



2025-27

AODA Grant Program Guidance

Wisconsin Department of Public Instruction

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This report is available from:

Student Services/Prevention and Wellness
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<https://dpi.wi.gov/sspw/aoda>

January 2025
Wisconsin Department of Public Instruction

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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 14.

Requirements at a Glance

Eligible Applicants	Public school boards or their consortia.												
Due date of application	By 4:00 PM on March 19, 2025.												
Notification date (if known)	Districts will be notified of funding status in late summer, contingent upon the continuation of appropriation in the 2025-27 state biennial budget bill.												
Award amount(s)	<table border="1"> <thead> <tr> <th>Category</th> <th>K-12 Enrollment</th> <th>Maximum Annual Award</th> </tr> </thead> <tbody> <tr> <td>Large</td> <td>≥3,000</td> <td>\$50,000</td> </tr> <tr> <td>Small</td> <td><3,000</td> <td>\$25,000</td> </tr> <tr> <td>Consortia</td> <td>Up to</td> <td>\$30,000</td> </tr> </tbody> </table>	Category	K-12 Enrollment	Maximum Annual Award	Large	≥3,000	\$50,000	Small	<3,000	\$25,000	Consortia	Up to	\$30,000
Category	K-12 Enrollment	Maximum Annual Award											
Large	≥3,000	\$50,000											
Small	<3,000	\$25,000											
Consortia	Up to	\$30,000											
Duration of the grant award	July 1, 2025 – June 30, 2027 (two annual awards of equal amounts).												
Program contacts	Please see the website for program contacts.												
Questions	Contact DPIAODA.Grant@dpi.wi.gov .												
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 Alcohol and Other Drug Abuse (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, 2025, and end June 30, 2027. Awards are contingent upon the continuation of the appropriation in the state 2025-27 biennial budget bill.

Tier of Eligibility

The Department of Public Instruction (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>
Large	≥3,000	\$50,000
Small	<3,000	\$25,000

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 \$5,000 per consortium member is allowed, with administrative costs not to exceed 10 percent. A consortium is eligible for no more than \$30,000 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 2025	Competition Materials and DPI Webinar posted to DPI's website: https://dpi.wi.gov/sspw/aoda .
March 19, 2025	State funded AODA grants competition. Applications must be submitted to DPIAODA.Grant@dpi.wi.gov by 4:00 PM. Applications submitted after this date will not be accepted.
June 2025	Districts notified of funding status, contingent upon continuation of appropriation in the 2025-27 state biennial budget bill.
July 1, 2025	Sub-awards are issued annually for equal amounts. The first sub-award will be dated July 1, 2025-June 30, 2026.

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, including Screening, Brief Intervention, and Referral to Treatment (SBIRT), Youth Mental Health First Aid, Question, Persuade, Refer (QPR), etc.

Please see the Wisconsin Safe and Healthy Schools (WISH) Center training calendar for more information, <http://www.wishschools.org/training/>. Many 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.

Minimum Staffing Requirements

Applicants are required to identify an AODA Program Coordinator along with the DPI license 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 (due June 1) 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, email DPIAODA.Grant@dpi.wi.gov.

Fiscal Management Requirements

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

Unallowable cost -Entertainment; capital objects; construction, minor remodeling, and upkeep; technology, including vape detectors; 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 and upkeep, 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 letters 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 dpifin@dpi.wi.gov.

Application Detail and Instructions

General Instructions

Applications must be submitted to the DPI Applications, DPIAODA.Grant@dpi.wi.gov no later than 4:00 p.m. on March 19, 2025.

Section-by-Section Description

Below is a section-by-section description of the AODA grant application, which can be located on the [AODA website](#).

- I. **General Information** - Identify the applicant agency that will serve as the fiscal agent for the grant proposal and provide contact information.
- II. **Overview** - Provides the intent for the grant program by DPI, and no information is required from the applicant.
- III. **Abstract** - Summarize the proposal and address the targeted population, the key needs, and what the project ultimately seeks to implement.

- IV. **State General Assurances** – Contains a list of general State assurances. The applicant will agree to these assurances via signature in the Certification and Signature section.
- V. **Program Specific Assurances** – Contains assurances that are specific to the AODA program.
- VI. **Certification/Signature** – State statute requires applicants to provide the name of the AODA program coordinator, and evidence that the AODA program coordinator holds a current license issued by the department under ch. [PI 34](#) of the Wisconsin Administrative Code to administer, coordinate, and implement the AODA program . This section requires the applicant to list the staff member serving as the AODA Coordinator, along with their title and DPI issued file number.

By signing this certification, it demonstrates that the applicant agrees and is accepting responsibilities for compliance with the state general and program specific assurances that are attached to this application. Forms must be digitally signed by your district administrator or an official designee. Digital signatures are allowed.

- Consortium Verification (if applicable)** – Districts or a CESA that are applying as a consortium must certify all participating districts. Digital signatures are allowed.
- VII. **Readiness** – Describe the stakeholders and communication structures in place to ensure a successful implementation of the AODA grant project. Limit response to 1,500 characters.
 - a. **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.
 - i. Who are the stakeholders identified for this grant project and what are the roles of these stakeholder groups in the implementation of the grant project? The response should describe the planned AODA stakeholder team and corresponding roles for each stakeholder. Ensure that the stakeholders represent students who have been historically and/or are currently marginalized and each stakeholder was chosen specifically for their expertise in working with/representing these marginalized students.
 - ii. What input did the stakeholders above provide that informed this grant project? The response should provide an in-depth description of stakeholder engagement, including engagement from consortium members, if applicable. It should also include a description of the stakeholder engagement process(es), which ultimately elicited detailed input that informed the proposed grant project.
- VIII. **Plan** – Identify the need(s) to be addressed with grant funds. Applicants must have an organized and systematic approach to use data for meaningful analysis. Data analysis includes an assessment of the needs experienced by the target population. Limit response to 2,000 characters.
 - a. **Demonstration of Need** –
 - i. 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). The response should provide a strong description of the overall need, the applicable supporting data, and an organized and systematic approach to use the data for meaningful analysis. **(Note that this question is weighted x2.0)**

- ii. What is the likely root cause(s) (e.g., factors, resource inequities, opportunity gaps, etc.) contributing to the need(s) to be addressed by this grant project? 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 needs identified in the proposal. **(Note that this question is weighted x2.0)**

Substance Use Root Cause Example: The predominant factor(s) related to increased AODA suspensions, expulsions and not returning to school might include a lack of prevention or early intervention or education, limited alternatives for AODA code violations, etc.

Vaping Root Cause Example: There are many factors playing into youth vaping use, such as media and availability. A factor this proposal will address is the lack of knowledge about the harms of vaping. There are many misconceptions around vaping particularly around the impact of nicotine on the brain.

IX. Do (Action Plan) – Develop a **two-year** action plan to implement the proposed grant program. The plan must include priority areas/statements and aligned SMART (Specific, Measurable, Attainable, Relevant and Timely) goals. The plan should also provide timelines, evaluation measures and persons responsible for completing the activities and reach the goals.

- a. **Action Plans/Priority Area/Statements and SMART Goal(s) –** A priority area/statement summarizes the needs identified into a “we believe that if we improve then.....” statement that aligns with the needs and root causes identified in the Demonstration of Need Section. The response should provide an action plan for each priority area/statement. The action plan must include a goal that meets all SMART goal requirements (Specific, Measurable, Attainable, Relevant and Timely), and the SMART goal must directly address the priority area/statement and the overall project needs. **(Note that this question is weighted x2.0)**

Example Smart Goals:

By June of 2027, as a result of our work on restorative practices, XX School District will decrease the percentage of K-12 students who sometimes or never feel like they belong by five percent (39.1 percent to 34.1 percent) as measured by the district-wide school climate survey.

By June 2027, as a result of SBIRT implementation, the number of student suspensions for grades 6th through 8th at XX school will be 40 percent less than the 2022-2023 school year (from ___ to ___) as measured by district suspension data.

- b. **Action Steps, 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 priority area/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. The action step(s) should tightly align with the priority area/statement and SMART goal. **(Note that this question is weighted x2.0)**

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 on the [continuous improvement resources website](#).

Limit response to 1,500 characters.

- a. **Evaluation** - This section's responses should identify what data will be collected to document student outcomes and how the data will be used to drive change within the program to improve outcomes.
 - i. What is the process used to collect and analyze grant-specific data? (when applicable, enter specific types of data and the data points that should be collected).

The response should 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 should include a description of how the AODA data will be used to refine, improve, and strengthen the project. The response should also describe how the AODA data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from AODA programming.
 - ii. Should the data indicate a need for change, what is the process for changing or making improvements to the action steps? The response should describe a plan for using data to determine when and how changes or improvements to the action step(s) would occur.

XI. Act - Describe the plans to coordinate with other programs during the grant period and sustain the project beyond the grant period. Limit response to 1500 characters.

- a. **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.
 - i. How will the grant project supplement and align with existing or available initiatives or programs (e.g., curriculum, evidence-based programs, Equitable Multi-level Systems of Support, comprehensive school-based mental health, funding, etc.) to address the priorities defined in the Action Plan? The response should 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 to best address the priorities outlined in the Action Plan.

XII. Budget - Provide a budget for **Year 1** of the project. Awards are issued annually in amounts equal to the initial award. 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) to avoid reductions in award amounts.

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 into a daily average.

- XIII. 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 Board 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 by 4:00 p.m. on March 19, 2025, by DPI, 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's Student Services/Prevention and Wellness (SSPW) Team, AODA staff and administration 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.

Priority Area/Statement- A priority area/ 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 priority area/statement. Priority areas/statements use a format such as "we believe that if we improve... then...."

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](#) as a tool to assist Local Education Agencies (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 Technical Assistance Network](#) contact.

For more resources on continuous improvement, applicants may also visit the [DPI Continuous Improvement Resources webpage](#).

Data Inquiry Journal (DIJ)- The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. See the [DIJ-at-a-glance](#).

Appendices

Exhibit A - Rating Scale and Rubric

III. Abstract

- ⇒ **Weak (0 points):** The abstract had a missing or incomplete summary of the target population, the key needs, and/or the planned implementation approach(es).
- ⇒ **Average (1 point):** The abstract included most of the necessary information, but there was still missing information in one of the following: the target population, summarized key needs, or summarized planned implementation approach(es).
- ⇒ **Strong (2 points):** The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).

VII. Readiness

1. Stakeholders

1a. Identification of AODA Program Stakeholders and Stakeholder Roles

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

1b. Stakeholder Input on Proposed AODA Grant Project

- ⇒ **Not Present (0 points):** No stakeholder engagement has occurred to inform the proposed grant project.
- ⇒ **Beginning (1 point):** Stakeholder engagement was noted, but few details were provided.
- ⇒ **Developing (2 points):** Stakeholder engagement was described in a limited way, but how this engagement informed the project was not clear.
- ⇒ **Accomplished (3 points):** Stakeholder engagement, including engagement from consortium members (if applicable), occurred and the description highlighted how the stakeholder input was used to inform the grant project.
- ⇒ **Exemplary (4 points):** There was an in-depth description of stakeholder engagement, including a description of the stakeholder engagement process(es), which ultimately elicited detailed input that informed the proposed grant project.

VIII. Plan

1. Demonstration of Need (weighted 2.0)

1a. Identify overall need and corresponding supporting data

- ⇒ **Not Present (0 points):** There was no overall need or supporting data included.
- ⇒ **Beginning (1 point):** There was a limited description of the overall need included, but no corresponding supporting data.
- ⇒ **Developing (2 points):** There was a limited description of the overall need for the grant included, as well as a limited amount of supporting data.

- ⇒ **Accomplished (3 points):** There was a clear need described for the grant and applicable supporting data was included.
- ⇒ **Exemplary (4 points):** There was a strong description of the overall need, the applicable supporting data, and the organized and systematic approach to use the data for meaningful analysis.

1b. Likely root cause(s) contributing to the need(s) to be addressed

- ⇒ **Not Present (0 points):** There was no root cause(s) listed.
- ⇒ **Beginning (1 point):** The likely root cause(s) was identified in a limited way, but it was not connected to the outlined need(s).
- ⇒ **Developing (2 points):** The likely root cause(s) was identified, but it was only partially aligned to the outlined need(s).
- ⇒ **Accomplished (3 points):** The likely root cause(s) was clearly identified, and it fits naturally with the outlined need(s).
- ⇒ **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 fits naturally with the outlined need(s).

IX. Do (Action Plan) (weighted 2.0)

1. Action Plan's Priority Area(s)/Statement(s) and SMART Goal(s) for AODA Program

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

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, and/or personnel sections.
- ⇒ **Beginning (1 point):** The Action Plan's action step(s), timeline, evidence of completion, and/or personnel responsible was partially incomplete.
- ⇒ **Developing (2 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the priority area/statement and/or the SMART goal.
- ⇒ **Accomplished (3 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed. The action step(s) related directly to the priority area/statement and 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 priority area/statement and SMART goal.

X. Study/Check

1. Evaluation of AODA Program

1a. Process to collect and analyze grant specific data

- ⇒ **Not Present (0 points):** No process is described for how grant specific data will be collected and/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 the process for collecting grant specific data 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 be analyzed. These data focus, at least partially, 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 for changing or making 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 and/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.

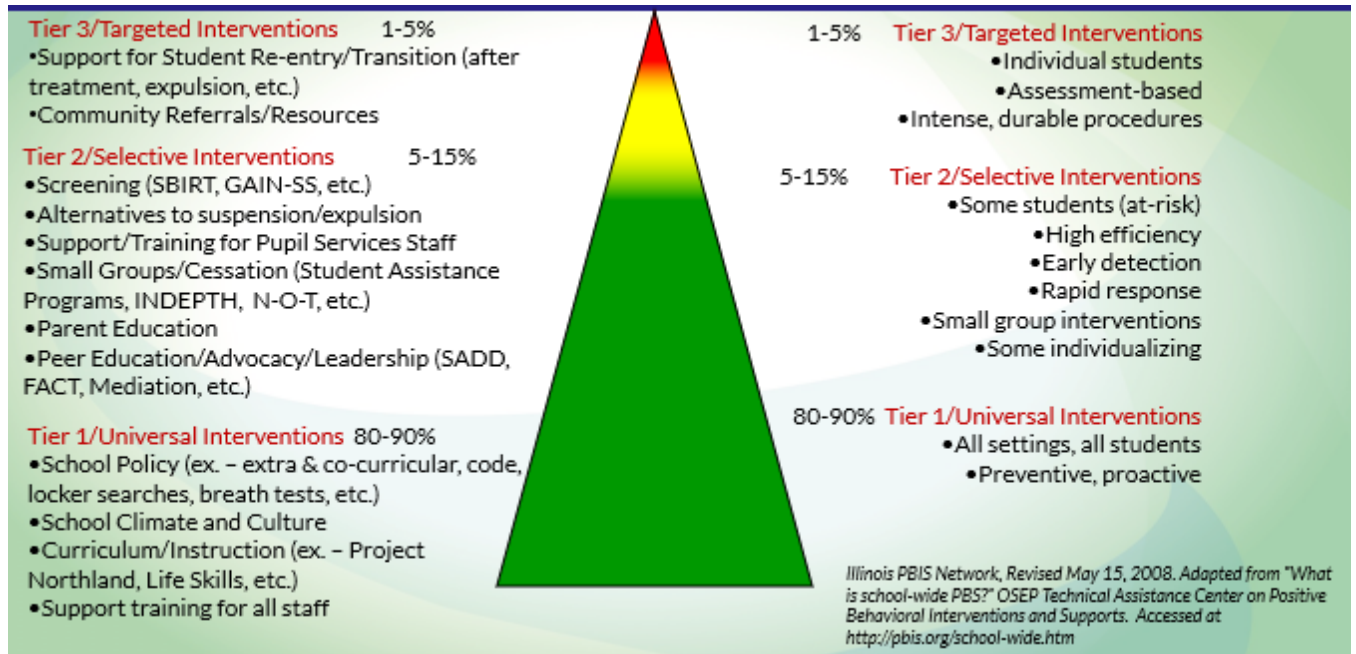
XI. Act

1. Coordination and Sustainability of AODA Program

1a. Coordination with other programs

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

Exhibit B – Equitable Multi-Level System of Support



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. Note that the YRBS is completed every two years with a delay for data analysis. Therefore, it is best used for surveillance of health behaviors rather than for program evaluation.
2. Where to Find: DPI- Student Services/Prevention and Wellness Team's [YRBS website](#).

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. [Assessment Tool](#).

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. [Tobacco Assessment Tool](#).

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. Please see the [complete handbook](#).

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, including pupil transportation.

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 benefits 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) - 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, informational materials for student programs and supplies that are considered consumable.

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 - 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 or indirect 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.

Indirect Costs - Indirect costs are not allowed.

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(s).

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 2027, (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 2027, (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 ten percent (HOW MUCH) as measured by the district school climate survey (BY WHAT).