2024 -2025

Student Alcohol and Other Drug Abuse (AODA) Mini-Grant Program Overview

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Student AODA MINI-GRANT PROGRAM OVERVIEW

Comprehensive school health programs require youth involvement to create environments conducive to healthy, resilient, and successful learners. As part of the Department of Public Instruction's (DPI) efforts to encourage youth initiatives, we are offering the Student Alcohol and Other Drug Abuse (AODA) Mini-Grant Program for the 36th year, in the 2024-2025 school year. Funds will be available on a competitive basis for schools throughout the state to support education, prevention, and intervention programs designed by students, targeting AODA and other youth risk behaviors to include commercial tobacco use, violence, bullying, suicide, and alcohol traffic safety (ATS). **A primary funding priority of the mini-grant program is the involvement of youth in the planning and implementation of the project. While youth are not required to write the application, the level of youth involvement in the planning and implementation of the Student AODA Mini-Grant Program is assessed.** Consideration will also be given based on the educational value of the project and statewide geographic distribution of funds. The amount of each individual mini-grant award may not exceed $1,000.

What are they for?
Student mini-grants fund prevention and wellness projects targeting AODA and other youth risk behaviors (use of commercial tobacco and vaping, violence, bullying, suicide, alcohol traffic safety, and sexual risk behaviors) **developed by students for students**.

Who can apply?
Any group of students from a Wisconsin public school, grades K-12, can fill out the application that describes a prevention or wellness project in which they are interested. Each student group may only apply for a single project, although a school or district that has multiple groups may submit multiple applications. Students in a private school may collaborate with a public school but may not apply directly for a student mini-grant.

What can we get?
Each funded project may be awarded up to $1,000.

When are they available?
Applications will be made available to districts via the DPI's Student AODA Mini-Grant Program website. Applications are due to DPI electronically by 4:00 p.m. on October 2, 2024, through the online form. A copy of your application will be emailed to you once it has been submitted. Please retain the copy for your records. The project must be completed, and a final claim submitted to DPIclaimforms@dpi.wi.gov by June 30, 2025.

What are some good ideas for projects?
Some ideas for projects include peer helper or educator programs, wellness fairs, skits, and awareness campaigns that focus on prevention for students, parents, and community members. See a more detailed list on page 3.

Who can we get more information from?

For questions regarding the grant materials, please contact:

By email: DPIAODA.Grant@dpi.wi.gov or phone at (608) 266-8960.

STUDENT AODA MINI-GRANT TIMELINE

August 2024: Student AODA Mini-Grant application materials are made available on the DPI's AODA website.

October 2, 2024: Student AODA Mini-Grant application(s) due to DPI electronically.

January, 2025: Student AODA Mini-Grant funding notifications delivered to applicants.

June 1, 2025: Completion of projects and End-Of-Year (EOY) reports submitted to DPI.

June 30, 2025: Final fiscal claim submitted to DPI.

GENERAL APPLICATION INSTRUCTIONS

- Applicants must complete a 2024-25 application via the following linked portal; AODA Mini-Grant Application. To navigate between sections, you will need to click the appropriate labeled buttons located at the bottom of each screen.

- Your access to the online application is specific to the device used to complete the application. This means that your work will automatically be saved, and you can exit the application and return later provided you are using the same device each time.

- To submit the application, click the submit button that follows the signature function on the last page of your application. **Applications must be submitted by 4:00 p.m. on October 2, 2024.**

- Once you have submitted your application you will receive an email notification of submission that includes a screenshot of the data submitted. You will not be able to modify your work. If you do not receive this, please check your Junk email folder.

- It is advised to use Google Chrome as your browser when completing this application.

PROGRAM REQUIREMENTS

- The focus of the project(s) must target AODA or related youth risk behaviors in education, prevention, or intervention.

- The activities within the project(s) must be developed by student groups, clubs, or classes (reviewers will bear in mind that elementary students will need more advisor guidance than those at the high school level).

- Each student group, club, or class may submit only one project, although more than one project may be submitted per school building.

- No grant award may exceed $1,000 and must include a 20 percent 'in-kind match' (details follow under "A Word About Budget" section). An option would be the advisor's time.

- Allowable costs include but are not limited to speakers, trainers, project supplies, or transportation necessary to implement the project.

- No more than 20 percent of the total award amount can be spent on incentive items. Incentives include, but are not limited to trinkets, food, t-shirts/clothing, water bottles as a reward for participation.

- The purchase of t-shirts to identify peer leadership is allowable as non-capital objects (400) materials/supplies but is capped at 20 percent of total budget.

- Staff stipend is limited to 20 percent of the total budget.

- One-time speakers/consultants are capped at 70 percent of the total budget. Trainers do not have a cap. For more details on the difference between speakers and trainers see the "Good Budgeting" section of this document. Submitting the End of Year report is a prerequisite for claims processing; claims will not be processed unless EOY is submitted.

- Capital objects and non-capital objects such as computers, vape detectors, furniture, video equipment, etc., are not allowable costs for this grant program. Items that replicate drug or alcohol use through "Drunk Goggles", "Drunk Pedal Carts", or "Marijuana Goggles" are not allowed for this grant program.

- Mock crashes must be coordinated with community partners. This grant will not fund purchase or towing of vehicles used in mock crashes, but they can be donated by a community partner and count as a match towards the project.

- Private schools are not eligible to receive grants; however, they may partner with public schools.

PRIORITIES FOR FUNDING

Grant reviewers will place an emphasis on:

- Projects that have youth leadership in the planning, and implementation of the grant.

- Projects where students target AODA issues, or related youth risks such as: commercial tobacco use, vaping, violence, bullying, suicide, traffic safety, and sexual risk behaviors.

- Projects that exhibit a high degree of educational value that extends beyond the cycle of funding.

- Youth leadership groups focusing on advocating against commercial tobacco with FACTivisms or FACT (Fight Against Corporate Tobacco) activities. See more information below, Peer Educator section.

PROJECT IDEAS FOR YOUTH TO CONSIDER

Peer helper or educator programs, wellness fairs, prevention plays, and awareness campaigns that focus on prevention for students, parents, and community members are suitable activities. The development of Students Against Destructive Decisions (SADD) chapters and other student leadership groups or activities that may help prevent alcohol, commercial tobacco and other drug abuse, or traffic safety may be an appropriate use of the funds. See the following for more ideas.

PEER EDUCATORS

Research shows teens who deliver a prevention message to peers, as well as younger students, have a powerful influence.

Potential student groups and suggested topics:

- Youth advocating against commercial tobacco use and advocating for alternatives to suspension policies (such as FACT groups or existing youth groups participating in FACTivisms). For more information, visit the FACT Movement [website](#).

- Life Of an Athlete (LOA) or another athlete driven student leadership group

- Impact of commercial tobacco on individuals, families, and society

- Information on the impact of bullying

- Impact of alcohol and other drugs on violent behavior and accidents

- Information on traffic, bicycle, and pedestrian safety, including drinking and driving issues

- Anti-smoking information

- Anti-vaping information

- Conflict resolution

- Refusal skills

- Mindfulness activities

- Positive attitudes and self-esteem, as related to risk prevention

- Risks for contracting HIV/AIDS

- Peer-to-Peer Suicide prevention programs such as Sources of Strength and Hope Squad

Some ways to deliver the message:

- Plays/skits

- Role plays

- Musicals

- Small group discussion

- Multimedia

- Art: quilt squares, prevention theme murals

- Students arrange for speaker and follow-up by leading small group discussions

- Mentoring

- Mini-grants can be written to fund training for high school or middle school students, materials, costumes, printing, and transportation

Peer educator programs need to have:

- A focus on prevention of youth risk behaviors including: AODA, commercial tobacco use and vaping, violence, bullying, suicide, HIV, sexual risk behaviors, or a focus on driving, biking, or pedestrian safety.
- Youth leadership
- Training for presenters
- A presentation that is clearly understood, motivational, and age-appropriate for audience
- Small-group discussion, activity, or practice of skills
- Evaluation and follow-up

School/Community/Youth Awareness and Information Programs:

- Prevention PSAs (Public Service Announcements)
- Prevention placemat contest (placemats in restaurants)
- Prevention billboards along with design contest
- Prevention video on local cable channel
- Inhalant information for students and parents
- Internet homepage with new information and slogan each month
- Driving Issue Guides to educate parents about setting rules or creating contracts for teen driving
- Newsletters
- Awareness week before prom including driving safety, long-term effects of smoking and/or vaping, healthy relationships, and HIV/AIDS

PARENT/COMMUNITY EDUCATION AND INVOLVEMENT

Helping parents/guardians promote a drug-free lifestyle, understand risk behaviors, and set guidelines:

- Panel discussions
- Small talks: parent-to-parent, youth-to-adult, and adult-to-youth
- Develop parent networks
- Funds can be used for speakers, materials, visual aids, or multimedia

Monthly or quarterly family and community AODA prevention activities:

- Store window displays
- Displays at county fair or other community events/forums
- Health Wellness Fair
- AODA prevention family carnival
- Interview community members who are good role models for healthy living

- Funds can be used for materials, visual aids, transportation, or printing
- Traffic safety efforts during prom and graduation weeks, or the establishment of clubs like SADD. *Note that mock crashes must be coordinated with community partners. This grant will not fund the purchase or towing of vehicles used in mock crashes, but they can be donated by a community partner and count as a match towards the project.*

TIPS FOR PLANNING AND IMPLEMENTING

A review of literature conducted by the Academy for Educational Development Evaluation and Consultation Center revealed that peer-led education programs can be effective in reducing alcohol, commercial tobacco, and other drug (ATOD) use among youth. These programs have also shown to have a positive impact on the peer educators themselves, increasing their knowledge and self-efficacy, as well as influencing health risk behaviors.

"I'm involved because I want to help younger students stay on the right track and feel comfortable and confident." –Student Comment

"The most important part of being a member of our AODA Program is making an influence on my other peers and underclassmen." –Student Comment

High quality programs should:

- Be based on a solid foundation in social learning and social influence theories that address how learning and behavior change occur on an individual level and within social networks
- Use interactive, developmentally appropriate teaching methods that emphasize experiential learning rather than the presentation of information only in a didactic manner
- Utilize class sizes that are conducive to small-group instruction
- Use follow-up sessions to update and reinforce original program content
- Be provided to more than one class
- Be well-organized and be conducted in an organized manner
- Be implemented by peers who present the curriculum in an interesting, dynamic manner
- Be delivered by a skilled adult or peer leader, competent in group processes
- Demonstrate positive behaviors on the part of students and do not replicate drug or alcohol use through "Drunk Goggles", "Drunk Pedal Carts", or "Marijuana Goggles." Purchase of these items is prohibited.

IMPORTANT CONSIDERATIONS

- DPI student AODA mini-grants must have a connection to prevention of AODA or related youth risk behaviors.
- Limit expenditures on food to that which is related to events that include education, prevention, or intervention activities and information sharing (e.g., meal in conjunction with a peer helper training).
- These are student-led projects. Students should be involved from the very start

(e.g., planning and implementing the grant).

- Planning a series of activities is more effective (and usually is rated higher) than a one- time event.

"I like being a peer educator, because it puts together a group of caring, involved students to help others." –Student Comment

"The most important part of our peer program is that we help people understand what we're doing and what they should do." –Student Comment

"We help others understand that things that happen to one person can happen to others." –Student Comment

TIPS FOR DESIGNING PEER INVOLVEMENT PROGRAMS

- Clearly define the target population, in terms of age, ethnicity/race, gender, sexual orientation, socio-economic status, and life experiences; then select peer educators accordingly. Example: peer leaders are nominated by their classmates. Adult advisors ensure leaders are representative of the diversity of the student body.

- Articulate program philosophies, goals, and objectives, and use these priorities to guide program design. Example: if your program focuses on the prevention of risk behaviors or the maintenance of healthy behaviors, select peer educators who can serve as positive role models for the other students.

- Determine the roles and responsibilities of peer educators. Example: when implementing peer education programs, youth may have the sole responsibility to deliver instruction, but development of the curriculum is a shared responsibility between youth and adults.

- Ensure program goals are consistent with the setting or location of the program. Example: school-based programs are an efficient way to reach large populations of youth. Schools are well-suited to provide prevention-focused knowledge and skills to general populations.

- Provide the necessary resources. Example: peer educators need appropriate training in the content area, teaching strategies, facilitation, and communication skills.

- Ensure that the person who coordinates the program understands the value of peer programs and is committed to working with youth. Example: peer-based interventions require involvement from adults for supervision, quality assurance, coordination, guidance, and other types of support.

- Prepare for peer educator and staff turnover. Peer educators may have high turnover rates due to schedule conflicts, other academic and/or extra-curricular activities, or graduation from school. Adult coordinators will most likely have several other responsibilities. Example: some program coordinators recruit new peer educators as part of the program delivery.

- Plan for evaluation in the timeline and budget. Evaluations are needed to assess both the effectiveness and cost-effectiveness of peer programs. Because evaluation is such an integral part of program design, evaluation plans should be defined at the very beginning of program conceptualization, and necessary resources should be set aside. Example: when planning how you will evaluate the project, consider these questions:

o Who is this information for? Who will use the findings?

o What information do we want to know?

o How is the information to be used?

o When is the information needed?

o What resources are available to conduct the evaluation?

"What would I tell others who want to be Peer Educators? Go for it! It's lots of fun!"
–Student Comment

A WORD ABOUT BUDGETS

A budget is an extremely important planning tool. It helps you to determine how much a project will cost and to plan for any future projects. Once the budget is prepared, it provides a way for you to gauge or measure the actual performance and outcomes of your project. Contact your district's business office when creating budgets. This ensures they are aware of the grant submission and allows them to provide guidance on WUFAR coding.

Some program managers use their budgets as a road map, or a direction the project must take to 'stay within budget'. This just means, you don't underspend, or much worse - run out of money before the project is complete! Ultimately, a budget will tell you, how much did this activity really cost? Are we sustainable (can we afford to do this activity again)?

For this grant:
- Individual Mini Grant awards cannot exceed $1,000.
- No capital objects or activities deemed entertainment allowed, (e.g., computers, furniture, or video equipment).
- Wages and fringe benefits are not allowable costs for this grant program.
- One-time speakers are limited to 70 percent of total funds.
- Staff stipend and incentives are each limited to 20 percent of total funds.

"Good" budgeting:

- One-time speakers capped at 70 percent of total funds. It is important to distinguish between the roles of a one-time speaker and a trainer. A one-time speaker focuses on delivering a singular speech or presentation to inform, inspire, or entertain the audience, while a trainer is responsible for imparting knowledge and facilitating learning through structured programs

- Is your budget reasonable, appropriate, and logical in the way you connect your budget to your project? Verify this by reviewing the rules of the AODA mini-grant funding outlined earlier in this document.

- Price your project's materials at more than one source to ensure you're finding the best prices. Especially when you find that material costs are higher than expected.

- Keep a record! Keeping a record to log your project's activities as they occur makes an end of year report a breeze! Add in a simple spreadsheet, and you'll have the means to track costs and money donated to your project.

- In the event that the grant award cannot be spent for any reason, contact DPIAODA.Grant@dpi.wi.gov promptly for guidance and support.

Match sources:

Does your budget provide a 20 percent match? Match is a very common requirement of grant funding where the funding agency (government, non-profits, etc.) wants a grantee (you) to have "skin in the game." Match attaches a monetary value that helps ensure that a project is completed. Match also assures a funder that your project has the potential to become sustainable over time.

"In-Kind" Match refers to a project's costs other than cash necessary to operate your project. Non-cash contributions include donations of services, an advisor's time, equipment, trinkets, food, clothing, etc. Keeping in mind that in-kind match are costs that have a value as if you were paying cash for them! Always track donations and show their value on your budget.

Remember to thank anyone making contributions. Your project's success depends on it!

Submitting claims:

This is a reimbursement-based grant, meaning that costs are incurred by the grantee and reimbursed by the DPI. Grantees are required to submit the DPI's program fiscal report PI-1086 for reimbursements to the grant accounting team in-box, DPIclaimforms@dpi.wi.gov, by the end date of the grant, June 30, 2025.

PROGRAM BENCHMARKS

Criteria	Characteristics of Strong Ratings
Project Abstract 4.1 Enter a brief description of the program and activities to be developed and implemented by students at a building, district, or community level.	The abstract clearly describes the project
Project Narrative	
5.1 A) Describe how the idea for this project was developed.	• The major factors/issues that generated the idea for this project are clearly outlined.
5.1 B) Describe how students were involved in the design and implementation of the project. Provide clear examples of student involvement. (Note: Students are not required to write the grant)	• Students were directly involved in the design of the project. • Students will be directly involved in implementation of the project.
5.2 What problems at your school will this mini-grant project address? Describe how this project will help prevent or reduce student alcohol and other drug abuse or other risk behaviors (commercial tobacco use, vaping, nicotine use, violence, bullying, suicide, traffic safety, and sexual risk behaviors).	• The problem(s) are identified by utilizing objective facts/data and/or illustrates a representative sample of the student population that is concerned about this problem. • The problem(s) have a direct link to AODA or related youth risk behaviors such as commercial tobacco use, vaping, nicotine use, violence, bullying, suicide, traffic safety, and sexual risk behaviors.
5.3. What steps (activities) will be done to address the problem(s) described in the answer to Question #5.2? 5.3.1- 5.3.4 Action Steps; • What is the Action Step (4)? Person/Position Responsible for the activities (5). When Will it be Done (6)?	• The activities and action steps are clearly described and logically lead to impacting the problem of AODA or related youth risk behaviors. • The activities are attainable/realistic within the timeframe of the grant. • Activities in the proposal are ongoing - not just a "one shot" deal. • Activities have a positive educational value. • A reasonable number of students are involved in carrying out the proposed project.
5.4 Describe how you will measure your success in addressing the problem(s) described in Question #5.2.	Measures of success: • Are reasonable for addressing the problem. • Include not only process measures (# served, etc.) but also identify outcome measures (changes in attitudes, behaviors, knowledge, skills) as measured by a pre/post-test.

5.5 Describe who/when and how many people will benefit from the project and describe the skills, knowledge, behaviors, or attitudes they are expected to acquire.	• A reasonable number of people (students, staff, parents, community members) will benefit from the project. • Clearly describes how students were involved in the development of the grant application. • Describes how people will benefit in terms of knowledge or skills acquired. • Describe how these benefits relate to the initial problem.
6.1. Budget	• Budget is reasonable, appropriate, and logically connected to the mini-grant project. • Budget provides 20 percent in-kind matching costs. • Incentives (trinkets, food, t-shirts/clothing, water bottles, etc.) are no more than 20 percent of the grant total. • Staff stipends are limited to 20 percent of the total budget. • Speakers are limited to 70 percent of the total budget. Trainers have no budget cap (It *is important to distinguish between the roles of a one-time speaker and a trainer. A one-time speaker focuses on delivering a singular speech or presentation to inform, inspire, or entertain the audience while a trainer is responsible for imparting knowledge and facilitating learning through structured programs.*)