



# **Recovery High Schools Planning Grant**

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2026-2027

Wisconsin Department of Public Instruction

This report is available from:

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# General Program Information

## Program Overview and Purpose of the Funding

This grant program provides funding for the planning with the intent to establish a recovery high school. 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 substance use or mental health challenges that coexist with substance use; 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.

## Authorizing Statute

Wis. Stat. sec. 13.101, related to 2023 Act 72.

## Requirements at a Glance

### Eligible Applicants

1. Public, private, and tribal schools that intend to establish a recovery high school.
2. Non-Profit organizations that intend to establish a recovery high school.

### Due Date of Application

- The Application will be submitted 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](#).

### 2026-2027 Budget

- Budget must include allowable expenses to be incurred between July 1, 2026-June 30, 2027

### Annual Award Amount(s)

- Up to \$100,000 if there are three or fewer applicants; up to \$75,000 if there are four applicants

### Duration of Grant Award

- July 1, 2026-June 30, 2027

### Program Contacts

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### Purpose of Funding

- This grant program provides funding for the planning of a recovery high school.

# Competition Summary

## **Funding Eligibility and Distribution**

A recovery high school is 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 substance use or mental health challenges that coexist with substance use; 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.

## **Competition Timeline**

Applications are due **May 1, 2026**.

Application materials are located on the [Department of Public Instruction's \(DPI's\) Act 72 Recovery High Schools Grant Program webpage](#).

# Grant Administration

## Program Services and Activity Requirements

A public, private, tribal school, or nonprofit organization that intend to establish a recovery high school may use a planning grant for any of the following purposes:

- (a) Hiring a consultant for planning the recovery high school;
- (b) General program planning for the recovery high school;
- (c) Curriculum and lesson planning;
- (d) Mental health services planning;
- (e) Any other costs incurred to develop a final plan for establishing a recovery high school.

## Evaluation Requirements

By August 1, 2027 a recovery high school that received a planning grant in the previous school year shall report, in a manner that does not identify a pupil enrolled in the recovery high school, all of the following to the Department of Public Instruction (DPI):

- How it used the grant funding it received for planning a recovery high school.
- The status of the grant recipient's plan to establish a recovery high school, which may include a final plan for establishing a recovery high school or an explanation of why the recipient no longer intends to establish a recovery high school.

## Fiscal Management Requirements

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

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

**Allowable Costs:** A recipient of the recovery high school planning grant may use funds for any of the following purposes:

- Hiring a consultant for planning the recovery high school.
- General program planning for the recovery high school.
- Curriculum and lesson planning.
- Mental health services planning.
- Any other costs incurred to develop a final plan for establishing a recovery high school.

Costs must be considered reasonable and necessary for the planning of a recovery high school.

**Reasonable Expense Example:** The Recovery High School planning team plans to attend a conference that is relevant to recovery high schools and their development. The planning team will send three members of their team to attend the conference and report back their learning to the larger group. The registration, accommodations, and travel costs are not a significant percentage of the project's budget.

**Unnecessary Expense Example:** The Recovery High School planning team plans to attend a conference that is relevant to recovery high schools and their development. The planning team will send all ten members of their team to attend the conference. The registration, accommodations, and travel costs are a significant percentage of the project's budget.

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

**Unallowable Costs:** A recipient of the recovery high school planning grant may not use funds for any of the following purposes:

- Curriculum purchases for proposed school.
- Capital and Non-Capital Objects that would be used in an operational school (ie: furniture, technology items, etc.).
- Staff salary for providing direct student instruction (i.e., a teacher's salary that would be working in the recovery high school).
  - Staff stipends and compensation for participating in the planning process are allowable.
- Drug testing supplies.
- Any item that is not directly related to the planning process.

**Return of Grant Funds:** Grant recipients must return any funds that are unused during the project period, which ends on June 30, 2027, to DPI.

# Planning Considerations

The purpose of the Recovery High School Planning Grant is to establish an operational recovery high school. To achieve recognition as a recovery high school under Wis. Stat. sec. [115.359\(1\)/2023 Wisconsin Act 72](#), entities must meet the following criteria:

115.359 Recovery high schools; operational and planning grants.

(1) **Definition.** In this section, “recovery high school” means 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 substance use or mental health challenges that coexist with substance use.
- (b) The school awards high school credits that count towards a high school diploma awarded by the school or high school credits that will transfer and count towards a high school diploma awarded by a school district.

A recipient of a planning grant may use the grant funds for any of the following:

- Hiring a consultant for planning the recovery high school.
- General program planning for the recovery high school.
- Curriculum and lesson planning for the recovery high school.
- Mental health services planning for the recovery high school.
- Any other costs incurred to develop a final plan for establishing a recovery high school.

The application process is competitive. The DPI will consider how funds will be utilized to potentially establish a recovery high school. Additional factors may include planning for future operational grant eligibility under Wis. Stat. sec. 115.359(2).

(2) **Eligibility; operational grant.** A recovery high school is eligible for a grant under sub. (3) if the recovery high school satisfies all of the following:

- (a) The recovery high school is governed by a governing board.
- (b) The recovery high school employs an individual who is responsible for the daily operations of the recovery high school.

- (c) The recovery high school demonstrates that its model is capable of supporting its anticipated enrollment.
- (d) If the recovery high school is a private school, the private school is a nonprofit organization.
- (e) The recovery high school requires prospective pupils to apply to the recovery high school and conditions eligibility for enrollment on all of the following:
  - 1. That the pupil desires to be sober.
  - 2. That the pupil commits to attend the recovery high school daily.
  - 3. That the pupil consents to weekly drug testing.
  - 4. That the pupil agrees to a 30-day probationary period and that the pupil's enrollment may be terminated at the end of the probationary period for any of the following reasons:
    - i. The pupil tests positive for a controlled substance on a drug test administered at the end of the probationary period.
    - ii. The individual responsible for the daily operations of the recovery high school determines that the pupil's enrollment should be terminated based on the pupil's behavior at the recovery high school during the probationary period.
- (f) The recovery high school provides evidence that it has at least one other source of funding to support its operations.
- (g) The recovery high school provides evidence-based programming to pupils. For purposes of this paragraph, "evidence-based programming" includes evidence-based peer-to-peer suicide prevention programming, smaller class sizes, and self-care planning.

# Application Detail and Instructions

## General Instructions

### Section-by-Section Description

The following is a section-by-section guide for completing the application. For each section that is scored in the grant reviewer rubric, the criteria needed to receive the highest score are provided in *italics*.

The score range for each section is included as well. It is recommended that you review your completed application against the scoring rubric before submitting it for consideration.

### III. Abstract

The abstract summarizes the target population, summarizes the key needs, and summarizes the planned implementation approach(es). You must limit your response to 1,000 characters. **(2 points)**

### VI. Readiness

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

#### 1. Stakeholders

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

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

### VI. Plan/Needs Assessment

#### 1. Demonstration of Need

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

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

## **VII. Do (Action Plan)(0-4)**

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

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

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

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

**Exemplary (4 points):** *The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the SMART goal.*

## **Project Plan Formatting**

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

## **VIII. Study/Check (Evaluation)**

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

### **1. Evaluation**

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

**Exemplary (4 points):** *There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. There was clarity that this data will be used to refine, improve, and strengthen the project.*

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

**Exemplary (4 points):** *There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.*

#### **1c. What is the process to share evaluation results with the public?**

*Exemplary (4 points): There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.*

## **IX. Act (Coordination & Sustainability)**

### **1. Coordination**

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

*Exemplary (4 points): Plan includes an in-depth description for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system.*

### **2. Sustainability**

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

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

# **Application Review Process**

## **Description of External Review Process**

Grant applications will be reviewed and scored by qualified external reviewers using the attached rubric.

## **Description of Internal Review Process**

Grant applications and their external review scores will be reviewed by internal DPI staff. DPI staff members will review application external scores using the attached rubric, planned expenditures to verify allowability, and geographic distribution of applications.

# Application Definitions and Terms

**Educational Equity:** Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background and/or family income.

**Applicant Authorizer:** An Agency Authorizer is an individual who has been authorized by the agency's board of control (such as a school board) to enter into legal agreements on behalf of the agency.

**Continuous Improvement Process (CIP):** Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a [CIP Rubric](#) as a tool to assist LEAs and educational agencies in learning about the continuous improvement process.

To learn more about the CIP, applicants are encouraged to talk to their [CESA's TA Network contact](#). For more resources on continuous improvement, applicants may also visit the DPI's [Resources and Supports for Continuous Improvement webpage](#).

# Budget Detail and Definitions

Consult your business office staff for support with Wisconsin Uniform Financial Accounting Requirements (WUFAR) prior to submitting for a grant.

Coding is specific to the intent of the project being submitted. A complete handbook can be found on the [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\) webpage](#).

## WUFAR Function

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

### Support Services

- **Pupil and Instruction Staff Services (WUFAR Function Coding 210 000 and 220 000 Series):** This includes support services that facilitate and enhance instruction or other components of the grant. This includes staff development, supervision and coordination of grant activities.
- **Administration (WUFAR Function Coding 230 000 and above):** This includes general: building; business; central service administration.

**Indirect Cost:** Costs that are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the organization. Examples of such costs are accounting, auditing, payroll, personnel, budgeting, purchasing and maintenance and operation of facility.

See DPI's [Indirect Cost Information webpage](#) for more information on approved indirect cost rates.

## WUFAR Object

**Salaries (WUFAR Object Coding 100s):** The funds dedicated to paid staff employed to carry out project services.

**Fringe (WUFAR Object Coding 200s):** The costs for insurance and other employee 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, trainings and conferences. Stipends are also included in the category.

**Non-Capital Objects (WUFAR Object Coding 400s):** Costs that are considered consumables. Included in this category are: workbooks, textbooks, food supplies, educational materials and supplies for project use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials, and informational materials for student programs.

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

**Other Objects (WUFAR Object Coding 900s):** Costs associated with memberships in professional or other organizations. Entrance fees and field trip fees.

### **Other Relevant Budget Definitions and Terms**

**Matching Costs (if applicable):** Describe the Source of Matching Funds (actual dollar amount). List all sources of matching funds.

Matching funds may include in-kind facility, administrative support staff, and/or organizational costs (phone, laptop rental, etc.).

**Direct Costs:** Costs that are incurred when the applicant agency spends money in excess of what is funded by the grant.

As an example, perhaps \$500 was approved for materials in the grant. If the applicant agency actually spent \$700 for materials, the difference not paid by the grant may be used as matching funds.

**In-kind Costs:** Typically services provided by the applicant agency or community that help to carry out approved grant activities.

Such as, telephone use, computers, desks, staff volunteer hours, maintenance, and rent. These may also be used as matching funds.

# SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals up front can make your work easier in the long run and lead to more positive results in your program. Goals should be based on identified need.

## Characteristics of a Well Written Goal: SMART

### S=Specific

Objectives should be specific and use only one action verb. Objectives with more than one verb are difficult to measure.

Also, avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) because they are too hard to measure. Instead, use verbs that allow you to document action (e.g., “At the end of the session, the students will list three concerns...”).

**Remember, the greater the specificity, the greater the measurability.**

### M=Measurable

It is impossible to determine whether or not you met your objectives unless you can measure them. A benchmark from which to measure change can help.

For example, if you found in your evaluation that 70 percent of high school students believe that their age protects them from alcoholism, you might write an objective that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have an objective with a benchmark from which to measure change and one which is specific enough to be evaluated quantitatively.

### A=Appropriate

Your objective must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, objectives should originate from the needs of your target audience and not from a preconceived agenda of program planners.

Conducting a solid needs-assessment (e.g., holding in-depth interviews with members of the target population) helps to ensure that your objectives will be appropriate. For example, an objective focusing on risk factors for an elementary school population may be inappropriate for a high school population.

## **R= Realistic**

Objectives must be realistic. Countless factors influence human behavior. If program planners set their sights too high on achieving changes in knowledge, attitudes, skills, or behavior change, they will likely fall short of reaching their objectives. While a program may have been very successful, it may not appear that way on the surface because the objectives were too ambitious.

The following is an unrealistic ATODA objective:

*100 percent of high school students participating in the N-O-T smoking cessation program will be smoke free one year after completing the program as measured by a follow-up survey.*

A more realistic objective might be: *50 percent of high school students.*

## **T=Time Specific**

It is important to provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in your objectives can help in both the planning and the evaluation of a program.

## **Elements of a SMART Goal**

SMART goals describe exactly how you expect your target audience to look after participating in your program. SMART goals can measure a variety of factors, including knowledge, skills, attitudes, behaviors, and protective factors. Always refer to changes you want to see in your data (rates, amounts, etc.).

Key elements of a goal can best be identified by answering the following question:

“Who will do how much of what by when as evidenced by what?”

Who is your target population? How much change do you hope to see? What is your intended outcome? By when will your objective be met or measured? What will be used to measure your outcome?

### **Examples:**

Knowledge/Skills – By June 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 May 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 10 percent (*HOW MUCH*) as measured by OYRBS (*BY WHAT*).