

July 1, 2022

Edward Blazel
Wisconsin Assembly Chief Clerk
17 West Main Street
Room 401
Madison, WI 53703

Dear Chief Clerk:

In accordance with 115.28(39) Wis. Stats., the Department of Public Instruction (DPI) submits this report relating to Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin for years 2020-22.

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 the DPI Legislative Liaison at legis.inquiry@dpi.wi.gov or at 608-264-6716.

Sincerely,



Erin K. Fath
Director, Policy, Budget & Research Team

EF:bj

2020-2022 Alcohol and Other Drug Abuse (AODA) Legislative Report

June 30, 2022

Wisconsin Department of Public Instruction

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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 provide 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 include 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 pleased to present this evaluation report on its 2020-22 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 2020 through June 2022 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 from 2008-11 in order to realign the funding cycle with the state's two-year biennial budget period. In 2011-12, grants were subsequently awarded for two-year periods. Therefore, the reporting period covered by this report reflects the final year of the 2019-21 grant cycle and the first year of the 2021-23 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 2020-21 and 2021-22 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 from all grant recipients, for both mid-year and end-of-year. 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. These are summarized later in the report.

Evaluation for all 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

Grant award maximum amounts for the district were regulated by enrollment category in the following manner for the 2020-21 and 2021-22 years:

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

A consortium of several school districts was eligible to apply for up to \$25,000 per member district.

For the 2020-21 school year, DPI awarded \$886,495 to 45 grantees. Awards were distributed as follows:

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

For the 2021-22 school year, DPI awarded \$908,906 to 48 grantees. Awards were distributed as follows:

<u>Enrollment Category Funds</u>	<u># Projects</u>	<u>Total</u>
MPS	1	\$45,000
A	20	\$460,946
B	22	\$333,960
Consortia	5	\$69,000

These grants funded the development or expansion of school districtwide 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 the requirements of Wis. Stat. sec. 118.01(2)(d)2c and 6, and which does all 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, 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 comprised of school counselors, social workers, nurses, and psychologists.
7. An AODA program coordinator 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 contract 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 programs available in the school district, and involves pupils, parents/family members, 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 2020-22

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.

2020-21

Numbers of students:

Disciplined under new/revised AODA policy	319
Trained as peer helpers in the AODA program	1,252
Received mediation, mentoring, or helping services from trained peers	7,993
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	95,882

Numbers of staff:

Trained or provided classroom instruction using curriculum purchased through the grant	4,028
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Numbers of parents/family members:

Received information on AODA issues through grant funded activities	41,424
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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 below.

The 45 grantees identified the major strategies in which they spent their grant funds (districts could check more than one item and each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

Twenty-six identified a healthy school environment,

Twenty-six identified curriculum development/implementation,

Twenty-five identified adult programs/staff development,

Sixteen identified peer-to-peer program implementations,

Twenty-two identified parent/family education and outreach,
 Eighteen identified community connections/coalition building,
 Seven identified student assistance programs, and
 Six identified policy development/enforcement.

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

Twenty-two indicated they would continue the programs in full,
 Twenty indicated they would continue the programs at a reduced level, and
 One indicated they would not be able to continue the programs without grant funding.

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	13
Asset Building	3
School climate	13
Violence prevention	0
Other	7

Over 75 percent of the grantees reported that the COVID-19 global pandemic and its variety of impacts was the reason they were unable to meet their objectives. The numbers listed below were impacted due to COVID-19.

2021-22

Number of students:

Disciplined under updated policies under grant funding	1,440
Trained as peer helpers in the AODA program	1,801
Received mediation, mentoring, and helping services from trained peers	10,195
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	107,448

Number of staff:

Trained or provided classroom instruction using curriculum purchased through the grant	2,648
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Number of parents/family members:

Received information on AODA issues through grant funded activities	18,937
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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 below.

The 48 grantees identified the major strategies in which they spent their grant funds (districts could check more than one item and each item more than once). These strategies are consistent with research on effective AODA programs. The reports resulted in the following totals:

Twenty-five identified curriculum development/implementation,

Twenty-one identified adult programs/staff development,

Twenty-four identified parent/family education and outreach,

Twenty-seven identified a healthy school environment,

Sixteen identified peer-to-peer program implementations,

Twenty-three identified community connections/coalition building,

Eight identified student assistance programs, and

Ten identified policy development/enforcement.

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

Eighteen indicated they would continue the programs in full,

Thirty indicated they would continue the programs at a reduced level, and

None 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. The COVID-19 pandemic was also listed by many of the grantees.

Program Objectives Results:

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

AODA prevention	25
School climate	13
Asset building	5
Violence prevention	2
Other	2

Significant Findings

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

State Alcohol and Other Drug Abuse Grants

AODA/Staff Development

CESA 12 Consortium: Due to the pandemic, it was noticed through this year's evaluation of the AODA grant, that all of our districts have experienced significant staff turnover this school year. Because of this, CESA 12 had a greater number of staff who needed training and ongoing support in the areas of AODA prevention, education, and intervention. To assess the impact of the AODA grant goals, CESA 12 sent a survey to all staff and included specific questions for new staff members. This gave the CESA an opportunity to reflect on the onboarding process, identify needs for the upcoming year, and evaluate the effectiveness of this year's programming and support.

Green Bay Area School District: A school social worker, who was implementing AODA intervention services because of the grant, was working with a student who had gotten multiple violations. She had started the student in a small intervention group, and the student was hesitant and disengaged. With one-on-one follow-up, continued implementation of the intervention, and skilled relationship building, the student started to participate more in the group; by the end, the student became an active member and gave excellent post-group data. The student continues to work with the social worker, and this success has been a huge celebration for the group and school.

School District of Beloit: Using the Screening, Brief Intervention and Referral to Treatment (SBIRT) model of assessment, staff could establish personal relationships with students. The AODA coordinator reports, "I had a student receive a referral for possession and use at school. Through the SBIRT process, I was able to build rapport with them, where they felt they could reach out about the need for mental health services to help with their addiction. This student recently reached out about their success and to let me know they have been clean for four months."

AODA/Staff Development/Policy Change

Muskego-Norway School District: Student services staff participated in SBIRT training and have begun implementing the SBIRT referral process. Policies have been rewritten to eliminate the requirement of an expulsion process when there is a second Health Behavior Offense violation. Students who engage in Health Behavior Offenses, along with their parents, are now offered an educational program. All these actions have reduced the number of school removals (suspensions and expulsions) and have resulted in increased awareness, prevention, and recovery.

AODA/Parent Outreach

The School District of Waukesha: During one of the parent education events held during an evening at one of the elementary schools, a student approached the table with his mother and was able to share what he was learning in the lessons of Too Good For Drugs. He shared the peer pressure refusal strategy and his part in the role play. The parent was pleased and supported the school's efforts to educate and prevent substance use. The parent also received a free medication lock box and other prevention materials and information on drug trends.

Asset Building/Health

Mt. Horeb Area School District: This school year, the district hosted its first "Wellness Day" at the high school. This day included AODA prevention from local organizations, mental health awareness, equity and inclusion, and self-care. Informal discussions were held with students following the event to hear that they enjoyed many of the breakout sessions and how the day was planned out. Additionally, many staff and organizations who presented were asked for feedback. The district determined, overwhelmingly, that this was a successful event and will carry it over in future years. The upcoming 2021 YRBS results will be used to further gain insight into what should be a focus in the future (more AODA prevention, mental health awareness, etc.).

Safety/School Climate

Oregon School District: Over 60 high school student leaders who supported our 312 seventh grade students who participated in "Courage Retreats!" One of our middle school parents sent this email to the middle school principal "I just wanted to let you guys know that my son LOVED the courage retreat yesterday! I think it really connected with him and he was so pumped yesterday and talked about it all last night. Thank you for offering this to the kids. I think it was an amazing experience and I know my son really needed something like this, this year." Eighty-five percent of seventh graders reported in a follow-up survey that the Courage Retreat "helped me understand how acting with courage can make a positive difference in my school." Eighty-two percent of students reported that the Courage Retreat "helped me to understand that most of my classmates face the same pressures that I do to fit in." Sixty-two percent of students reported that since the Courage Retreat, "I stand up to negative peer pressure." Seventy-one

percent of our seventh-grade students reported that they have followed through on their act of courage. The district AODA coordinator reports "we are so appreciative of this grant funding as it allowed us to better support our students during this challenging time of COVID-19."

Safety/Peer-to-Peer Suicide Prevention

Oregon School District: As with all districts, COVID-19 created new challenges that were difficult to anticipate. In response, the district decided to build resiliency through positive mental health education and supports. To do this, the district also focused on building relationships during these challenging times. Hope Squad members (a peer-to-peer suicide prevention program) met throughout the school year and supported their student body with lessons during our advisory times. The lessons focused on positive mental health, resources to get help, and lessons targeting the benefits of healthy habits, and coordinated two Hope Weeks - one first semester and one second semester. Oregon High School students also coordinated and facilitated outreach to the middle school to grow awareness of Hope Squad with the goal of adding a Hope Squad club at our middle school. This spring, students had the opportunity to nominate students to participate in Hope Squad at our middle and high school next year.

Phillips School District: Despite continuing to work through COVID-19 restrictions and changes in protocol, the Phillips High School was able to complete the Year 2 Sources of Strength training; 24 youth and eight adults participated in the training in December. Since then, the students have led three school-wide campaigns focusing on trusted mentors, generosity, gratitude, and knowing your strengths. Staff and students alike have felt the positive impact, with students seeking out peer mentors for questions about access to services within the school, as well as ways to join Sources of Strength.

Anti-Vaping/Staff Development/Policy Change

The School District of Monroe: The district used grant funds for staff development to implement the "In-Depth Tobacco/Vaping" protocol for students. The district's policy regarding first-time offenders also changed; students who successfully completed the program did not receive a citation for their first-time vaping or smoking offenses. The results of this policy change and implementation of new programming are evident as of all the students completing the program, only one student has received a second offense. The success of the program is also seen as the AODA coordinator has connected with one young person who truly wanted to stop using any substances. Since completing the program, they have met twice a month to work through AODA issues, and the student has remained substance-free. The coordinator and the student (who is in middle school) have made a connection that will be very beneficial when the student begins attending the high school next year.

Student AODA Mini-grants

Student AODA Mini-grants are available to student groups for up to \$1,000 per group and help young people develop leadership skills while positively impacting their peers on various issues, such as vaping, AODA use, bullying, conflict resolution, and suicide.

Peer Leadership

Slinger High School: The "Helping Hands for the Community" student group promoted several community service projects. Among these was a teen job fair, which 25 local businesses attended, and 73 students reported getting a new job; for many of whom this was their first job. The purpose of this event was to offer teens opportunities to gain responsibility, money, and a purpose. The group also ran a Donuts for Donations Campaign and collected 5,255 items for the Slinger Food Pantry. They also held a free Senior Citizen Dinner in December and had 120 seniors attend. At this event, students served dinner and held conversations to build intergenerational communication skills. "During the Suicide Prevention unit, students teamed up with our counseling department to create positive messages on 20 posters that were hung around the school." Also, 44 students attended the Leadership Summit in April and planned events for the remainder of the year, like a safe prom and the PB&J Food Drive from May 16-20 to ensure kids had access to food during the summer.

Restorative Practices/Circles

Morse Middle School (Milwaukee Public Schools): Circle Keeper Leadership training was conducted weekly for the entire school year and finished with 28 students partially or fully trained to lead team-building activities and restorative circles. Community workshop presenters were secured, and 85 students participated in these four-to-six-week empowerment sessions. Circle Keeper leaders also continued the tradition of assisting school staff with attendance and behavioral support intervention groups. Every intervention group at Morse included student leaders, and upon data review, this proved to be a most successful strategy. The final group of 28 students enjoyed a field trip to UW-Milwaukee to share their experiences and future hopes with the Futures Success staff and members of the Black Student Union. In turn, the hosts shared their experiences and support for any student interested. Every student participating in the circle sessions has noted that activities like this are needed and should be scheduled into the school day. Students also shared that they needed these activities to build community and work through the trauma of the pandemic and constant family and community challenges. Further, students shared some cultural concerns that were unknown to staff and can now be addressed by staff in the next school year.

Bullying Prevention

North Cape Elementary: The "Bullybusters" group formed and presented to other elementary students, how to advocate for oneself by being an upstander and speaking up. The group reached all 201 students in the school through classroom activities, assemblies, announcements, recess help, and posters. Results included a

steady decrease in reports of bullying and harassment school wide. The group hopes to continue next year and grow in size.

Peer-to-Peer Suicide Prevention

Freedom High School: The group's objective was to find a way to successfully continue to build upon its Peer Educator program which was in its 10th year. A second objective was to promote the new Sources of Strength (SOS) program and integrate student leaders from the Peer Educator program into this new program. The advisor reports "we were able to meet these two main objectives as Peer Educators met multiple times, developed skits that implemented Sources of Strength language within mentors to our incoming ninth-grade students this August." The high school's Sources of Strength/Peer Educator group ran several successful campaigns, including performing for Crivitz elementary school and conducting a showcase, which anyone from the community was welcome. Follow-up discussions were held with the students and staff, and post-surveys were conducted. Based on the results of the surveys, awareness increased in the targeted areas.

Mental Health Stigma Reduction

Waunakee High School–Teaching and Learning Center (TLC) (Alternative Education); The TLC group began a student-led mental health stigma reduction effort called "Mental Health... Let's Talk About It." For this program, the high school students group attended a leadership and team-building training through Madison College, where they developed skills and learned group activities to engage younger students. They also met weekly with a clinical therapist and school social worker to learn about mental health issues and how to teach younger students to identify strong emotions and learn coping strategies. Third-grade students then met with the group for sessions on coping strategies and practicing them with the high schoolers. The activities included everything from art projects to breathing strategies to reading together. Results included: zero third-grade students saying they did not know how to handle big emotions at the post-assessment. Also, high school students showed improvement in their confidence in goal setting.

Vaping and AODA Prevention

Gilmanton Middle School: Student leaders helped plan and implement "5th and 6th Grade Day." On January 14, 2022, at Mondovi High School, approximately 270 fifth and sixth graders from Mondovi and Gilmanton schools participated in the annual Buffalo County Partnership Council 5th and 6th Grade Prevention Day. Alma and Cochrane-Fountain City students participated virtually due to pandemic restrictions. The program was hosted by the Buffalo County Partnership Council (BCPC), a group of students, teachers, county agencies, and community organizations with the mission to "provide collaborative prevention programming to educate youth and their families to make healthy choices and positively influence people and policies." The day featured a presentation from an officer and his K-9 partner, from the Mondovi Police Department. An officer completed a

demonstration of how the K-9 sniffs out illegal substances, including meth, marijuana, heroin, and cocaine. He also shared with students Buck's purpose and spoke with students about how he assists in solving drug-related crimes in the City of Mondovi and the nearby area. Buffalo County Public Health Educator engaged students in learning more about the negative consequences that can occur to their physical and mental health when vaping nicotine and marijuana. Students learned about popcorn lung, the financial costs of tobacco, nicotine addiction, and how dopamine affects the body. The students also observed the impact of smoking on the body with a set of damaged pig lungs. Students reported the lung demonstration to be very impactful.

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) was transformed into a collaborative statewide training and technical assistance center. Formed in 2012, 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 and implementation support. 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 to reduce barriers to learning.

The WISH Center Director is Tracy Herlitzke, CESA 4, (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)
- Alissa Darin: East Region, (262) 787-9500 x 9785 or adarin@cesa1.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)

Project Coordinator at CESA 4: Alicia Hubing, (608) 786-4807 or ahubing@cesa4.org.

In 2021, due to increased training demand in the field, the WISH Center added a Statewide Project Coordinator, Katharine Reid, (608) 851-2429 or kreid@cesa4.org.

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

Educator Fellowships

During the school years of 2020-22, funds were utilized by 50 educators statewide to help increase knowledge and skills related health literacy issues. The 50 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 2020-22, DPI supported various other training and technical assistance activities and resources using AODA program funds. Examples include statewide conferences on AODA prevention, tobacco, social-emotional learning, mental health, health, school climate and safety issues; and professional development seminars and conferences for school psychologists, school social workers, and school nurses on AODA and related issues. DPI consultants provided information sharing and technical assistance for school personnel through regional workshops and networking sessions.