



2023-2024

Bullying Prevention Grant

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

This publication is available from:

Student Services/Prevention and Wellness Team

Libby Strunz

Wisconsin Department of Public Instruction

125 South Webster Street

Madison, WI 53703

(608) 266-3361

<https://dpi.wi.gov/sspw/safe-schools/bullying-prevention/grant>

September 2023

Wisconsin Department of Public Instruction

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

Table of Contents

General Program Information	1
Program Overview and Purpose of the Funding.....	1
Authorizing Statute.....	1
Requirements at a Glance.....	1
Competition Summary	2
Funding Eligibility and Distribution.....	2
Competition Timeline.....	2
Grant Administration	3
Program Services and Activity Requirements	3
Evaluation Requirements	3
Fiscal Management Requirements	3
Application Detail and Instructions	4
General Instructions	4
Application Review Process.....	4
Application Definitions and Terms	7
Budget Detail and Definitions	8
SMART Goals Examples and Guide	10

General Program Information

Program Overview and Purpose of the Funding

Provide training and materials for an online bully prevention curriculum for pupils in kindergarten through grade 8.

Authorizing Statute

Wisconsin State Statute 115.28(45).

Requirements at a Glance

Eligible Applicants	Non-profit 501(c)(3) organizations
Due date of application	September 25, 2023
Notification date (if known)	October 2023
Award amount(s)	\$150,000
Duration of grant award	2023-2025
Program contacts	Libby Strunz elizabeth.strunz@dpi.wi.gov (608) 266-3361
Purpose of funding	Provide training and materials for an online bullying prevention curriculum for pupils in kindergarten through eighth grade.

Competition Summary

Funding Eligibility and Distribution

Non-profit 501(c)(3) organizations

Competition Timeline

Applications due September 25, 2023	DPI's Bullying Prevention Grant webpage
--	---

Grant Administration

Program Services and Activity Requirements

Grantee is required to develop and provide a K-8 online bullying prevention curriculum. Grantee will be responsible for training staff in the implementation of the curriculum.

Evaluation Requirements

Grantee will collect data to monitor the effectiveness of the K-8 online bullying prevention curriculum.

Fiscal Management Requirements

WUFAR - Wisconsin Uniform Financial Accounting Requirements. Consult your district business office staff for support with WUFAR coding before submitting it for a grant. Coding is specific to the intent of the project is applied.

Non-capital objects - These are consumables that are purchased for use with the project. Included in this category are workbooks, textbooks, snack foods (not a catered meal), educational materials and supplies for classroom use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials, and informational materials for student programs.

Indirect costs are the “costs of doing business” or shared overhead costs. **Indirect costs are not an allowable expense for this grant.**

Allowable Costs - Costs associated with allowable grant activities can be funded through this grant but must be found in the grant action plan.

Application Detail and Instructions

General Instructions

Section-by-Section Description

The following is a section-by-section guide for completing the application. For each section that is scored in the grant reviewer rubric, the criteria needed to receive the highest score are provided in italics. The score range for each section is included as well. It is recommended that you review your completed application against the scoring rubric before submitting it for consideration.

III. Abstract

The abstract summarizes the target population, summarizes the key needs, and summarizes the planned implementation approach(es). You must limit your response to 1,000 characters. **(This is scored pass/fail=0 or 4 points)**

VI. Readiness

In this section, describe the stakeholders and communication structures in place to ensure successful implementation of the grant project. Limit each response to 1,500 characters.

1. Stakeholders

1a. Stakeholders include the population to be served, families, community partners, school staff and administrators, as well as agency administrators. Be sure to include stakeholders who demographically represent the target population(s).

Exemplary (4 points): The planned stakeholder team and corresponding roles were described in depth.

VII. Plan/Needs Assessment

1. Demonstration of Need

1a. Identify the overall specific need(s) for the target population to be addressed by the grant project. Include the supporting data that is being used to determine the need(s). **(0-4)**

Exemplary (4 points): There was a strong description of the overall need, the supporting data, and the organized and systematic approach to use the data for meaningful analysis. This data analysis approach also included an assessment of the gaps over multiple years being experienced by the target population.

VIII. Do (Action Plan) (0-4)

In this section, you will present your detailed project plan. This will include the action steps you will take to achieve your goals are specific, measurable, appropriate, realistic, and time specific (SMART Goals).

1a. Action Plan's SMART Goal (0-4)

Exemplary (4 points): There was an action plan for each SMART goal and the SMART goal directly addressed the identified needs.

1b. Action Plan's Action Steps, Timeline, Evidence of Completion, and Personnel (0-4)

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 SMART goal.

Project Plan Formatting

You may have up to two SMART goals. Each SMART goal will require action steps. You may have as many action steps as needed for each SMART goal.

IX. Study/Check (Evaluation)

Describe the continuous improvement process the project will employ to refine, improve, and strengthen the project. Limit each response to 2,000 characters.

1. Evaluation

1a. What is the process used to collect and analyze grant-specific data? (0-4)

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. There was clarity that these data will be used to refine, improve, and strengthen the project.

1b. Should the data indicate a need for change, what is the process for changing or making improvements to the action steps? (0-4)

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. What is the process to share evaluation results with the public?

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.

X. Act (Coordination & Sustainability)

1. Coordination

1a. What are the protocols for ongoing communication about the grant project with internal and external stakeholders? Describe the procedures for communicating the grant project within and across the system.

Exemplary (4 points): Plan includes an in-depth description 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.

2. Sustainability

2b. Describe the plans to coordinate with other programs during the grant period and sustain the project beyond the grant period. Limit response to space provided.(0-4)

Exemplary (4 points): There was an in-depth description of any possible coordination with federal, state, and local resources to effectively use public funds during the grant period, including an explanation of what effective use of public funds could occur and how that approach would be carried out.

Application Review Process

Description of Internal Review Process

Grant applications will be reviewed by two internal reviewers using the attached rubric. The applications with the highest score will be awarded the grant.

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 and/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.

Continuous Improvement Process (CIP): Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a [CIP Rubric](#) 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](#). For more resources on continuous improvement, applicants may also visit the DPI's [Resources and Supports for Continuous Improvement webpage](#).

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 on the [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\) webpage](#).

WUFAR Function

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

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.

Indirect cost - Costs that are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the organization. Examples of such costs are accounting, auditing, payroll, personnel, budgeting, purchasing and maintenance and operation of facility. See DPI's [Indirect Cost Information webpage](#) for more information on approved indirect cost rates.

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, trainings 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.

Capital Objects (WUFAR Object Coding 500s) - Costs associated with equipment exceeding \$5,000 or local capital objects threshold, if less than \$5,000.

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 (actual dollar amount) List all sources of matching funds. Matching funds may include in-kind facility, administrative support staff, and/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.

In-kind costs - Typically services provided by the applicant agency or community that help to carry out approved grant activities. Such as, telephone use, computers, desks, staff volunteer hours, maintenance, and rent. These may also be used as matching funds.

SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals up front 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. Objectives should be specific and use only one action verb. Objectives 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 objectives 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 an objective that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have an objective with a benchmark from which to measure change and one which is specific enough to be evaluated quantitatively.

A=Appropriate. Your objective must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, objectives should originate from the needs of your target audience 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 objectives will be appropriate. For example, an objective focusing on risk factors for an elementary school population may be inappropriate for a high school population.

R= Realistic. Objectives 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 objectives. While a program may have been very successful, it may not appear that way on the surface because the objectives were too ambitious. The following is an unrealistic ATODA objective:

100 percent of high school students participating in the N-O-T smoking cessation program will be smoke free 1 year after completing the program as measured by a follow-up survey. A more realistic objective might be: 50 percent of high school students.

T=Time specific. It is important to provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in your objectives can help in both the planning and the evaluation of 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 objective be met or measured? What will be used to measure your outcome?

Examples:

Knowledge/Skills –By June 2021, (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 May 2021, (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).