

**2019-2021
AODA Grant Program
Guidance Document**





Program Overview

This grant appropriates funds for the development 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.

An Alcohol and Other Drug Abuse (AODA) program under Wis. Admin. Code sec. PI 38 may include any of the following¹:

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 on page 6.

2019 Grant Competition

Electronic File Submission Required

All applicants are now required to submit Form PI-1816 (AODA Program Application) as a PDF document. Email to: aodagrants@dpi.wi.gov by 11:59p.m. April 19, 2019.

Note: The necessary attachments (Digitally Signed Assurances Page, Unified Services (51.42) Board Verification Form, and Consortium Verification Form – if applicable), which all entail digital signatures, must be submitted electronically. Original signatures are no longer required. If you have difficulties using the Adobe “sign document” function embedded within the signature blocks, physical signatures will be accepted but signature pages must be scanned and submitted electronically to aodagrants@dpi.wi.gov by the due date.

Key Strategies to Consider in Building Connections to Statewide Initiatives

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 on the open marketplace.

Some Trainings including: Screening, Brief Intervention and Referral to Treatment (SBIRT), Developing Emergency Management Plans, Resiliency Strategies, PREPaRE, Youth Mental Health First Aid, QPR, etc.

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

Timetable For State AODA Grants

January	DPI Webinar. See DPI website: https://dpi.wi.gov/sspw/aoda
April 19, 2019	Completed applications must be received at the DPI by this date for the state-funded AODA grants competition. Applications will not be accepted after this date. (New: Only scanned, electronic copies of the application, inclusive of all required signatures, will be accepted via aodagrants@dpi.wi.gov)
June 2019	Districts notified of funding status, contingent upon continuation of appropriation in state biennial budget bill.

Enrollment Categories

The DPI will award funds on a competitive basis in categories based on 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.

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

Consortia

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

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

AODA Competitive Grant Process

All grants received at aodagrants@dpi.wi.gov by **11:59 p.m. on April 19, 2019**, will be reviewed. The review process takes place in two phases and involves school, community, and state personnel with background and knowledge in programs and services related to AODA and the health and well-being of children.

Phase One: External Review

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 strong, above average, average, below average, or weak. This rating is based on the criteria listed in the Reviewer Benchmarks. 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.

Phase Two: Internal Review

DPI education consultants in ATODA will review the projects to confirm ratings and to approve or make modifications/revisions in the plans and/or budgets so as 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 geographic distribution of grants awarded. Past performance and available data will be used in determining final awards.

Instructions for Completion of the Narrative and Budget Sections of the Fill-Enabled AODA Grant Application

1. Submit the PDF application inclusive of authorizing digital signatures to aodagrants@dpi.wi.gov by **11:59 p.m. on Friday, April 19, 2019**. Late applications cannot be accepted.
2. Original signatures are no longer required, however, include ALL required digital signatures. Signature pages are located under **Section III** Assurances, **Section V** Unified Services, and if applicable, **Section VIII** Consortium Verification. If you have difficulties using the Adobe “sign document” function embedded within the signature blocks, physical signatures will be accepted but signature pages must be scanned and submitted electronically to aodagrants@dpi.wi.gov by the due date.
3. Application sections are fill-enabled and have predetermined character limits. Readers of your application will not consider narrative beyond the space provided.
4. Do not use Google Doc or similar software to complete your application. Not using the form in its original format can corrupt underlying formulas.
5. Local Plans, Section IV, question #4, require one measurable objective for each row of boxes that include activities for that objective. Narrative is limited to the space provided. Use the tab key to move between the columns provided.
6. You must tab through each line of the budget. Do not use the cursor for placement of specific line items, as this will disable the summing feature.
7. Additional attachments will not be considered. To add graphics, charts, footnoted references, tables, etc. add them to Appendix I at the end of your application and reference them in the narrative. This is optional.
8. Unified Services (51.42) Board (a county-designated AODA agency; if unknown, contact your County Department of Human Services) signatures are required for the grant award to be issued. Allow enough time to receive signatures and submit.
9. Ensure that the Budget Detail matches the Budget Summary and aligns with the proposed grant activities. Do not ‘lump sum’ items together (e.g. miscellaneous non-capital supplies) costs must be clearly described and itemized.
10. 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.

If you have any questions related to this grant process, please contact the DPI consultant for your CESA region.

Brian Dean brian.dean@dpi.wi.gov	608-266-9677	CESAs 2,4,6,8,10,12
Emily Holder emily.holder@dpi.wi.gov	608-267-9170	CESAs 1,3,5,7,9,11

51.42 Unified Services Board



Wis. Stat. sec. 51.42 was enacted into law on January 1, 1977, due to nationwide dissatisfaction with institutionalized and custodial care. Wisconsin counties thus 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 a county board of supervisors. **The signature of the 51.42 is a required component of the grant application (see page 18 of the application).**

Counties may form any of the following:

1. A 51.42/.437 board to provide all mental disability services; or
2. Two separate boards
 - a. Unified Services Board (s. 51.42 board) for mental health and alcohol and drug abuse services, and
 - b. Developmental Disabilities Services Board (s. 51.437 board) for developmental disabilities only.
3. A community human services board under s. 46.23 in place of the s. 51.42 board or s. 51.437 board.

For further information regarding Unified Services Boards, contact your county Human Services.

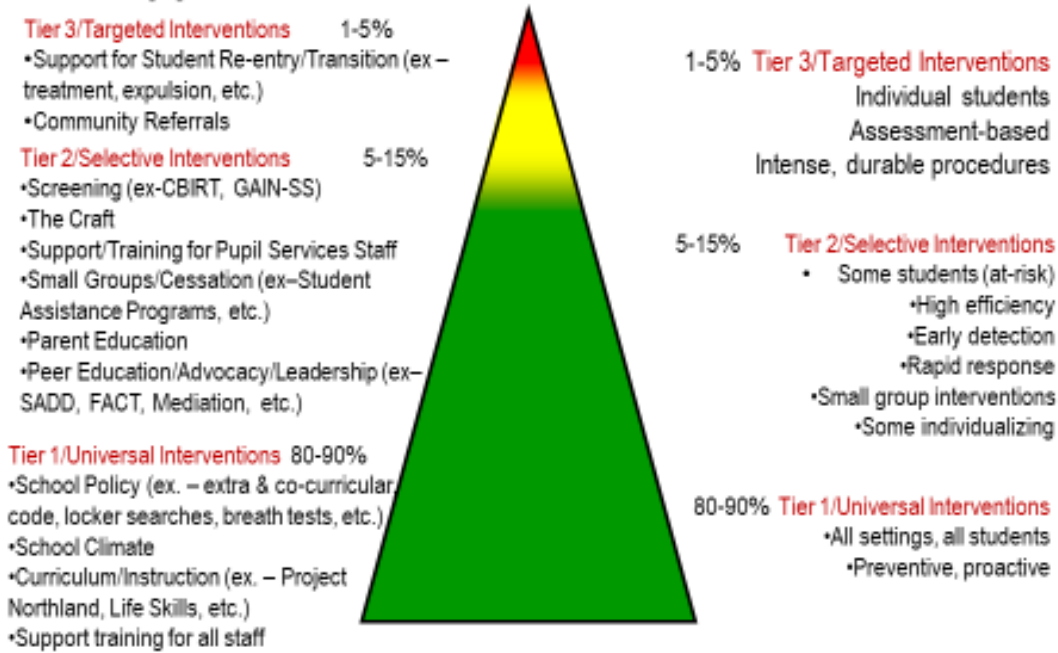
The major responsibility of the 51.42 Unified Services Board is to develop and budget for a comprehensive program ensuring continuous care for people with mental health issues, developmental disabilities, and alcohol and drug addictions in the local community. The board must provide the following services: prevention, diagnosis, evaluation, inpatient, outpatient, residential care, partial hospitalization, pre-care, after-care, emergency care, rehabilitation, supportive transitional care, professional consultation, public information and education, related research, and in-service training.

Some of the above services are provided and controlled by the boards themselves while others are contracted from various private, voluntary, and public agencies. An appointed planning committee is required to assess the needs of the community. Local citizens and organizations are encouraged to provide suggestions and plans.

The plan must address the needs of people with alcohol and drug addictions, including establishment of goals, priorities, and estimated costs. Provisions must be made for coordination of local services and continuity of care. Available community resources must be utilized and new resources developed.

Under state legislation, funds are available to a county based on its population and availability of state funds. Programs are reviewed by county boards of supervisors and the regional offices of the Division of Disability and Elder Services. Final approval and allocation are made after review by the Department of Health Services.

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



Comprehensive prevention approaches should include consideration of:

- Universal strategies: for all students
 - School environment and school-wide policies
 - Curriculum and instruction for social and emotional competency and health literacy
 - Family education and support
- Selective strategies: for some students
 - Screening (and assessment if appropriate)
 - Small group interventions
- Targeted strategies: for students with significant problems
 - Individual interventions (counseling, threat assessments, etc.)
 - Referral to community providers for assessment, community intervention

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

Needs Assessment Tools

Name: Online Youth Risk Behavior Survey (OYRBS)

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

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

Name: AODA Prevention Program Assessment Tool

Description: Self-guided assessment designed to help schools identify successes and gaps in ATODA 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 and/or enhance around districts' AODA programs. The instrument is also useful in establishing program priorities.
2. Where to Find: <http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/assessment.pdf>

Name: Violence Prevention Program Assessment Tool

Description: This assessment is designed to assist elementary, middle, and high schools identify gaps and successes in violence prevention programming. The indicators contained within the document are recognized as "best practices" for assessing violence prevention programs and strategies. The assessment tool consists of six components: School Environment, Curriculum and Instruction, Student Programs, Pupil Services, Adult Programs, and Family and Community.

1. How to Use/Purpose: Provides useful data on violence prevention programming within school districts, schools, and communities which can be used for program planning.
2. Where to Find: <http://dpi.wi.gov/sspw/safe-schools/assessment>

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 and/or enhance based on the *CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*.
2. Where to Find: <http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/tobassessmenttool.pdf>

Writing Measurable ATODA Objectives

Effective, useful evaluation begins with solid, measurable objectives. Carefully defining your objectives up front can make your work easier in the long run and lead to more positive results in your program. They should be based on the need and written for two years. Please consider the following:

Process Objectives

These objectives have to do with implementing your program. They reflect procedures, purchasing, training, and other program implementation elements. You need this type of objective to direct your district/school program and to determine causes of success or failure of your efforts.

Measurable Outcome Objectives

Outcome objectives should describe exactly how you expect your target audience to look after participating in your program. Outcome objectives 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.). Applications should include at least one outcome objective. This is where the objectives become measurable.

Elements of an Objective

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

- WHO (Who is your target population?)
- HOW MUCH or HOW MANY (How much change do you hope to see?)
- WHAT (What is your intended outcome?)
- BY WHEN (By when will your objective be met or measured?)
- BY WHAT (What will be used to measure your outcome?)

Examples: Knowledge/Skills – By June 2021, (BY WHEN), 80 percent of high school students completing the Project Northland curriculum (WHO) will increase their knowledge of the risks associated with alcohol (WHAT) by 30 percent (HOW MUCH) 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).

Characteristics of a Well Written Objective: SMART

Another rule of thumb for writing good objectives is to see if they are **SMART**. Once you draft an objective, check it against the following criteria to see how it stands up.

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.

Program Benchmarks

(See section V, Narrative, of the AODA Grant Application)

Ratings

Strong: Extremely well-developed answer that includes evidence of **ALL** required key characteristics **AND** some evidence that **SURPASSES** key characteristics

Above Average: Generally well-developed answer that includes evidence of **ALL** required key characteristics

Average: Moderately well-developed answer that includes evidence of **MANY** of the required key characteristics

Below Average: Somewhat developed answer with **MINIMAL** evidence of key characteristics

Weak: Limited or confusing answer that is **INCOMPLETE/MISSING** all key characteristics

Criteria	Characteristics of Strong Ratings
1. Demonstration of Need	
<p><i>The review and analysis of local data about AODA and related risk and/or protective factors within the district are clearly described. Identify needs and gaps the project will address by developing or expanding the district's current K-12 AODA prevention and intervention program.</i></p>	<p>Review and analysis of the following are included:</p> <ul style="list-style-type: none"> • Objective local school and community data. • Trends and/or comparisons to broader geographic area (regional, state, national). • Populations disproportionately impacted by AODA related issues (including, low socioeconomic status, race, ethnicity, gender and sexual orientation) if available. • Other needs and gaps are identified. • For Consortia, data reflects all member districts.
2. Current Program Status	
<p><i>Project narrative clearly describes the district's current K-12 AODA prevention and intervention program based on local assessments, using the equitable multi-level system and comprehensive components.</i></p>	<ul style="list-style-type: none"> • Project describes current K-12 prevention and intervention programs based on local assessment data (e.g., AODA Assessment Tool). Aligns with multi-level system framework (universal, selected, and targeted interventions). • The following components are considered: Pupil services team; K-12 curriculum and instruction; student programs; adult programs; healthy school environment; and family/community connections. • For Consortia, describes the prevention programs of all member districts.
3. Measurable Objectives	
<p><i>Project narrative identifies the major AODA outcome objectives for the project. Includes objectives that are measurable, time-limited, and describe outcomes that reflect changes that will be evaluated at the end of the two-year funding cycle.</i></p>	<ul style="list-style-type: none"> • Objectives are measurable and time-limited. • Objectives describe outcomes and reflect changes expected in student AODA related behavior, perceptions, and attitude; and/or increases in skills and knowledge. • For Consortia, objectives are related to the need(s) of all member districts.

4. Local Plan for Use of Discretionary Funds	
<i>For each objective identified in the narrative section, the plan identifies at least one activity, with completion dates and person/position responsible for year one of the grant cycle.</i>	<ul style="list-style-type: none"> • Timeline is detailed and covers year one of grant cycle. • Activities are educationally sound and have a direct link to the program objectives. • Completion date and person/position responsible are listed. • For Consortia, plan specifies how all members will be involved (meetings, phone conferences, etc).
5. Evaluation Plan	
<i>The projective narrative clearly describes the evaluation methods being proposed that will determine whether the project's objectives were met at the end of the two-year funding period. Includes type of services provided, number of participants, level of satisfaction, and measurable changes.</i>	<ul style="list-style-type: none"> • The program data to be collected will measure progress toward meeting objectives. • The data indicates types of services provided, number of participants, and level of satisfaction. • Outcomes will measure changes in any or all of the following: students' knowledge, attitudes, and perceptions or behaviors. • For Consortia, outcome evaluation data is collected from all member districts participating in the project and reported in a clear manner.
6. Collaboration and Continuation Plan	
<i>a. The project narrative describes how the program plan activities were developed by a broad alliance of stakeholders and coalitions (including staff, multiple family and community members) involved in the planning and implementation of the project.</i>	<ul style="list-style-type: none"> • District staff from multiple disciplines and roles are actively involved in the planning and implementation. • Multiple families are involved in the planning and implementation. • Multiple community members are represented in the planning and implementation. • For Consortia, representatives from each district, families, and community members are actively involved in the planning and implementation processes.
<i>b. Also describes how this project will continue after the grant period is completed. Includes summary of possible or committed funds, resources, and collaborations, with other programs.</i>	<ul style="list-style-type: none"> • The proposal details plans to integrate or collaborate with other programs or agencies in the future. • Actual commitments of funds and/or other resources are identified. • For Consortia, the project narrative describes an ongoing coalition or partnership structure that will continue beyond the grant that all member districts are committed to.

Budget Category Definitions and Examples

Salaries - WUFAR Object Coding 100s

Paid to staff employed by the district. Also included in this category are classroom instruction personnel teaching AODA-specific information, as well as release time for classroom teachers, extended contract time, coordination salaries, clerical support staff, and substitute teachers.

Fringe - WUFAR Object Coding 200s

Insurance and retirement associated with salaries.

Purchased Services - WUFAR Object Coding 300s

Appropriate for any contracted service that is paid from the grant. This includes: travel for people in the project, postage provided by UPS, phone charges, consultants, catered meals and/or restaurant meals, having something printed or duplicated, subscriptions, class field trips, guest speakers in or outside of the classroom, training for students (e.g., teen workshops, school assemblies, etc.), and teacher training and conferences. Stipends are also included in the category. While stipends are not typically paid to school staff, a district may choose to pay a stipend to teachers, particularly if the activity takes place during the evening or weekend.

Non-Capital Objects - WUFAR Object Coding 400s

These are consumables that are purchased for use. 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.

Capital Objects - *Note that Capital Objects are currently not allowable costs with AODA funds***

Other Objects - WUFAR Object Coding 900s

Costs associated with memberships in professional or other organizations. Entrance fees and field trip fees.

Matching Costs

Direct costs are incurred when the district actually 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 to be carried out, like telephone use, computers, desks, staff volunteer hours, maintenance, and rent. These may also be used as matching funds.

Grants Require Matching Costs

Statute 115.36(a) monies require matching local costs for state AODA grants. These costs should be reported on the Program Fiscal Report (PI-1086) when requests for reimbursement are made. In-kind or direct costs may be used as the local district's match.

The state AODA grants require 20 percent matching cost (Note: Match is located on the assurances page, not the budget summary). Typically, matching costs are not hard to find at the district level, but they must be documented in the grant application. Matching dollars must be local dollars. In-kind costs can typically be found in existing expenditures. Actual cash (direct) matching costs have to be specific to the project, but do not have to be by line item.

Examples of Matching Costs (not inclusive):

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

Documenting Matching Costs (not inclusive):

The documentation for all matching costs should be kept in your business office records. Examples of documentation include:

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

Reporting Match

When match is reported on a claim, it may be done by a simple statement, e.g. "Actual documented costs on file, year-to-date \$ ____." You do not have to send a copy of your detailed records. Your district's auditor would review the detail audit under the Single Audit Act.

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

Reports and Forms



A. Program Fiscal Report

Program Fiscal Report Form (PI-1086)

Form PI-1086 is used to report allowable program expenditures. The claim is a summary report. Detail to support the claim, such as purchase orders, is maintained by the district. The form can be found on the DPI's website at: <https://dpi.wi.gov/sites/default/files/imce/forms/doc/f1824.doc>

It may be appropriate for an AODA project director to assist in preparing the claim. However, the Office of Management and Budget's Compliance Supplement for Single Audits requires auditors to review administrative controls. Auditors review procedures for preparing claims, sample claims for completeness, and monitor for proper reconciliation of claims to the district's general ledger. When the LEA business office is not in charge of such activities, audits have cited material administrative control weakness as a noncompliance exception.

LEAs may submit claims monthly or less frequently, however, it is recommended to submit claims quarterly. Normally LEAs determine the frequency of submission based upon their cash flow needs. After the June 30 ending date, 90 days are provided to complete payments on obligations made during the program period and to submit a final claim; in this case, no later than September 30.

Reimbursable expenditure must be in accordance with the approved program budget. Reimbursement may not exceed the total approved budget.

AODA program grants require 20 percent matching local costs. For example, if the claim amount is for \$1,000, there must be \$200 of match reported with the claim. Claims cannot be paid if a match amount is not reported.

For specifics on claim submission or payment status, contact Glenn Aumann, grant accountant, at 608-266-3489 or glenn.aumann@dpi.wi.gov Fax number: (608) 267-9207.

Upon receipt of an approvable claim, a payment is normally transmitted electronically by DPI within 30 days. To facilitate rapid turnaround, please mail all claims to:

Department of Public Instruction
Federal & State Grant Programs
ATTN: Glenn Aumann
P.O. Box 7841
Madison, WI 53707-7841

B. Budget Revisions

Budget Change Request Form (PI-1824)

This form should be used to make budget and program changes during the school year.

The following should be considered when submitting a budget revision:

- Form PI-1824 should be utilized when requesting budget revisions.
- Budget revisions are allowable through the school year until May 1, with the approval of DPI.
- Submit budget change requests far enough in advance to allow for approval prior to expenditure.
- Final budget change requests should be submitted no later than May 1.
- Budget revisions less than 10 percent in any budget category do not require a budget change request.
- Requested change in budget and the reason for the change must be included for the request to be approved.
- Budget change requests are not valid without the original signature of the project coordinator.

C. End of Year Reporting Requirements

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

For questions regarding end-of-year reporting, contact the AODA consultants: Brian Dean, brian.dean@dpi.wi.gov at 608-266-9677; or Emily Holder, emily.holder@dpi.wi.gov at 608-267-9170.

Wisconsin Unified Financial Accounting Requirements (WUFAR), Source, and Project Numbers for State AODA Grants

Fund	Source	Project	Program
10	630	395	Alcohol and Other Drug Abuse Programs (AODA)

If a consortium project, use Fund 99. If a CESA, use Fund 21.
Please connect with your district business manager.

Program Fiscal Report Instructions

- Report for Period Ending:** Record the month and year through which this is completed.
- Program:** Specify the federal or state grant program (i.e. Chapter 1, Alcohol and Other Drug Abuse).
- Project Beginning Date:** Report the SPI approved beginning date. Funds may not be expended or obligated prior to this date.
- Project Ending Date:** As stated in your approved contract.
- Account Code:** List all account codes as used in your approved project budget.
- Account Name:** Report the name of the account corresponding to the account code.
- Approved Budget:** Enter the amounts approved for each account as stated in your contract.
- Unliquidated Encumbrances:** Report unpaid obligations (i.e. payables, open purchase orders, personal service contracts, etc.). Encumbrances should be liquidated on the final report.
- Total Disbursements to Date:** Report the cumulative amount of project payments as recorded on your general ledger. (Do not include payables.)
- Unencumbered Balance:** Report the amount of funds that have neither been obligated nor disbursed.
- Cash Summary:** Total funds received *minus* total disbursements to date *equals* cash on hand at the end of period. ***Cash on hand at end of period often is a negative figure.***
- Amount Requested:** If an advance is requested, the amount may not exceed a 30-day cash supply.

Additional questions regarding the completion of this report may be directed to the Federal & State Grant Programs:

Grant Accountant

Glenn Aumann

(608) 266-3489 or
glenn.aumann@dpi.wi.gov