



Recovery High Schools Operational Grant Overview

2026-2027

Wisconsin Department of Public Instruction

This report is available from:

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<https://dpi.wi.gov/sspw/act-72-recovery-grant>

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Table of Contents

| | |
|---|----|
| Recovery High Schools Operational Grant Overview..... | 1 |
| General Program Information | 4 |
| Program Overview and Purpose of the Funding..... | 4 |
| Competition Summary | 5 |
| Funding Eligibility and Distribution | 5 |
| Competition Timeline | 6 |
| Grant Administration..... | 6 |
| Evaluation Requirements | 7 |
| Fiscal Management Requirements | 7 |
| Application Detail and Instructions | 8 |
| Application Review Process | 10 |
| Application Definitions and Terms..... | 11 |
| Budget Detail and Definitions | 11 |
| SMART Goals Examples and Guide..... | 12 |
| Elements of a SMART Goal | 14 |

General Program Information

Program Overview and Purpose of the Funding

This grant program provides funding for the operation of 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 substance use or a mental health challenge that coexists 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

- The school is governed by a governing board.
- The school employs an individual who is responsible for the daily operations of the school.
- The school demonstrates that its model is capable of supporting its anticipated enrollment.
- The school is a nonprofit organization, if it is a private school.
- The school provides evidence that it has at least one other source of funding to support its operations.
- The school provides evidence-based programming to pupils, including evidence-based peer-to-peer suicide prevention programming, smaller class sizes, and self-care planning.
- The school requires prospective pupils to apply to the school and conditions eligibility for enrollment on all of the following:
 - That the pupil desires to be sober.
 - That the pupil commits to attend the school daily.
 - That the pupil consents to weekly drug testing.
 - 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:
 - The pupil tests positive for a controlled substance on a drug test administered at the end of the probationary period; or
 - The individual responsible for the daily operations of the school determines that the pupil's enrollment should be terminated based on the pupil's behavior at the school during the probationary period.

Due Date of Application

- May 1, 2026 : Submitted via online application form located on our webpage: <https://dpi.wi.gov/sspw/act-72-recovery-grant>

2026-2027 Budget

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

Annual Award Amount(s)

- 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.

Duration of Grant Award

- July 1, 2026-June 30, 2027

Program Contacts

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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:

- the school is specifically designed for pupils in recovery from substance use or a mental health challenge that coexists with substance use; and
- 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.

The recovery high school satisfies all of the following:

- The school is governed by a governing board;
- The school employs an individual who is responsible for the daily operations of the school;
- The school demonstrates that its model is capable of supporting its anticipated enrollment;
- The school is a nonprofit organization, if it is a private school;
- The school provides evidence that it has at least one other source of funding to support its operations;

- The school provides evidence-based programming to pupils, including evidence-based peer-to-peer suicide prevention programming, smaller class sizes, and self-care planning; and
- The school requires prospective pupils to apply to the school and conditions eligibility for enrollment on all of the following:
- That the pupil desires to be sober;
 - That the pupil commits to attend the school daily;
 - That the pupil consents to weekly drug testing;
 - 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:
 - The pupil tests positive for a controlled substance on a drug test administered at the end of the probationary period; or
 - The individual responsible for the daily operations of the school determines that the pupil's enrollment should be terminated based on the pupil's behavior at the school during the probationary period.

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 recovery high school may use an operational grant for any of the following purposes:

- To employ school staff, including teachers and counselors;
- to rent, or otherwise secure, a physical location for the school; (c) to purchase drug testing supplies;
- to develop and implement an afterschool and weekend sober activity program;
- for transportation of pupils;
- for legal and accounting services; and
- for general administrative costs, including insurance, office supplies and equipment, and phone and internet costs.

Evaluation Requirements

By August 1, a recovery high school that received an operational 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 DPI:

- An independent financial audit of the school conducted by an independent certified public accountant.
- A written report on the operations of the school in the previous school year that includes at least all of 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.
 - 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 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 substance use and a list of mental health challenges 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.

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 recovery high school may use an operational grant for any of the following purposes:

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

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

The above allowable costs are not an exhaustive list of items. For expenditure requests not listed above contact the DPI team, by emailing DPIAODA.Grant@dpi.wi.gov, to discuss your proposal and possible allowability.

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). **(2 points)**

VI. Readiness

In this section, describe the stakeholders and communication structures in place to ensure successful implementation of the grant project.

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.

VII. 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.

VIII. 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.

IX. Study/Check (Evaluation)

Describe the continuous improvement process the project will employ to refine, improve, and strengthen the project.

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.*

X. 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 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 2026, (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 2026, (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).