

Act 72 Recovery High School Operational Grant

Grant Writers Webinar



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Agenda

- Grant Details
- Grant Materials
- Application Submission
- Application Review Process
- Writing an Effective Grant Application

Grant Details



- Authorization
- Project Period and Purpose
- Eligibility
- Allowable Activities
- Evaluation Requirements

Authorization

This grant is authorized under
Wisconsin State Statute 13.101,
related to [2023 Act 72](#).



Project Period

July 1, 2026 - June 30, 2027

- Funds must be expended by 6/30/27
- There is no carryover option for these funds

Grant Funds

- Per [2025 Wisconsin Act 15, 20.255 \(3\) \(ef\)](#) an additional \$250,000 for FY 26 and FY 27 have been allocated to the Act 72 Operational Grants. There is a total amount of \$450,000 available to award for the FY 27 grant cycle.
- Grantees should write their application with an initial budget plan of up to \$200,000.

Purpose of this Grant Opportunity

- Under 2023 Wisconsin Act 72, this grant program provides \$200,000 of funding for eligible operational recovery high schools.
- A recovery high school is defined as a public, private, or tribal school that operates only high school grades and meets all of the following criteria:
 - (a) the school is specifically designed for pupils in recovery from a substance use disorder or a mental health disorder that coexists with a substance use disorder; and
 - (b) the school awards high school credits that either count towards a high school diploma awarded by the school or will transfer and count towards a high school diploma awarded by a school district.

Eligibility Requirements:

Eligible applicants for the operational recovery high school grant:

- Wisconsin nonprofit organizations; and
- Public, private, and tribal schools



Allowable Activities

A recipient of an operational grant may use the grant funds for any of the following:

1. To employ school staff, including teachers and counselors.
2. To rent, or otherwise secure, a physical location for the school.
3. To purchase drug testing supplies.
4. To develop and implement an afterschool and weekend sober activity program.
5. For transportation of pupils.
6. For legal and accounting services.
7. General administrative costs, including insurance, office supplies and equipment, and phone and internet costs.



Evaluation Requirements (Slide 1 of 3)

By August 1, 2026, the grantee will submit a report to DPI addressing the following information:

- The number of prospective pupils who applied to attend the high school.
- The total number of pupils who were enrolled in the school during the school year.
- Demographic information about pupils enrolled in the school, including age, gender, race, ethnicity, and school district of residence.
- The number of pupils enrolled in the school and the staff-to-pupil ratio, as of the first day of each month that the school is Page 3 in operation for the attendance of pupils.

Evaluation Requirements (Slide 2 of 3)

By August 1, 2026, the grantee will submit a report to DPI addressing the following information:

- The number of pupils who graduated from the school.
 - Information about substance use by pupils enrolled in the school, including a list of the substances for which enrolled pupils are in recovery, the relapse rate for pupils enrolled in the school, and the number of positive drug tests and the drugs identified by those tests.
- Information about substance use by pupils enrolled in the school, including a list of the substances for which enrolled pupils are in recovery, the relapse rate for pupils enrolled in the school, and the number of positive drug tests and the drugs identified by those tests.

Evaluation Requirements (Slide 3 of 3)

By August 1, 2026, the grantee will submit a report to DPI addressing the following information:

- Information about the mental health of pupils enrolled in the school, including the number of enrolled pupils who receive mental health services from the school for something other than a substance use disorder and a list of mental health disorders for which enrolled pupils receive services from the school.
- Information on academic, behavioral, and substance use recovery progress and success among pupils enrolled in the school.
- The name of each staff member employed by the school and any professional credential held by the staff member.
- How grant funding was used to support the operations of the school.

Grant Materials and Resources

All Grant Materials:

Application, Guidance Document and Grant Rubric can be found on the:

[Act 72 Recovery High Schools Grant Program Webpage](#)

Grant Application

- The Application must be via an online application form by **4:00 PM on Friday, May 1, 2026.**
- The application is available on the [Act 72 Recovery High School Grant webpage.](#)



Grant Application Sections



Section by Section instructions can be found in the Guidance Document on page 8.

- I. General Information
- II. Grant Overview
- III. Project Abstract
- IV. State General Assurances
 - A. State General Assurances
 - B. Program Specific Assurances
- V. Certification Signature
- VI. Readiness
- VII. Plan (Needs Assessment)
- VIII. Do (Action Plan)
- IX. Study/Check
- X. ACT (Coordination & Sustainability)
- XI. Budget Detail

I. General Information

I. GENERAL INFORMATION			
Applicant Agency		Mailing Address <i>Street, City, State, ZIP</i>	
Project Contact <i>First and Last Name</i>		Project Contact's Title	
Project Contact's E-Mail Address		Fax <i>Area/Number</i>	Phone <i>Area/Number</i>
Fiscal Contact <i>First and Last Name if other than project contact</i>		Fiscal Contact's Title	
Fiscal Contact's E-Mail Address			Phone <i>Area/Number</i>
Fiscal Contact's Mailing Address <i>Street, City, State, ZIP</i>		Grant Period	
		Beginning Date <i>mm/dd/yyyy</i>	Ending Date <i>mm/dd/yyyy</i>
		07/01/2026	6/30/2027
Total Funds Requested			

II. Project Abstract

The Project Abstract is the first thing the reviewer will read.

- Provide a clear and concise summary of your whole project.
- Include the following for the highest score:
 - Target population/population most in need.
 - Summary of the key needs that were identified through your data.
 - Summary of the overall plan you will implement to address both the needs and the students most in need.

III. Assurances and Signatures



One signature will be required with the application submission.

Signature certifying compliance with state and program specific assurances.

IV. Readiness




Stakeholders

- 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?
- What input did the stakeholders above provide that informed this grant project?
- How will stakeholders continue to provide input if the grant project is funded?

V. Plan

Demonstration of Need

- 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).
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Comprehensive Needs Assessment

A **needs assessment** is as a systematic examination of the gap that exists between the current state and desired state of an organization and the factors that can be attributed to this gap.

- [Needs Assessment Guidebook](#)
- [Supporting the Development of District and School Needs Assessments](#)

“Need” refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). **The need is neither the present nor the future state; it is the gap between them.**

Desired Results (What should be)	-	Current results (What is)	=	Need
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100% of third grade migrant students meet the state proficiency level in reading	-	30% of third grade migrant students meet the state proficiency level in reading	=	70% of third grade migrant children must reach the proficiency level in reading
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Define Your Priorities

Guiding Questions

1. What findings, or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
2. How many priorities can be addressed simultaneously?
3. Are there additional data that should be considered in order to make informed decisions about priorities and capacity for implementation?



Cuiccio, C., & Husby-Slater, M. 2018. [Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessment](#). Washington D.C.: State Supporting Network. Partnering for School Improvement. Pg 10

Needs Assessment Resources

Mental and Behavioral Health

- [School Mental Health Quality Assessment \(SMHQA\)](#)
- [Mental Health Needs Assessment](#)
- [Online YRBS](#)
- [AODA Assessment Tool](#)

School Safety & Violence Prevention

- [Safety Readiness Tool](#)
- [Elementary Violence Prevention Assessment Tool](#)
- [Bully Prevention Program Assessment Tool](#)

Other

- [School Climate Survey](#)

Needs Assessment Data Sources

Surveys	School Data	Community Data	Screening
<ul style="list-style-type: none">• YRBS• Climate Survey• Family Surveys	<ul style="list-style-type: none">• Attendance• Suspension• Expulsion• Office Referrals• Grade Retention• Academic Outcomes• Crisis Incidents• Implementation Assessment Tools	<ul style="list-style-type: none">• Medical and Behavioral Health Provider Access• Student to MH staff Ratios, LEA, County• County Health Rankings• County MH data• #s of Uninsured Students• Community Safety and Violence Data• County YRBS	<ul style="list-style-type: none">• Mental/Behavioral Health Screening• SEL Competency Screening• AODA Screening• School Safety Assessment

VI. Do (Action Plan)

The Action Plan Consists of:

- SMART Goal to Address Priority Area
- Priority Area and Supporting Data
- Action Step
- Timeline/Completion Data
- Evidence of Completion
- Personnel Responsible



Action Planning



Action Plan - Example

Action Plan— Example			
<p>Student Outcome Priority Statement <i>Students enrolling in a recovery high school will need instruction for earning credits or courses that advance the students toward high school graduation. Planning for a recovery high school entails development or acquisition of curriculum and lessons for a school course of study. Students who would attend this planned recovery high school would receive instruction through this curriculum and lessons.</i></p>			
<p>SMART Goal to Address Student Outcome Priority Statement <i>By the end of the 2024 fiscal year (June 30, 2025), planning will have occurred for the new recovery high school detailing an instructional course of study and outlining curriculum development or procurement plans.</i></p>			
Action Step	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
<i>Convene team and/or consultants for planning</i>	<i>April 2025</i>	<i>Documented and approved by school/non-profit administration</i>	<i>Administration of grantee organization</i>
<i>Develop plan for work and identify needed components</i>	<i>April 2025</i>	<i>Plan and Resources approved by school administration</i>	<i>Administration of grantee organization</i>
<i>Develop scope of course of study and instructional programming for proposed recovery high school</i>	<i>May 2025</i>	<i>Documented and approved by school/non-profit administration</i>	<i>Administration of grantee organization</i>
<i>Develop and/or procure curriculum. Detailed scope and sequence along with Wisconsin academic standards alignment. Identify lesson planning and writing process.</i>	<i>June 2025/ongoing</i>	<i>Plan and Resources approved by school administration</i>	<i>Administration of grantee organization</i>

VII. Study/Check

- Process to collect and analyze grant specific data.
- Process for changing or making improvements to action steps.
- Process for sharing evaluation results with the public.



XIII. ACT Coordination

- What are the protocols for ongoing communication with stakeholders?
- Describe the plans to coordinate with other programs during the grant period and sustain the project beyond the grant period.



IX. Budget Narrative

Budget Detail

- The budget detail section informs the reviewers how the funds will be spent.
- In this section, address how the grant funds will be used to address identified SMART goals during the grant project period.

Grant Guidance Document

A Guidance Document can be found on the [Act 72 Recovery High School Grant webpage.](#)

Grant Rubric

The grant scoring rubric can be found on the [Act 72 Recovery High School Grant webpage](#).

II. 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).

IV. Readiness

1. Stakeholders

1a. Identification of 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 under-resourced.
- 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 under-resourced and each was chosen specifically for their expertise in working with/representing these under-resourced students.

1b. Stakeholder Input on Proposed 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 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.

1c. Stakeholder Input if Grant Project is Funded

- Not Present (0 points): No plan for future stakeholder engagement was provided through which regular feedback to inform the ongoing project can occur.

Application Submission Details



WISCONSIN DEPARTMENT OF
Public Instruction

General Information

Agency Information

Applicant Agency

Street Address

City

Zip

- The Application must be via an online application form by **4:00 PM** on **Friday, May 1, 2026**.
- The application is available on the [Act 72 Recovery High School Grant webpage](#).

Before Starting Your Application

You will need:

- Contact information for your school administrator, project coordinator for this grant, and your business office.
- A project narrative
- An action plan that includes: timeline, evidence of completions, and personnel responsible
- Project budget detail

Preparing your application in advance is advised.



Application Review Process



External and Internal Review

Applications confirmed for Eligibility

Applications scored and then ranked by Average Score and grouped geographically

Recommendations for funding made based upon Average score and geographic distribution

Recommendations submitted for approval to the Office of the State Superintendent

Where do I start?

Writing an Effective Grant Application



Steps

1. Identify Partners
2. Gather data
3. Analyze data for root causes
4. ID priority areas and activities for project
5. Identify the grant writing team and write the application
6. Review the application
7. Complete and submit the application



Steps Example

Step	Timeline	Who
Identify Partners	March 30, 2026	Applicant
Gather Data and Conduct Needs Assessment	April 4, 2026	Applicant & Partners
Analyze Data for Root Causes	April 10, 2026	Applicant & Partners
Identify all Priority Areas and Activities for this Project	April 13, 2026	Applicant & Partners
Write the Application	April 17, 2026	Primary Grant Writers
Review the Application	April 19, 2026	Individuals Not Involved In Writing The Grant
Submit the Application	May 1, 2026 by 4:00 p.m.	Primary Grant Writers

Grant Writing Resources

[Planning and Writing a Grant Proposal: The Basics](#)

[Be a Standout: 10 Tips for Writing Grant Proposals that Get Funded](#)

[Show me the Money: Tips and Resources for Successful Grant Writing](#)



General Tips and Tricks

- Align your proposal to the grant purpose.
- Do prep work prior to writing your proposal.
- Follow directions and answer all questions.
- Address all rubric criteria.
- Proofread your application.
- Authentically engage your partners.
- Develop a plan that aligns with your identified needs, priorities and target populations.
- Give yourself plenty of time.

Questions

Email questions to:

erick.blasing@dpi.wi.gov

Applications must be submitted by 4:00 p.m.
on Friday, May 1, 2026.

