degree in criminal justice. After her mentoring experience, she decided to go into Early Childhood Education and would like to pursue her bachelor's degree in Special Education. She said on her exit survey that the experience "truly was life changing". At the end of the year, they had an end of the year party. Seeing the connections that had been formed between the mentors and the mentees was very special to members involved. It was apparent how valued the elementary students felt by their mentors and that they were definitely a light in their lives.

Shawano School District has been able to focus on the ATODA challenges noticed within their schools, community, and the lack of resources available to help students. It was found through observation and quantitative data from their school and community that there was a lack of education, alternative healthy activities, and treatment options. Shawano School District did not have robust ATODA multi-level interventions for Tier 1 evidence-based curriculum, Tier 2 or Tier 3 programs to support educating students on healthy life choices and decision making. This project assisted the school social workers with diving into data and realizing how significant ATODA was present within schools. School social workers had built on the structures that were in place by providing more education and training available to the school social workers and school counselors. School social workers continued to work on updating, increasing, and improving screening services. They further explored, fine-tuned, and created a pathway for Tier 2 supports, such as Screening, Brief Intervention, and Referral to Treatment (SBIRT), small groups using the BASE Modules and Teen Intervene programs, met with their School Resource Officer (SRO) to discuss legal issues associated with ATODA, and/or received individual counseling. For Tier 3, the district implemented a pathway for students to be referred to school and community-based counseling, outpatient treatment programs, referral to the Department of Human Services for group counseling on ATODA, and referrals for inpatient services. At Shawano Community High School, Source of Strength was a club that had taken the challenge to focus on ATODA for the 24-25 school year by actively implementing public awareness on ATODA issues, education on vaping, alcohol, and drug prevention, how ATODA affects the body, and the addiction that it may cause. The high school also provided alternative positive healthy activities such as wellness days, ATODA free dances, and Chem Free overnight party for graduates. It was hoped that these positive activities implemented will produce and motivate students to have a positive high adrenaline level that is desired. At Shawano Community Middle School, ATODA had formulated clubs to help with Red Ribbon Week and provide ongoing education awareness by creating projects/activities highlighting ways to have fun without the use of ATODA.

Curriculum Implementation

The School District of Waukesha purchased the research-based curriculum, Too Good For Drugs Program, at two pilot schools this past year. Due to an overwhelming response from educators at those pilot schools, educators from other schools in the district approached the student services team and AODA coordinator to ask to have the Too Good For Drugs Program brought to their facilities for the next academic school year. Funding dependent, the district is now looking to expand the program to all fourth and fifth graders in the School District of Waukesha.

Eau Claire Area School District made significant progress in advancing the implementation of the Eau Claire Area School District (ECASD) AODA grant action steps. With a total student population of 10,854, the district had established a solid groundwork for district-wide Alcohol, Tobacco, and Other Drugs (ATOD) processes and systems. Every third grade (882 students), fourth grade (882 students), and fifth grade (884 students) student were engaged in the research based Too Good for Drugs (TGFD) curriculum.

At Tier 2, the TGFDs curriculum has been integrated into grades 6 through 12 across all secondary institutions, with an allocated budget of \$8,000 for this year. Notably, in fall

2023, their secondary pupil services staff underwent comprehensive training in using the curriculum to ensure their preparedness prior to its implementation within their respective buildings. This curriculum has proven indispensable within their secondary institutions, encompassing 13 elementary schools, three middle schools, two high schools, and one high school charter school. Of the six secondary buildings, five were employing the TGFD curriculum at Tier 2, while one (the High School Charter School) utilized it at Tier 1.

All of the TGFD curriculum data was tracked through a district Qualtrics ATOD system. Noteworthy data revealed that 82 percent of 3rd-5th grade students understand the dangers of alcohol, 64 percent understand the dangers of using tobacco products, 75 percent understand the dangers of vaping and e-cigarettes, 76 percent understand the difference between healthy versus unhealthy friendships, and 92 percent of students reported that they have at least one adult in their life that they can talk to and trust. To gauge the effectiveness of this curriculum, the district created a pre- and post-test. Feedback from students who received this curriculum in secondary buildings was promising, with 80 percent reporting that they have at least one teacher or adult they can talk to, and other positive indicators of awareness and knowledge. Additionally, Qualtrics survey feedback data was collected from pupil services staff on the TGFD secondary training to ensure all pupil services staff felt comfortable implementing the curriculum in their building. Encouragingly, 100 percent of staff felt prepared to implement the curriculum, 95 percent found the training helpful, and 100 percent felt it motivated them to learn more about the usage.

Benefitting from AODA grant funding, the district had procured 3rd Millennium, an ATOD education curriculum for secondary students at Tier 2, operational in all secondary buildings. This curriculum offered four course options: Nicotine 101, THC 101, Other Drugs Course, and Under the Influence Course. To date, 75 secondary students had participated in the 3rd Millennium this academic year, facilitated by a \$14,000 allocation from grant funding. This curriculum has significantly enhanced resources available in their secondary institutions. Upon completion of the course, students undergo a follow-up meeting with their school counselor, involving their parents/guardians, to gauge their experience and identify additional support needed. Data collection for 3rd Millennium was conducted within Qualtrics, with promising trends observed in course participation and success rates. This academic year has witnessed the successful implementation of numerous ATOD interventions in the secondary institutions, devoid of significant problems or obstacles. Rigorous efforts were dedicated to establishing streamlined processes for TGFD and 3rd Millennium curriculums in both elementary and secondary settings, ensuring a robust foundation for rollout across buildings. These interventions were integrated into their system with efficiency, benefiting students, staff, and families alike.

The meticulous preparation undertaken prior to implementation served to preempt potential challenges. The district cannot express enough just how vital these funds were. The AODA grant has been instrumental in driving success within the ECASD. Through its support, the district has established robust ATOD interventions district-wide, implementing comprehensive prevention programs and curricula across 13 elementary buildings. These initiatives not only promote a safer environment but also ensure the sustainability of their efforts to meet the diverse needs of the student body. Furthermore, the grant has empowered the secondary pupil services staff with

essential training in TGFD and specialized ATOD SBIRT, reinforcing their commitment to advancing ATOD initiatives for the benefit of the entire school community. The AODA funds have been so incredibly important to the district, and they hope to continue building their ATOD systems and efforts within the school district for years to come.

Hudson Area School District piloted the DARE 5th grade curriculum at one of their elementary schools due to funding from the AODA grant. The program was a huge success. Most notably, all of their families opted to have their child participate in the lessons, and teachers and students reported high satisfaction with the curriculum. This was the district's first attempt at moving their prevention efforts into the elementary schools, and they are excited to expand to all six elementary schools in the 2024-2025 academic school year.

School District of Onalaska were in the process of implementing Tiers 1, 2, and 3 social and emotional learning (SEL) research-based curriculum where in the past, curriculum did not exist except for at the Tier 3 level. This was a huge shift in the school climate for the School District of Onalaska due to students for the first time being exposed to similar language across multiple years.

AODA/Partnerships

Lodi Area School District has recognized the impact of having a trauma informed care trainer to move the district forward to address all ATODA areas of concern. Due to funding, they were able to train a second staff member willing to take on the Youth Mental Health First Aid program to improve the school climate. The district partnered with a local group, Blessings In A Backpack, to send food home with students who qualified for free or reduced lunch. Together, they worked on getting students food over the summer. In addition, another project the district worked on with their staff was to lead Gay-Straight Alliance (GSA) groups to provide support and guidance to students. Materials and training were conducted in trauma informed care. Universal screeners were also given to teachers and students three times a year to identify struggling students.

The School District of Mondovi implemented, with the assistance of AODA funding, life skills training. Through the district's data analysis, they found quantitative success that advertisers may not always be telling the truth when marketing their products. In the pre-test, 78 percent of kids said that they were either able to identify a misleading advertisement sometimes or most of the time. In the post-test, this increased to 87 percent of students. The Botvin training that was provided to students in grades 3-5 will end when the funding runs out. However, 6th grade students will continue with Botvin Life Skills through the Sheriff's Department as long as their funding is maintained. Without funding, these programs cannot exist.

Northland Pines School District was able to fund a recovery speaker through Rogers (February 2024) who presented to the entire student body (grades 7-12) and staff population, as well as to family and community members. Due to the impact of this training, the school district was proud to report that they have not had a single student receive an AODA infraction for the remainder of the academic school year.

The School District of Phillips embarked on a journey to refresh their Sources of Strength campaign. The AODA grant coordinator and a high school teacher worked as staff leaders while 13 youth were trained as peer leaders. The Sources of Strength group provided informational training to the school board, 6-12 staff, and all high school students. The positivity of this campaign, along with the strong relationship between one of the 12th grade students, and the FACE teacher, sparked the student to give back to many of his peers by sharing his story. This young man was a member of the LGBTQ+ community. He started vaping early in his high school career. As a senior, he has stopped vaping and wanted to share his story. His main reasons for quitting were the cost of vaping, his health (he stated he could breathe much better and had more energy after quitting), and he was less cranky and saw improvements in his mood after quitting. It was very meaningful to have a student share his story of success. The peer leader set up the Sources of Strength program and the significance of student/staff relationships was truly showcased in this example.

St. Francis School District was amazed by the impact this grant had on the district due to the support and resources they were able to attain due to the funding. The district nurse and building AODA coordinator were able to improve partnerships with 30+ local organizations aimed at supporting a reduction in AODA-related challenges as well as improving the mental and physical health of community members. Their school hosted a community wide resource fair that was open to the public. This resource fair was highlighted, in part, by a panel discussion with local experts, a presentation by their newly formed student group, and also offered a parent education component that the local police department offered on identifying vape paraphernalia. The community event had over 100 people in attendance. Due to this success, the district would like to make this an annual event. Therefore, they have invited multiple organizations back during their school lunch times. Through all programming, the district has seen a 50 percent reduction in vape usage in their school.

West Allis-West Milwaukee School District's project through AODA funding focused primarily on using student voice to increase feelings of belonging. At one intermediate school, a Junior Black Student Union was developed. They used grant money to bring in a presenter for an all-school assembly that spoke to identity and inclusion. They also used funds to collaborate with a local artist to create a mural in the school, which represents the diversity of the student body. Another example came from a high school Hope Squad. Initially, they had considered multiple bulletin board designs to represent belonging and wellbeing. This evolved, however, into a large outdoor mural, which gained traction in the larger West Allis community via social media. Students, staff, and community members spoke positively about its presence and message. All were possible due to AODA funding from the state.

Alternatives to Suspension/Expulsion

Mount Horeb Area School District has successfully trained all student service staff members in SBIRT and implemented it at the high school level. The SBIRT program was particularly effective in addressing AODA violations and attendance concerns among students served. Additionally, staff were able to refer students more effectively to treatment services, including therapy.

Beaver Dam Unified School District implemented an alternative to suspension for

AODA violations due to the assistance of the AODA funding. Forty students participated in a school-based program called Health Choices, which is co-facilitated with school social workers and staff from Church Health Services. Universal prevention strategies taken from Second Step, STEPS to Respect, and Sources of Strength programs were used to reduce ATODA incidences.

The School District of Beloit Turner had a student who had an AODA violation in October of 2023. She then had an altercation at school which required police involvement. Due to the severity of the infraction, the student was required to attend school via online instruction for the remainder of the first semester of the school year. After the first semester, the district was able to reintegrate the student back to full time in-person school during the second semester and provided AODA education and support in the school setting. The student also went from having incomplete or failing grades from the first semester with a GPA of 1.038 to having grades ranging from 3.0-4.0 in the second semester, with a GPA of 3.375, utilizing BASE Education programming, screening tools and SBIRT with this student. The district's students in BASE Education programming have an 88 percent completion rate, which exceeded the program's goal of 80 percent completion. They are also going to implement BASE Education modules into classroom health curriculum for next school year to aid in AODA prevention.

Merrill Area Public School District has determined an AODA need based on data from discipline referrals, student reports, and data collected from their school resource officer. This project provided resources to students and focused on prevention and services to support students' learning around AODA concerns. Specifically, the district was able to review their district-level policy and discipline responses and as a result, added in an online teaching component at the secondary level. Furthermore, they have begun engaging in community partnerships. If the district can secure funding for the next academic year, they will expand their program to target families. Discipline data demonstrated a decrease in AODA office referrals from the start to the end of the school year. Health classes targeted AODA prevention at the 5th and 6th grade levels. The middle school has offered an AODA group intervention program for 22 students and the high school ran an AODA intensive group with 15 students. Based on feedback and post-assessment results from these groups, a positive impact on the school community was noted in terms of reducing AODA usage, as well as understanding of other resources students can access to assist with making healthy decisions. In the future, with the assistance of continued grant funding, the district is looking to continue to target AODA concerns using a comprehensive approach by increasing the number of groups and engaging family and community partners for the next academic year, which this grant funding will directly support and help them to move their efforts forward.

AODA/Parent Outreach

Ashwaubenon School District had families participate in the Strengthening Families Program to learn different parenting approaches to AODA concerns. Families created and shared visual systems they used at home that aligned with program goals and objectives to create a toolkit. All of the students and parents who participated indicated positive trends in skills development and knowledge acquisition from pre to post program surveys.

Asset Building/Health/Community Impact

Clintonville Public School District reviewed data for their high school and middle School Sources of Strength (SOS) Programs and had the following highlights for the activities completed during the 2023-2024 school year:

- Trained 58 high school students in the SOS program and currently have 79 students participating in the program.
- Trained 50 middle school students in the SOS program and currently have 55 students participating in the program.
- Trained 22 school staff and community members at three Lunch and Learn Presentations, 11 school staff participated in the training.
- The middle school SOS Student Leadership Team and Facilitators presented to staff at a coffee and community event and had a booth at freshman orientation.
- Of all the clubs and sports for freshmen to sign up for, besides baseball, the district collected the most signatures to become a part of SOS.
- Homecoming Float: spread their message and handed out stress balls during the parade route.
- Painted rocks and hid all around the high school and elementary school.
- Teachers nominate students of the week in each academic area.
- World Kindness Day: positive messages throughout the school, handing out flowers during the pick up line, hugs, and high fives throughout the day.
- Donated candy to the school for a Title1 family engagement night for Trick or Treating with elementary students.
- Candy cane disbursement to spread holiday cheer and send the message that it is ok if holidays bring you anxiety versus joy and how to handle those emotions.
- Holiday Painting for nursing home residents.
- Middle School Whole School Belonging Campaign.
- Middle School Healthy Activities Assembly and Skit Presentation.
- Created a middle school leadership council.
- Joint middle/high school SOS Scavenger Hunt.
- Completed a You Matter Campaign.
- Mental Health Month Awareness Walk and all school awareness activities.

Sheboygan Area School District found success with the Peers4Peers program at both South and North High Schools as evidenced that proactive, student-led initiatives are currently working well at the high school level. The program has expanded with an increased number of applications for next year's program and as noted by an increased number of activities peers engaged in for this school year. Both North and South High School students joined with Healthy Sheboygan, a community organization in a "Sticker Shock" campaign to educate local merchants and community members on the dangers and drawbacks of selling alcohol to minors. This is an ongoing campaign, and students will continue to work with the Healthy Sheboygan Responsible Use coalition in the future.

Alma School District noted that in addition to the implementation of Botvin's Life Skills Training as part of the health education curriculum, the district's partnership with the county public health educator provided instruction that increased protective factors. This partnership gave students another trusted adult they could see regularly to support feelings of belonging at school.

Green Bay Area Public School (GBAPS) System analyzed their referral data collected from Infinite Campus and found that AODA violations on school grounds have decreased in referrals from 2022-2023 to 2023-2024. This school year, from September to March, there have been 28 fewer AODA violations compared to last school year. Additionally, GBAPS has successfully administered Panorama SEL surveys to students in grades 3-12. The district now has baseline data to compare to future years. With a 95 percent completion rate, the district's greatest finding was that secondary students are sharing that they do not feel a sense of belonging at school. Therefore, the primary objective with this grant was to support a robust and comprehensive AODA program. Within this objective, the district continued supporting peer groups such as Sources of Strength and Hope Squad. Besides collecting data on school connectedness, they have also implemented training on how to use the Teen Intervene 4th Edition curriculum for individual students upon receiving an AODA violation. While the district met the goals and objectives based on dates of completion, this is something that will be ongoing to support students.

Sun Prairie Area School District provided additional staff training for student services, health educators, and health staff on curriculum and evidence-based practices. Through this capacity building, they have been able to review and revise current guidance on implementation of interventions for students, including a more robust monitoring system that allows for more effectively meeting student needs. The district has also been able to monitor exclusionary discipline practices (in school suspension, out of school suspension, and expulsions) tied to AODA incidents and have seen a decrease in these areas (specifically expulsions). In addition, they were getting clearer and expanding the team of staff members that understand the root causes of and supportive responses to students' AODA incidents.

Safety/School Climate

The School District of Ashland's primary goals for the grant was to impact the school climate and belonging by focusing on their transition programs and activities. Much of their funding was used to support the Where Everyone Belongs (WEB) program for 5th to 6th grade transitions and Link Crew for 8th to 9th grade transitions. Both of these programs became more robust and comprehensive for transitioning students during this past school year thanks to grant funding. The district saw improvements in attendance data to support those efforts. They felt that attendance numbers most closely reflected changes in school belonging and connectedness with the school community. The 6th and 9th grade attendance numbers for the 2023-24 school year rose by at least three percentage points from last year. Although numbers across the schools rose from last year to this year, these two grade cohorts showed the highest increases across all grade cohorts in the secondary schools. In efforts to expand prevention and wellness efforts to families and the larger community, the district put on three large-scale school plus community events designed to share community resources, provide families and community members with education, and connect students to summer programming to promote healthy and safe activities during out-of-school time. In doing so, they were able to connect with over 750 students, family members, and community partners during these events.

Oregon School District utilized AODA and mental health grant funds to address student need through prevention education (SBIRT) that was skills based and student-led through early screening and intervention to focus on healthy habits. The Courage Retreat for 7th grade students was a highlight of the year. The retreat was designed for all 7th graders, but it also gave high school students an opportunity to lead. This past year, 60 high school students volunteered to be leaders that supported the small groups during the retreat. The post survey results showed 80 percent of students agreed that they would recommend the Courage Retreat to other students. Of those reported, 73 percent of students followed through on their Act of Courage goal. Students reported (64 percent) that since the Courage Retreat, they felt more of a part of the school community. In addition, 79 percent of the students said the Courage Retreat helped them to understand that most of their classmates faced the same pressures that they do to try to fit in. Since the Courage Retreat started, 73 percent of the students said that they now stand up to negative peer pressure and a resounding 82 percent of the students said that the Courage Retreat helped them to understand how acting with courage can make a positive difference for them and for their school.

Athens Middle School administered a leadership class behavior guidelines scale to the eighth-grade leadership class. The data from this survey identified two areas of need, which were not interrupting and listening harder to a person, especially if you disagree with them. Students indicated that they wanted to continue to work on these behaviors while engaging in the 9th grade leadership program. Students also in this program successfully conducted a two-hour workshop for 5th grade elementary students on adapting to middle school life. Feedback from their 5th grade peers indicated that students were inspired after having the opportunity to talk to their 8th grade peers. In addition, students felt more confident making the transition shift from elementary to middle school.

Fond du Lac School District Small Town Allies Against Nicotine Dependency (STAAND) and Fighting Against Corporate Tobacco (FACT) groups at the high school increased from four students to 17 students. Their new nurse was motivated and thrilled to work with students to promote prevention education. Group sessions have increased from one every few weeks to every Wednesday. Students were inviting their friends to join the team! Their Peer-2-Peer groups have been busy working on projects, planning for next year, and hanging up signs and banners to share with the rest of the school. In addition, the school nurses have been working hard to provide Life Skills teaching to 3rd, 4th, and 5th grade students. The AODA team met with the county health department as a large group to collaborate. As a result, a screening was completed this year for all of 7th and 9th grade students and upon referral.

The School District of Lomira set one of their goals for the school to provide better mental health services for their students and make mental health awareness for the entire student population. This was the first year they were really able to utilize their High School Hope Squad members to raise awareness and make a lasting impact on the school community. Whether this was through education, outreach to others, or bringing overall awareness to the importance of mental health, it was a huge success. The hope is to continue to use this grant as a way to keep providing training for their Hope Squad members as well as continued outreach within the district.

Sheboygan Area School District was thrilled with the development and implementation of peer programs at all middle and high schools. The high schools were effectively running a Peers4Peers group in partnership with Elevate, and the middle schools were running REDgen programs. Both programs' goals were to increase peer support, knowledge of the effects of ATODA, and resilience amongst middle and high school students. This was the first year of REDgen implementation in the middle school, but the third year for Peers4Peers, which has been growing and becoming more embedded in the schools' culture and climate.

Waunakee Community School District student group focused on prevention efforts and was rebranded. Through active memberships, they significantly increased the size of their group from approximately seven to over 30 members at the high school. Elevating student voice and providing leadership opportunities for this important work was definitely a success in the district.

Student AODA Mini-Grants

Student AODA Mini-Grants are available to student groups for up to \$1,000 per group and help young people develop leadership skills while positively impacting their peers on various issues, such as vaping, AODA use, bullying, conflict resolution, and suicide prevention. Student mini-grants are developed and implemented using student voice to guide initiatives. The following are some student mini-grants that were implemented throughout the state of Wisconsin. When asked to describe the most significant findings of their program's effectiveness, grantees from Wisconsin local education agencies (LEAs) provided a brief description or statement to WDPI that was submitted in their End of Year Evaluation Report. Some of the success stories collected are represented in this section. The following categories identified below describe activities that were implemented. The DPI would like to thank school districts across Wisconsin for sharing their success stories to showcase how beneficial these grant programs are and the impact that this funding can have on school communities.

Objectives and Success

DC Everest School District reported on both process objectives (number of events or students served) and outcome objectives (attitudes, knowledge, skills, and behaviors). Students were selected and trained in the fall and began offering the Peer Mediation process in early October of 2023. Through the course of the year, over 30 formal (written) mediations occurred, and many informal (not documented) problem solving moments occurred. The Peer Mediators were able to lead and model fair and peaceful ways to identify the problem and come up with solutions that everyone benefited from. Trained students learned a process (perspective taking as well as ways to demonstrate active listening) for solving problems. They also learned how to brainstorm, how to compromise, and found solutions that worked. The district believed that this opens a child's mind/heart to other ideas and allows them to see that through problem solving strategies. Furthermore, they believed it is about honesty, compromise, and justice. The district focused on all aspects of a school day including, watching students when

interacting on the playground using listening and problem-solving strategies to find fair resolutions to disagreements. The school district has shared resources with adults, now spending less time resolving student conflicts, and there has been less physical fighting on the playground. Students are learning to be fairer and more honest with each other.

Milwaukee Public School District - Humboldt Park School has successfully implemented The Hope Squad, which is an evidence-based program that trains students to recognize signs of suicide in fellow students utilizing a peer-to-peer approach. Humboldt Park believes that the implementation of this program was crucial as a step towards their goal of preventing suicide through public awareness and education, reducing stigma, and serving as a resource to those touched by suicide. The team worked to build positive relationships among peers and staff within the school to facilitate acceptance for students seeking help as well as inviting local mental health agencies and community advocates in to educate students, parents, and staff about available community health resources. Thus far in the school year, 14 meetings were held with 23 student Hope Squad members and four advisory staff. The purpose of the program was to use messages of hope, health, and strength to develop peer leaders through a series of training sessions and prepare leaders to become resources for students who may be struggling. The following objectives with the assistance of AODA funding were completed. First, to provide staff with Question, Persuade, and Refer (QPR) training, collect middle School Hope Squad nominations, train Hope Squad members, and lastly, was to hold meetings two times per month.

Peer Leadership

Appleton Area School District Kaleidoscope Academy continued working on building their sense of belonging for students at their school by creating a new leadership club for students after school. Initially, they were going to call it a Kindness Club, but students preferred to call it the Leadership Club because true leaders make it a priority to spread kindness. Students established the goal to be something that builds positive mental health and better connections for students at school. The group met monthly, and students completed schoolwide activities to spread kindness to boost positive mental health. They focused on spreading kindness throughout their school with the intention to increase student's sense of belonging and to increase positive mental health. Students that participated in the group reported an increase in not only leadership skills, but also increased organizational/executive functioning skills.

Hudson High School students in Students Against Destructive Decisions (SADD) used funds from this year's mini-grant to support the club. Students started a safe driving campaign, a service project for an area homeless shelter, hosted a mock crash, and contributed to mental health week at the high school. Students planned and executed a mock crash event with multiple community members (EMS, Fire, Police, Hospital, District Attorneys, and Judge) that 1,100 students viewed. Additional club activities attracted new students to the group and SADD had a record of 70 members this year!

Teen Mental Health Training

Bayfield High School's use of Teen Mental Health First Aid training has been incredibly powerful due to clear messaging to teens on when to connect to a trusted adult or to call for emergency response, which has saved lives in their community. They have had at least four separate incidents this past school year where students who were either currently in or had taken the training last year came to a trusted adult at school to report a concern for their friend's suicidal ideation and planning. The district was able to carry out their teen mental health curriculum as planned, but they were not able to fully launch their Culturally Specific Hope Group Drumming Circles. Therefore, they will continue their efforts with the Hope Group Drumming Circle over the next academic year.

Whitnall High School used this grant mainly to fund purchasing their REDgen curriculum; however, this year their executive board elected to mainly focus on peer-to-peer suicide prevention. One of the major ways they implemented this was by sponsoring a Teen Mental Health First Aid training which was open for all students. The training was also sponsored by the Greenfield Health Department, who they have worked with before, and the students were able to gain specific support steps to help aid in conversations with peers surrounding mental health crises or substance abuse. After training, students in the district created the "Red Ribbon" campaign where they tied red ribbons around their backpacks to designate themselves to their peers as someone who is trained to have these mental health conversations. Their slogan is "see a red ribbon, know we're here to listen," and they have been mostly having conversations around stress or relationships with peers, but they still feel equipped to have the conversations around suicide prevention. They are looking forward to next year to continue their training and by having conversations with staff.

Neenah High School Mental Health Awareness and Perception group was started by two students five years ago just before COVID closed down schools. They were connected to Sources of Strength and wanted to bring mental health awareness to elementary students. The group grew and now has well over 50 high school students who presented to 4th and 5th grade classes. Last year, the students presented to nearly 1,000 students. The messages were about hope, reducing stigma around mental health, reaching out to trusted adults, and how to build resilience.

Mineral Point High School peer leaders have been implementing Sources of Strength throughout this school year. The district trained peer leaders in November along with all staff on Sources of Strength. Each month they have been focusing on mental wellness with a specific lens on an area of the Sources of Strength Wheel. They were able to do an activity around each area of the wheel (Mentors, Positive Friends, Mental Health, Physical Health, Family Support, Healthy Activities, Generosity and Spirituality) with the purpose to educate peers and remind each other that they can draw on strength during challenging times. Students have begun to share work they were doing with their community. Sources of Strength group attended the homecoming parade, sporting events, science night, Kiwanis Club, and will be keynote presenters at a mental health conference. They have also completed activities with their elementary school to

promote different areas of the wheel. One of the positive things that came about this past year was that the district held an all-staff training by a Sources of Strength National Trainer. After this training, they had 15 elementary staff members who were interested in going through the elementary program training. They have decided to host an elementary training program this summer, so that these students can begin focusing on mental wellness and strengths earlier, so that as they enter adolescence, it will be easier for students to draw on strength when things get tough. This is a positive upstream approach the district is excited about.

Recently, peer leaders (seven students) attended a Holding Spaces for suicide prevention. These students were able to bring back ideas to share with their peers about supporting friends who are going through a hard time.

Pardeeville High School has grown its Sources of Strength group to almost 50 high school students, which is approximately 19 percent of their high school student population. Their SOS group has grown to a strong group of students who support the greater student body and get them involved in activities throughout the school year. The district believes that they have done a fantastic job of destigmatizing mental health concerns and have equipped students with the ability to support each other through challenging times, while getting them connected to supports. The school counselor noted that this has played out numerous times throughout the school year. They have done many firsts as a group, including attending QPR training, boxing Anchor Boxes, doing a vase drive, delivering to Garden of Angels, and have held a super effective planning meeting for next year, while celebrating success from this year. They were at a point in their club's development that they had to divide into committees to head projects because they have too many students to work all together, and the district noted that was a great problem to have! As the district divides into committees, they believe that they will have more of an impact on the student population.

Conclusion of Success Stories

Many school districts successfully implemented research-based programs, building stronger communities, providing support to families, and have had a profound impact on student learning, behaviors, and providing resources and support. Without AODA prevention funding, these districts would struggle to complete all of these activities listed within this report, as noted in several End of The Year Evaluation Reports. To wrap up this section, DPI would like to share the following statements from middle and high school students from Clintonville Public School District. Students were given a survey after completing the Sources of Strength Program to explain how they benefited from the program. There is a large impact on children, families, and school communities across the state of Wisconsin. These statements were a great way to sum up success stories reflected in many other district projects.

STEM: How have you benefited from the Sources of Strength Program?

- This group gave me a reason to come to school, it's the only thing I could look forward to. Thank you, teachers, for being positive role models in my life, you guys are the best! Thank you for all you do and for making a difference!

- I learned that kindness and encouragement are really important. Also listening to how others feel can make them feel important and heard.
- I liked feeling a part of something and creating a change for our school.
- I liked how we were able to come together even though we weren't all friends, come up with ideas, and that we are all connected.
- I have developed leadership skills.
- How to problem solve and come up with ideas.
- I learned the importance of sleep and how it impacts mental health.
- Mental Health is important and matters.
- To be inclusive and nice to everyone and that everyone matters.
- I learned to communicate better and that help is always available.
- I liked helping other students.
- I loved being a part of this group and how everyone was so kind and loving.
- I made new friends.
- I learned that we all have different situations.
- I learned that everyone has difficulties.
- I liked volunteering at family night and being able to help and do activities.
- I liked being with friends and helping others.
- I got to put together activities to help others find their source of strength and they helped me find mine.
- I loved this year and I loved this group and I loved all the fun activities we did.
- I would love to have a career in the mental health field when I graduate, and this group helped me learn a lot about how to not only help others but also help myself! It was fun being around genuinely kind classmates and teachers as well!
- I liked the different activities we did and little fundraisers too, it was a good way to be active in the school.
- I liked all the kind stuff that we did.
- I liked that I felt like I was contributing to the community.
- I liked meeting new people and talking to people who I normally wouldn't.
- I like the Madison trip, the newsletter, and being around other people.
- I liked the different activities we did and little fundraisers too, it was a good way to be active in the school.
- I liked that everyone got to get involved with something different.
- I had a lot more support from people being in the group and there's people in the group that can relate to most things.
- I liked doing presentations in the classroom.
- I liked helping other kids.
- I liked that the activities correlated to the things we were learning.
- I liked learning that during challenging times I keep my chin held high because when you're always looking down when you walk, all you see is the downside of the world.
- I learned to rely on my physical health strength in the wheel because when I feel down or am having a bad day, I go to the gym and workout.
- I learned to rely on my mentor and positive friends' strengths because it has helped me talk through my challenges with others.
- I learned more leadership skills and generosity.

Part Five - Training and Education Programs

Wisconsin Safe and Healthy Schools Center

Due to a reduction of AODA funds, the former Wisconsin Alcohol, Tobacco, and Other Drug Education Network (WATODEN) was transformed into a collaborative statewide training and technical assistance center. Formed in 2012, the Wisconsin Safe and Healthy Schools Training and Technical Assistance Center, or WISH Center, is a collaboration between the CESA Statewide Network and the Wisconsin Department of Public Instruction as a state-wide delivery mechanism for alcohol, tobacco, other drug, violence, and bullying prevention training. The goal of the Safe and Healthy Schools Center is to provide professional learning opportunities for adults in person, online, and follow-up technical assistance and implementation support. The WISH Center builds the capacity of Wisconsin schools to plan, implement, and evaluate programs that most effectively prevent alcohol and other drug abuse, and violent behaviors among youth to reduce barriers to learning.

Some of the training and support the WISH Center was involved in this year was SBIRT, Restorative Practices, and the Building the Heart of Successful Schools Conference. The WISH Center also provides an annual needs assessment, which is collected from school districts in Wisconsin. Based on this needs assessment, the WISH Center creates a training and technical assistance calendar to align with needs across the state. Please access their website [here](#) for more information.

The following individuals are contacts for the WISH Center:

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The Center's website can be found at www.wishschools.org.

Educator Fellowships

During the school years of 2022-24, funds were utilized by 36 educators statewide to help increase knowledge and skills related health literacy issues. The 36 educators attended the Building the Heart of Successful Schools Conference through AODA funding, where they gained knowledge and skills to assist their students in combating AODA and related risk behaviors. This satisfies the statutory requirement to provide an Educator Fellowship Program.

Other DPI-Sponsored Training and Technical Assistance

During 2022-24, DPI supported various other training and technical assistance activities and resources using AODA program funds. Examples include statewide conferences on AODA prevention, commercial tobacco use and vaping prevention, social-emotional learning, mental health, health, school climate and safety issues; and professional development seminars and conferences for school psychologists, school counselors, school social workers, and school nurses on AODA and related issues. Consultants from DPI provided information sharing and technical assistance for school personnel through regional workshops and networking sessions.

Thank you for providing this valuable support to Wisconsin schools.