

July 1, 2020

Patrick E. Fuller
Wisconsin Assembly Chief Clerk
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Madison, WI 53703

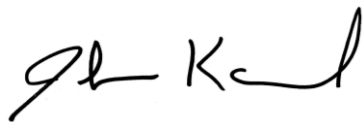
Dear Chief Clerk:

In accordance with 115.28(39) Wis. Stats., the Department of Public Instruction submits this report relating to Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin for years 2018-2020.

The report provides an overview of AODA Program activities including the AODA grant program, evaluation methods and formats, evaluation results of grant programs, and training and education programs. The AODA grant program includes the AODA program grant, AODA mini-grant, and training and technical assistance opportunities for local school districts.

If you have any questions regarding this document, please contact Brenda Jennings, at 608-266-3889 or brenda.jennings@dpi.wi.gov.

Sincerely,



Jennifer Kammerud
Senior Policy Advisor

JK: cb

Enclosure: AODA Report



2018-2020

Report on Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts

July 1, 2020

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

This report is available from:

STUDENT SERVICES/PREVENTION & WELLNESS TEAM

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Wisconsin Department of Public Instruction

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Part One - Introduction

Background on the Wisconsin Department of Public Instruction's Alcohol and Other Drug Abuse Program

The role of the Department of Public Instruction's (DPI) Alcohol and Other Drug Abuse (AODA) program, first authorized under Act 331, Laws of 1979, is to help local school districts better utilize their staff and program resources to develop comprehensive AODA programs to prevent or ameliorate students' alcohol or other drug abuse (s. 115.36). The department provides access to a wide range of AODA-related resources, including grants, training, educational materials, networking opportunities, and technical assistance. DPI acknowledges that schools have educational expertise and the ability to provide a wide range of programs and services for students. Maximizing the development and use of these school-based resources is the most effective and efficient way to prevent or resolve the problems youth experience related to alcohol and other drug abuse. In addition, DPI implements and monitors activities related to grant applications, fund disbursement, project implementation, and project evaluation.

Program staff provides consultation and technical assistance concerning the development, expansion, and evaluation of school-based AODA programs and services. Assistance to local education agencies, regional cooperative educational service agencies (CESAs), and other local or regional organizations includes on-site visitation, presentations, training, workshops, and liaison activities on an ongoing basis. Information about available AODA-related resources is disseminated to school staff. Specialized resources are developed or adapted to meet the identified needs of school staff in areas where appropriate resources do not exist.

Evaluation and monitoring of grant activities include interim and end-of-year reports, ongoing review of project implementation, and intensive evaluation of key strategies and program components. The results of these monitoring activities and evaluations are detailed in this report.

Part Two - Overview of AODA Program Activities

The Department of Public Instruction is presenting this evaluation report on its 2018-2020 school-based AODA prevention and intervention initiatives. DPI's AODA program consists of grant-making, training, and technical assistance. A brief description of each, for the period of July 2018 through June 2020, follows.

AODA Grant Programs

The total DPI AODA allocation was divided among school districts and the state's 12 CESAs under the program categories described here.

AODA Prevention Program Grants - This program provided grants for the development and expansion of district-wide comprehensive, kindergarten through grade 12, AODA prevention curricula as well as K-12 prevention and early intervention programming as part of a coordinated school health program. As such, these programs also include parent and community education. Projects funded under this program follow guidelines established in Wis. Stat. sec. 115.36(3). AODA program grants were awarded for a three-year cycle for 2008-2011 in order to realign the funding cycle with the state's two-year biennial budget period. In 2011-2012, grants were subsequently awarded for two-year periods. Therefore, the reporting period covered by this report reflects the final year of the 2017-2019 grant cycle, and the first year of the 2019-2021 grant cycle. These grants were awarded on a competitive basis.

Student Mini-Grants - This program funded projects designed and implemented by students for students, which includes AODA prevention or the prevention of other related youth risk behaviors, such as tobacco use, violence/bullying, suicide, or traffic safety.

AODA Training and Technical Assistance

In addition to funding grants, a portion of this appropriation supported professional development for public and private school staff. This was accomplished through DPI-planned and sponsored events, activities co-sponsored by DPI, including state and regional conferences and workshops, production of web-based training and resources, and the Educator Fellowships Awards.

Part Three - Evaluation Methods and Formats

This report covers the DPI's AODA program-funded activities for the 2018-2019 and 2019-2020 school years. DPI used a variety of data collection methods to evaluate the impact of the program.

For the AODA Prevention Program Grants, self-reported data were collected, both mid-year and end-of-year, from all grant recipients. This data includes the number of students, school staff, and parents/family members impacted, major strategies used, objectives achieved through the projects, and most significant findings. It included quantitative and qualitative information, both of which were summarized for this report.

Brief descriptive summaries were collected for the Student Mini-Grants, Wisconsin Safe and Healthy Schools Center activities, and Educator Fellowships. They are summarized later in the report.

Evaluation for all of the above programs also included informal methods of communication with grantees via telephone, email, and meetings. These communications helped determine the degree of program implementation and possible regional needs for technical assistance. The DPI fiscal review included the appropriateness of expenditures and adherence to standard accounting practices.

Part Four – Evaluation Results of Grant Programs

Alcohol and Other Drug Abuse Prevention Program Grants

DPI awarded \$860,591 to 44 grantees in 2018-2019 and \$886,495 to 45 grantees in 2019-2020. Grant award maximum amounts for the district were regulated by enrollment category in the following manner:

<u>Category</u>	<u>K-12 Enrollment</u>	<u>Maximum Award (per year)</u>
Milwaukee Public Schools (MPS)	80,000+	\$45,000
A	3,000-79,999	\$25,000
B	2,999 or under	\$15,000

The consortia of several school districts were also able to apply for funds. The consortium was eligible to apply for up to \$25,000 per member district.

The following grant awards contribute to the total amount distributed during the two-year period that is noted above. For the 2018-19 school year, awards were distributed as follows:

<u>Enrollment Category</u>	<u># Projects</u>	<u>Total Funds</u>
MPS	1	\$45,000
A	15	\$375,000
B	24	\$357,591
Consortia	4	\$83,000

For the first year of the following two-year period, 2019-20, awards were distributed as follows:

<u>Category</u>	<u>K-12 Enrollment</u>	<u>Maximum Award (per year)</u>
Milwaukee Public Schools (MPS)	80,000+	\$45,000
A	3,000-79,999	\$25,000
B	2,999 or under	\$15,000

<u>Enrollment Category</u>	<u># Projects</u>	<u>Total Funds</u>
MPS	1	\$45,000
A	17	\$419,906
B	22	\$323,180
Consortia	5	\$98,409

These grants funded the development or expansion of school district-wide K-12 curricula and programs in prevention and intervention. Districts were able to request funds to do any of the following:

1. Curriculum and instruction that meets all of the requirements of Wis. Stat. sec. 118.01(2)(d)2c and 6, and which does 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 behaviors.
 - c. Provides a strong focus on life skills development, such as decision making, goal setting, and communication 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 alternatives.
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, a family support project is providing parenting skills and family cohesion-building strategies, after-school and summer school tutorial services, student assistance programs, youth-led prevention activities, or any other strategy approved by the state superintendent to meet the statutory objectives of prevention or amelioration of alcohol and drug use by minors. A school district may enter into contracts with public or private non-profit agencies to collaborate on family support programs that include parenting skills and family cohesion-building strategies.

This program coordinates its AODA prevention and intervention projects with other such programs available in the school district, and to the greatest extent possible, involves pupils, parents, professional school staff, treatment professionals, law enforcement officers, and court personnel in both the development and implementation of the program. School boards can establish the program individually or on a cooperative basis with one or more school districts, CESAs, or county children with disabilities education boards (CCDEBs).

AODA Prevention Program Grant Activities and Results During 2018-20

AODA Prevention Program Grant projects impacted a significant number of students, staff, and parents/family members in various ways. Grantees reported the following cumulative numbers for the two years of the grants. Please note: one grantee withdrew mid-year.

2018-19

Numbers of students

Disciplined under updated policies under grant funding	1,681
Trained as peer helpers in AODA program	2,992
Received mediation/mentoring/helping services from trained peers	11,558
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	96,729

Numbers of staff

Trained or provided classroom instruction using curriculum purchased through the grant	2,502
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Numbers of parents/family members

Received information on AODA issues through grant-funded activities	32,995
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AODA grants funded a wide range of activities to prevent student alcohol and other drug abuse and violence. The breadth and scope of these activities are reflected in the following:

The 43 grantees, each submitting one report each year, identified the major strategies on which they spent their grant funds; the following numbers were reported (districts could check more than one item and could check each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

- 30 identified a healthy school environment,
- 29 identified curriculum development/implementation,
- 28 identified adult programs/staff development,
- 20 identified peer-to-peer program implementation,
- 19 identified parent/family education and outreach,
- 17 identified community connections/coalition building,
- 10 identified student assistance programs, and
- 3 identified policy development/enforcement.

When asked if they would continue the programs started or enhanced without these grant funds:

25 indicated they would continue the programs in full,
 17 indicated they would continue the programs at a reduced level, and
 1 indicated they would not be able to continue the programs without grant funding.
 Major reasons identified for continuing their programs at reduced levels were lack of money, resources, or staff time.

Program Objectives Results

The major objectives of the projects were defined under the following major categories:

AODA prevention	25
Asset building	3
School climate	10
Violence prevention	16
Other	3

2019-20

Forty-eight percent of the grantees reported that the COVID-19 global pandemic and the consequent physical closure of all Wisconsin schools with transition to virtual learning prevented them from fully completing their primary objective. We believe that the numbers listed below were impacted due to COVID-19.

Number of students

Disciplined under updated policies under grant funding	1,343
Trained as peer helpers in AODA program	2,889
Received mediation/mentoring/helping services from trained peers	9,883
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	86,438

Number of staff

Trained or provided classroom instruction using curriculum purchased through the grant	5,052
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Number of parents/family members

Received information on AODA issues through grant-funded activities	60,038
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AODA grants funded a wide range of activities to prevent student alcohol and other drug abuse and violence. The breadth and scope of these activities are reflected in the following:

The 44 grantees, each submitting one report each year, identified the major strategies on which they spent their grant funds; the following numbers were reported (districts could check more than one item and could check each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

- 28 identified curriculum development/implementation,
- 30 identified adult programs/staff development,
- 24 identified parent/family education and outreach,
- 30 identified a healthy school environment,
- 15 identified peer-to-peer program implementation,
- 19 identified community connections/coalition building,
- 11 identified student assistance programs, and
- 8 identified policy development/enforcement.

When asked if they would continue the programs started or enhanced without these grant funds:

- 24 indicated they would continue the programs in full,
- 20 indicated they would continue the programs at a reduced level, and
- 0 indicated they would discontinue the program.

Major reasons identified for continuing district programs at a reduced level were lack of money, resources, or staff time.

Program Objectives Results

The major objectives of the projects were defined under the following major categories:

AODA prevention	18
School climate	18
Asset building	13
Violence prevention	2
Other	1

Significant Findings

When asked to describe the most significant findings from their evaluations of the program's effectiveness, responses fell into the categories identified below (with examples).

State Alcohol and Other Drug Abuse Grants

Alcohol and Other Drug Abuse Specific Grants

Sun Prairie Area School District continued to be a state leader in the administration of Screen Brief Intervention and Referral to Treatment (SBIRT). Nine additional student services staff were trained in SBIRT, and four staff members participated in an SBIRT related Motivational Interviewing Coaching Pilot. In this coaching pilot, case consultations, skill-building activities, and video and audiotape peer reviews were used to enhance the participants' SBIRT related skills. All participants gave positive reviews to this enhanced strategy of positively affecting students. The overall success rate for students in an SBIRT intervention was 78%.

AODA Specific: Vaping and Tobacco

CESA 12 had a coalition of eight school districts that reached over 1300 students with curriculum provided by grant funds. The coalition is made up of the districts of Butternut, Chequamegon, Drummond, Hurley, Mellen, Mercer, Washburn, and Winter. The State AODA Grant End of Year Report submitted by CESA 12 included these successes, among others:

“Butternut: Middle school students felt it was very important to educate elementary students about the risks of vaping. Their motivation came from learning facts about vaping and how kids are targeted through the use of flavors that sound like candy. It was impressive to listen to their presentations and hang their posters.”

“Chequamegon: Each middle school student wrote an exit statement of what they had learned from the presentation on vaping. One of the comments written was, “I didn’t know that vaping is really bad for you.” This comment was heard from many of the students in conversations after the presentation.

“Drummond: Middle school students increased their understanding of the dangers of vaping and the many myths that surround it. A pre/post survey showed an increase in the correct number of responses to questions regarding facts vs. myths. Students also shared that they felt more confident in being able to stand up to peers pressuring them to vape.”

“Mercer: Students were able to share facts that they learned about the See Through the Smoke presentation with their teachers, parents, and classmates that were not present for the presentation. The most commonly shared fact was that the pods lead to an oil-

based residue in the lungs. The younger students who came to the presentation also like the visual effects that were used. Students have reported that they would like more interactive presentations, so that is what I will be looking for in the upcoming years. Information regarding how young people hide vaping products and other unhealthy habits that were learned at WSCA was shared with staff and parents to ensure that common objects are not missed when looking in the home, classroom, or lockers.”

School Climate: Peer to Peer Programing

The Hudson School District made gains in increasing their reach through peer to peer programming despite the early closure of schools. Hudson reports that they reached their goal of “By June 2020, the number of students participating in peer to peer mentorship, support, and education will increase by 20%. This objective was exceeded, despite having an abbreviated year due to COVID-19. As of March 17, 2020, the total number of students participating in peer to peer mentorship, support, and education increased over the last school by 41% (from 123 students in 2018-19 to 173 in 2019-20.)” Activities sponsored by the grant funds included: 100 high school students trained as Youth Frontiers Peer Mentors. Implementing a cross-age mentoring project between high school and 5th-grade students. A middle school S.A.D.D. Club was established and sponsored monthly events, including Mix It Up Day (sitting in new groups at lunch), Adult Relationship Appreciation Breakfast, No Name Calling Week and vaping education.

Asset Building

Oconomowoc School District reported that when looking at school data for the past four years, they found that outside AODA inpatient treatment was rising. In response, they created the School Success Program using the Botvin LifeSkills Training curriculum purchased with AODA grant funds. This program assists students in maintaining healthy coping skills while offering extra support for those who are transitioning back to school from other treatment facilities. The program also calls for the maintenance of collaboration with outpatient providers. The program gave students an opportunity to apply the coping skills they learned from LifeSkills Training with the support of a School Success Counselor. Students learned to implement lifelong skills such as decision making, emotion regulation, healthy relationships, and improved communication, with the goal of reducing substance use and improving mental health. Students were given a pre and post-test to assess their AODA use, their current knowledge and use of coping strategies, and their current perception of their mental health. Students reported a 59% increase in their quality of life after participating in the program. The district’s AODA Grant End of Year Report states, “Students also reported substance use, mental health, and relationships with others as the greatest influences on their quality of life. Students reported a 42% increase in the use of positive coping strategies after participating in the program. When assessing AODA use, students reported their use of nicotine decreased by 51% and reported the frequency of alcohol use decreased by 37%. Additionally, students’ school attendance increased by 63%.” Over 1300 students benefitted from overall AODA grant funding.

Violence Prevention

The West Allis-West Milwaukee School District expanded its SBIRT anti-drug abuse program to reduce violence and expulsions. They report, “All of our intermediate student services staff were focusing on the intersectionality of violence and substance use. Any student placed on a pre-expulsion contract for a violence-related Code of Conduct violation would participate in the WAWM SD SBIRT protocol as part of the conditions of their pre-expulsion. Prior to school closure, twenty students were placed on pre-expulsion contracts, with seven of those students completing the protocol and zero re-offended.”

Other: Coalitions and Collaborations

Green Bay Area Public School District uses coalition building and collaboration to address its AODA grant goals. An example of coalition building is how the school district teamed with the Brown County Health Department to provide anti-vaping programming in order to build staff capacity for recognizing and effectively dealing with students who vape. Internal collaborations include the district aligning its AODA curriculum, with the Whole Child, Whole School model of health promotion. The collaboration between school staff members has increased not only the promotion of wellness but also other protective factors. State AODA Grant funding allowed the district to train 17 school staff members in providing curriculum to over 1600 students.

Fond du Lac School District is part of the Drug Free Communities of Fond du Lac County coalition. The district reached over 2500 students with a classroom curriculum purchased with AODA Grant funds. Also, over 4000 parents received anti-drug messaging. The district reported a 5% drop in vaping from 2019 to 2020. There was also a drop in students needing discipline under the AODA policy, with 118 being disciplined in 2018-19 and only 48 needing disciplining in 2019-2020.

Student AODA Mini-Grants

Vaping/Tobacco

The Two Rivers High School’s Fight Against Corporate Tobacco (FACT) program feels like it is “unlike any other program.” It exists as a collaboration with the local substance abuse prevention coalition and with reTH!NK, which is the Lakeshore tobacco prevention network. To fight vaping, the FACT group needed to forge a close collaboration with the school’s Associate Principal and School Resource Officer. The group notes, “We have had a working relationship with them on being more vigilant on vaping in our bathrooms, students carrying vapes and discussing the trends they see in our school. Through this collaborative partnership, we were able to gauge a better pulse surrounding vaping in our school.” Among the activities, the group completed was a lunch and learn with a state representative and providing monthly “FACTivisms,” which sent positive health messaging

to over 475 students. Students in the FACT program also noted learning new leadership skills.

West Bend High School's "Escape the Vape" program is also a unique idea developed by students to fight vaping. The high school's Biomedical Innovation class designed and implemented the project, which built a jumbo Vape machine with plexiglass and fog in order to simulate a vape pen in demonstrations. The project was submitted to a design and engineering contest. The group planned on presenting to middle school students, but due to the COVID-19 school closure, they will have to postpone this program until next school year, when they will use a lighted display facts about vaping's negative effects on lungs, the brain, and the heart. The class itself will grow from six students to 20 next school year.

Peer-to-Peer

Kiel Middle School students developed a Peer Helper program to improve/combat bullying and improve school climate. In the fall, peer helpers assisted younger students in adjusting to their new grades. The Peer Helpers also provided 92 mediations, 73 of which were regarded as win/win for each participant. Student leaders also trained as "upstanders" to combat bullying. These student leaders made 24 reports to the staff of students needing further help for other issues besides bullying, such as suicidal ideation, self-injurious cutting, and child abuse.

Mount Horeb High School used their mini-grant funds to provide leadership training to their Link Crew, which involves a group of upperclassmen developing meaningful relationships with freshmen. One of the activities the Link Crew leaders did was a first-semester Cocoa and Cram session for students to gain help in preparing for final exams. Monthly meetings between the Link Crew leaders and freshmen students continued until the COVID-19 interruption.

Violence Prevention/Bullying

Athens Elementary School students created the 5th grade Blue Jays Buddies group to improve relationships and reduce bullying. At the beginning of March, the group met and realized they had gone from making incident reports of negative playground, lunchroom and hallway incidents and were, instead, holding more positive conversations with other students. At this time, they also realized they had been asked to take on other leadership roles, too, like preparing for assemblies and providing role plays of appropriate behaviors at these school-wide assemblies. In total, over 170 students were positively impacted by this group.

Emotional Regulation

Milwaukee Public School's Westside Academy developed the "Leading the Way to Be More Mindful." Student leaders developed ideas for "calming corners," where students

who needed a break to reflect and regulate their emotions could take a moment to themselves. The student leaders picked the areas and stocked them with materials they thought might help their peers calm down. The student leaders even developed directions for the teacher to follow in using the calming corners. The student leaders were also trained to meet one on one with younger students having difficulty with emotional regulation. During these meetings, the student leaders used books selected for their Social Emotional Learning (SEL) content to read with their younger peers.

Well Rounded Programming

In Alma School District, Mondovi Middle School Students helped develop and promote an 8th Grade Day, which focused on AODA prevention, suicide prevention, and vaping prevention. A large group of partners made this day possible, including the Buffalo County Health Department and Sacred Heart Hospital. Tom Kidd gave a presentation that included information on AODA refusal skills and the power of words on others. Sacred Heart Hospital provided students training on the evidence-based suicide prevention program Question Persuade Refer (QPR), which helps trained individuals identify suicidal behaviors in others and empowers them to help the struggling peer get to the right resource for assistance. Finally, the Buffalo County Health Department presented information on the dangers of vaping and how teenagers are the targets of efforts by manufacturers to get them hooked on vaping materials at a young age. Not even COVID - 19 could stop the follow up on this program as virtual Health, Guidance, and Character Education classes offered time for students to discuss these important issues.

Part Five - Training and Education Programs

Wisconsin Safe and Healthy Schools Center

Due to a reduction of AODA funds, the former Wisconsin Alcohol, Tobacco, and Other Drug Education Network (WATODEN) were transformed into a collaborative statewide training and technical assistance center. The Wisconsin Safe and Healthy Schools Training and Technical Assistance Center, or WISH Center, is a collaboration between the CESA Statewide Network and the Wisconsin Department of Public Instruction as a state-wide delivery mechanism for alcohol, tobacco, other drug, violence, and bullying prevention training. The goal of the Safe and Healthy Schools Center is to provide professional learning opportunities for adults in person, online, and follow-up technical assistance. The WISH Center builds the capacity of Wisconsin schools to plan, implement, and evaluate programs that most effectively prevent alcohol and other drug abuse and violent behaviors among youth in order to reduce barriers to learning.

The WISH Center Director is Tracy Herlitzke, CESA 4 in West Salem, (608) 786-4838 or therlitzke@cesa4.org.

The four regional staff and contact information:

- Jackie Schoening: Central Region, (920) 236-0515 or jschoening@cesa6.org (Covering CESAs 2, 3, 6)
- Christine Kleiman: East Region, (920) 617-5645 or ckleiman@cesa7.org (Covering CESAs 1, 7, 8)
- Lynn Verage: North Region, (715) 453-2141 or lverage@cesa9.org (Covering CESAs 5, 9, 12)
- Carol Zabel: West Region, (715) 720-2145 or czabel@cesa10.org (Covering CESAs 4, 10, 11)

In 2019, due to increased training demand of the field, the WISH Center added a Project Coordinator, located at CESA 4: Alicia Hubing, (608) 786-4807 or ahubing@cesa4.org.

The Center's website can be found at www.wishschools.org.

Educator Fellowships

During the school years of 2018-20, funds were utilized by 49 educators statewide to help increase knowledge and skills-related health literacy issues. The 49 educators attended the Building the Heart of Successful Schools Conference at DPI's expense, where they gained knowledge and skills to assist their students in combating AODA and related risk behaviors. This satisfies the statutory requirement to provide an Educator Fellowship Program.

Other DPI-Sponsored Training and Technical Assistance

During 2018-20, DPI supported a wide variety of other training and technical assistance activities and resources using AODA program funds. Examples include annual regional workshops for grantees on AODA program development; statewide conferences on AODA prevention, tobacco, social-emotional learning, mental health and school health, climate and safety issues; and professional development seminars and conferences for school psychologists, school social workers, and school nurses on AODA and related issues. Department consultants provided information sharing and technical assistance for school personnel through regional workshops and networking sessions.
