

North Carolina Department of Public Instruction (NC) \$6,394,193 North Carolina's current ratio of one school psychologist per 1,956 students is nearly four times higher than the recommended 1:500, and 20 Local Education Agencies (LEAs) have no school psychologist on staff. The NC School Psychologists Supporting our Students (SOS) Project will strengthen school-based mental health services by increasing the number of school psychologists in high-need and rural LEAs and enhancing their capacity to deliver evidence-based interventions. The initiative will support recruitment and retention through hiring and retention bonuses and tuition assistance and stipends for LEA employees pursuing school psychology licensure to support a "grow your own" model. It will also provide specialized training in early intervention, suicide prevention, and evidence-based mental health practices. Led by the North Carolina Department of Public Instruction's Healthy Schools Section, this four-year project aims to hire 50 new school psychologists, retain over 70, and reduce average student-to-psychologist ratios by 25%, significantly expanding access to mental health support for North Carolina's most vulnerable students. The NC DPI School Psychology Consultant position is dedicated to recruitment and retention efforts statewide, and project funds will help support these ongoing efforts.

Nebraska Department of Education (NE) \$6,282,324 Nebraska Urban and Rural Training United to Replenish Educational Psychology (NURTURE) will provide a model for statewide school based mental health supports in rural school districts through recruitment, retention, and respecialization efforts. Project NURTURE will recruit and retain 8 credentialed school psychologists to work with identified high need LEAs, and recruit 10 rural Nebraska residents to complete a "grow-your-own program" leading to Nebraska certification in school psychology. The University of Nebraska Medical Center Munroe-Meyer Institute (UNMC MMI) will create and facilitate a training and consultation program for credentialed and aspiring school psychologists and licensing supervisors statewide across Educational Service Units (ESUs) and Local Education Agencies participating in the grant. The project will seek to reduce the student-to-provider ratios to 588:1, and align partners to recruit, retain, and respecialize more than 18 FTE school psychologists in 3 rural Educational Service Units in more than 31 LEAs, serving more than 25,208 students. The project will seek to hire 10 school psychologists, with additional supports created to retain and respecialize more than 25 other school psychologists.

Illinois State Board of Education (IL) \$ 6,983,624 will expand capacity to serve high need students in LEAs in the western, southern, central, and northern regions of the state, with 75% of the partnering LEAs in rural areas. This project will increase School Psychologists in re-specialization training programs within high need LEAs by providing support, mentoring, supervision, re-specialization opportunities, and financial supports with service obligations to credentialed School Psychologists. The proposed project seeks to increase 85 School Psychologists with a 70% retention rate, 55 re-specializing professionals, and 85 supervisors or mentors throughout the four-year project, with retention targets to increase capacity and lower the School Psychologist ratios to less than the state average.

Ohio Department of Education and Workforce (DEW) (OH) \$6,488,800 seeks to increase the number of credentialed school psychologists employed in high-need LEAs, hiring 120 school psychologists. This project will focus on 59 LEAs throughout Ohio's Appalachian region. DEW will support school psychologist recruitment with hiring bonuses and offsets, stipends, and placement supports. The project will establish a Community of Practice to facilitate collaboration, training, and self-efficacy to deliver a wide range of mental health services in a scalable and sustainable way. DEW will promote the respecialization of existing professionals who hold a degree in a related field to obtain a certification as a school psychologist by providing tuition reimbursement.

Nevada Department of Education (NDE) (NV) \$7,000,000, through its Office for a Safe and Respectful Learning Environment (OSRLE), will increase the number of credentialed school psychologists employed in high-need LEAs, expand intensive and early intervention services, and establish sustainable statewide systems

to recruit, train, and retain mental health providers. Nevada's current student-to-school psychologist ratio is 1:1,912, nearly four times the nationally recommended 1:500 ratio. Through partnerships with the University of Nevada, Las Vegas (UNLV), Nevada State University (NSU), and the University of Nevada, Reno (UNR), the project will expand Nevada's workforce pipeline by integrating apprenticeship, internship, and respecialization pathways. NDE will establish a LEA Consortium to coordinate shared services, supervision, and telehealth delivery across high-need, rural areas that do not otherwise have access to these resources. Sustainability is embedded through Medicaid reimbursement for credentialed school psychologists, cost-sharing across participating LEAs, and data-sharing partnerships with the Nevada Health Authority. Over four years, the project will recruit, train, and retain at least 20 new school psychologists in high-need LEAs, aiming to improve the average student-to-provider ratio by 20% and maintain a 95% retention rate. This will directly expand access to tiered mental health supports for an estimated 7,800 Nevada students.

Pennsylvania Department of Education (PA) \$8,821,338 Since 2023, Pennsylvania has implemented two key programs to address the shortage of school psychologists. Both programs provide stipends to school psychology program interns (interns) who would otherwise struggle to complete their program requirements and obtain certification. Building on the success of and lessons learned from these programs, Pennsylvania will increase the number of credentialed K-12 school psychologists through targeted recruitment and support; prioritize placement in high-need and rural LEAs; leverage partnerships with PDE-approved graduate programs and scaling initiatives like the PA HELPS program and OOSP to attract, prepare and retain school psychologists in PA; and train interns and the K12 school psychologists supervising them on intensive MH supports and crisis prevention. The project will remove financial barriers for school psychology interns through supplemental stipends and exam fee coverage.

State of Tennessee (TN) \$8,423,520 Project INSPIRE (Increasing School Psychologists In under-Resourced Environments) will provide tuition reimbursement and support to remove financial and logistical barriers. The initiative also establishes a re-specialization pathway for licensed psychological professionals, rapidly expanding the workforce and ensuring that all students have access to high-quality school-based mental health services. The project will implement a statewide framework equipping districts to identify at-risk students, deliver early interventions, and monitor progress, fostering both academic and social-emotional success. By combining a community-based recruitment pipeline, a re-specialization pathway, and a comprehensive mental health framework, Tennessee will reduce workforce shortages while building sustainable, long-term capacity in school psychology. This project will make strategic investments in tuition reimbursement, building district capacity to provide early intervention and mental health support, and ongoing professional development.

Rhode Island Department of Elementary and Secondary Education (RIDE) (RI) \$5,741,263 will implement the Psychologists for Caregiving Youth (PCY) Initiative to address the acute shortage of school psychologists, while expanding programming and supports for students who are caregiving for their family members at home. RIDE will increase school psychologists by 20% to adequately support this population and their peers, recruiting, training, and deploying 38 school psychologists to high-need LEAs through innovative partnerships and specialized interventions for caregiving youth. RIDE will partner with local universities to recruit and place graduates in high-need LEAs, and offer stipends, tuition aid, loan repayment, and other benefits to candidates committing to serving for a minimum term. RIDE will increase supports for caregiving youth in RI schools by developing professional development modules for school psychologists, coordinating referrals with local services, and creating school/district plans for early identification, to ensure these students receive targeted mental health and academic supports.

Northern Humboldt Union High School District (CA) \$7,011,489 The Northern Humboldt Union High School District, in partnership with Siskiyou County Office of Education and Fortuna Union High School District, will hire and retain nine credentialed school psychologists to reduce the student-to-school

psychologist ratio from 1,070:1 to 503:1. Activities include recruiting and hiring nine school psychologists within 270 days; providing professional development in MTSS implementation, implementing the Sources of Strength suicide prevention program and PREPaRE crisis response; establishing Check-In/Check-Out systems and Student Assistance Teams at all schools. Additionally, the project will deliver early intervention (Tier 2) and intensive (Tier 3) mental health services integrated within school MTSS frameworks; conduct 15-25 annual training events for 150-250 school and partner staff; train 3-9 local trainers in evidence-based practices; implement California Youth Behavioral Health Initiative Fee Schedule billing; and develop a comprehensive sustainability plan. The project will reduce the student-to-school psychologist ratio to 503:1 and reduce early intervention and intensive mental health to 18% and 5%, respectively, by Year 4. All nine school psychologists hired through the project will be retained across four years through competitive salaries and support. The project will serve 8,564 K-12 students across 45 schools.

Umonhon Nation Public School (UHNPS) (NE) \$4,380,908, together with Allen Consolidated Schools, Homer Community Schools, Pender Public Schools, Ponca Public Schools, Randolph Public Schools and Wakefield Community Schools, 7 rural and low-income LEAs in Nebraska, have formed the SBMH Collaborative. The SBMH Collaborative includes eight elementary schools (serving students in PK through 5th grade), one middle school, six schools serving grades 7 through 12 and one high school, with enrollment for all participating high-needs LEAs and school sites of 6,660. The project will seek to recruit and retain seven (7) credentialed school psychologists for employment in high-needs LEAs to deliver early intervention mental health services and intensive mental health services.

Del Norte County Office of Education (CA) \$3,444,564 The Del Norte County School Based Mental Health Program (DNC), led by Del Norte County Office of Education in partnership with Del Norte County Unified School District, will hire three (3) school psychologists and two (2) School Psychology Interns to bring the student-to-school psychologist ratio from 806:1 to 500:1. Activities include providing supervised practicum experiences and paid 1,200-hour internships in local schools; providing professional development in MTSS, Sources of Strength, and PREPaRE; conducting 7-12 annual training events for 100-250 staff; training 3-6 local trainers annually; delivering Tier 2 and Tier 3 mental health services integrated within MTSS frameworks; implementing Fee Schedule billing; and developing sustainability plans. Early intervention services will increase from 5% of students (Year 1) to 18% of students (Years 3-4). Intensive services will increase from 2% of students (Year 1) to 5% of students (Years 3-4). The project will serve 14 schools in Del Norte County with 4,003 students and a student-to-school psychologist ratio of 806:1 will participate.

Lyons Central School District (NY) \$6,914,005 The Lyons Central School District, in partnership with Alfred University, Nazareth University, Peaceful Schools, NYSMHA, and regional LEAs, proposes a comprehensive initiative to expand, strengthen, and sustain the school-based mental health (SBMH) workforce in rural and high-need communities across the Wayne–Finger Lakes region. The project will develop coordinated university–district partnerships, enhance clinical supervision and preparation, and embed sustainable workforce pipelines. Over four years, the consortium will recruit, train, and place 40 graduate-level school psychology interns across 16 high-need rural districts, each delivering direct services under the supervision of trained field supervisors. Through a Regional Supervision Network and Supervisor Academy, site supervisors will receive professional development in trauma-responsive practices, clinical evaluation, and fidelity monitoring aligned with NASP standards. The project introduces two innovative components: (1) AI Innovation Package – integrating artificial intelligence to strengthen early identification, progress monitoring, and simulation-based training for intensive mental health service delivery. (2) Pediatric Integration and “Grow Your Own” (GYO) Pipelines – connecting school-based providers with healthcare partners and expanding the copyrighted GYO high school curriculum to 16 districts to expose 500 students to behavioral health careers. Professional development and retention support will be delivered through Peaceful Schools

Advanced Practice Institutes and NYSMHA Workforce Development & Coaching Services, providing specialized training in evidence-based interventions, crisis communication, and resilience building. By the end of the project period, the consortium will: place and supervise 40 fully credentialed school psychology interns; deliver over 40,000 hours of direct student mental health services; increase early intervention access by 25%; train 100% of supervisors in trauma-responsive evaluation practices; improve student outcomes in attendance, SEL competencies, and behavioral engagement; and achieve a 50% employment rate of graduates within consortium districts.

Coconino, County of (AZ) \$4,374,353 The Northern Arizona Recruitment and Retention Initiative (NARRI) will reduce the student-to-psychologist ratios exceeding 1:1,200. Led by the Coconino County Education Service Agency (CCESA) in partnership with Northern Arizona University (NAU) and regional behavioral health agencies, NARRI builds a sustainable workforce through a “grow-your-own” pipeline, paid internships, tuition reimbursement, housing stipends, and structured mentorship. The initiative directly serves approximately 5,900 students annually across 11 high-need LEAs, including Page, Fredonia-Moccasin, Williams, Grand Canyon, Maine Consolidated, Tuba City, and local charters. Six integrated goals strengthen recruitment, retention, service delivery, professional learning, partnerships, and student outcomes through evidence-based frameworks such as MTSS, PREPaRE, and Right Response.

Calumet County (WI) \$4,073,683 The "Together Calumet" initiative will address significant mental health challenges for 3,700 rural students across five school districts in Northeast Wisconsin. The project proposes hiring 4.5 additional school psychologists. Key components include targeted recruitment efforts to find qualified candidates to decrease self-reported mental health issues by 20% and ensure high rates of student participation and connection to services to 90%. Sustainability strategies involve ongoing collaboration, community engagement, and the development of billing infrastructure to support long-term service delivery.

Kentucky Education Development Corporation (KY) \$1,463,547 Roots to Resilience—a partnership between the Kentucky Educational Development Corporation (KEDC) and Marshall University (MU)— will expand the pipeline and available workforce of CSPs prepared to serve rural, high-need schools through respecialization for existing SBMH professionals. MU’s nationally accredited School Psychology Program, which has experience delivering practitioner-based graduate education in virtual and hybrid settings, will provide the academic coursework, practicum supervision, and credentialing support required for certification in Kentucky. The project will fund, train, and place graduate-level CSP candidates through KEDC’s collaboration with high-need local education agencies (LEAs).

Syracuse City School District (SCSD) (NY) \$3,985,197 SCSD, in collaboration with SUNY Oswego and SUNY Upstate Medical University, will establish a sustainable training-to-employment pipeline that will expand access to school-based mental health services and strengthen the district’s internal capacity. SCSD will fund five paid school psychology internships annually for SUNY Oswego graduate students. Interns will complete full-year placements in SCSD schools under joint supervision from veteran district psychologists and SUNY Upstate’s dual-certified Program Director. Upon successful completion and certification, interns will be offered immediate employment with relocation assistance, housing stipends, and mentorship to support retention and professional growth. Over four years, the project will train 20 interns and hire at least 14 full-time school psychologists, who will be strategically placed to provide services to students with the greatest needs. The project will lower the student-to-psychologist ratio to 450:1 or lower, expand student access to mental health services, develop stronger partnerships between higher education institutions and K–12 systems, and integrate internship funding and staffing into SCSD’s operating budget to ensure sustainability beyond the grant period.

Midwest Regional Educational Service Center (MRESC) (OH) \$1,482,516. MRESC serves 18 rural districts across four counties (Logan, Hardin, Shelby & Auglaize counties). This project proposes

transformative collaboration among 11 of the districts to address support students with significant mental health needs, and address gaps in qualified, credentialed school psychologists-with a current student-to-school-psychologist ratio of 1,255:1 and 8 districts having less than a 1.0 FTE of psychological services. This grant will support the hiring of 8 school psychologists, dropping the ratio above to 1 :680, and the implementation of an evidence-based three-tiered service delivery-focused on early intervention and Tiers 2 and 3-addressing the significant mental health needs of students.

Central Dauphin School District (CDS) (PA) \$1,698,213 CDS will hire at least 4 school psychologists and launch services within 270 days of award. This added capacity improves the student-to-psychologist ratio from a baseline 1:1,254 to less than 1:961 by Year 2 and less than 1:892 by Years 3–4, while scaling practical supports across K–12. Intensive services will include same-day SAFE-T/C-SSRS screenings for moderate/high-risk students, prompt caregiver contact, participation in Level-2/3 threat assessments, and documented re-entry/safety plans. Early-intervention will expand via recurring Tier-2/3 skill-building groups in every secondary school, using brief pre/post checks and attendance thresholds to verify benefit. The project will serve approximately 12,543 students, with focused implementation in grades 6–12, and supports educators through consultation, professional development, and supervision. CDS will monitor progress with a KPI dashboard (time-to-screen, group access/completion, post-crisis follow-through, staffing/retention), reviewed monthly at the school level and quarterly by central office.

Farmersville Unified School District (FUSD) (CA) \$5,812,740 FUSD, a small rural district serving 2,400 students across six schools, will hire six school psychologists and launch a Grow-Your-Own pathway with stipends for staff pursuing PPS credentials, as well as deliver Tier 2 and 3 interventions. The Healthy Campus platform will track outcomes and enable Medi-Cal and CYBHI reimbursement for sustainability. By 2029, FUSD will reduce its psychologist ratio from 1:960 to 1:400.

Sumter County Board of Education (GA) \$7,000,000 The School Psychologists for Healthy, Equitable, and Resilient Education (SPHERE) initiative will deliver mental health services in Sumter County Schools and Crisp County Schools by increasing the number of credentialed school psychologists in Sumter County Schools and Crisp County Schools; increasing students receiving early intervention and intensive school-based mental health services; building capacity and local support of intensive mental health services; decreasing violent, aggressive, and disruptive behavior in school; and increasing student engagement. Project activities include expanded advertising, collaborating with Georgia Southern University for project promotion; hiring and retaining seven school psychologists with competitive salaries; providing a relocation stipend with an annual retention bonus; providing professional development and trainings; providing students early intervention mental health services; providing intensive mental health services; and providing district-wide mental health related professional development. SPHERE will serve 3,400 students in Sumter County Schools and 3,226 students in Crisp County Schools.

Metropolitan Nashville Public Schools (MNPS) (TN) \$4,714,587 MNPS' Project REACH (Recruiting and Engaging Additional School Psychologists for Comprehensive Help) is designed to recruit qualified school psychologists and interns, retain highly trained school psychologists, and expand early-intervention mental health services for students. Through this initiative, MNPS will reduce the school psychologist-to-student ratio of approximately 1:970 by adding seven full-time school psychologist positions and hiring two interns each year throughout the four-year performance period. Each new school psychologist will be assigned to a school identified as the highest need in the district. To promote retention, MNPS will implement various leadership stipends that encourage continued service. Additionally, MNPS will enhance professional capacity through ongoing professional development, including funding for five to ten school psychologists to attend the NASP Annual Convention each year.

Hamilton County Department of Education (HCS) (TN) \$6,766,383 HCS's School Psychologist Recruitment and Retention Initiative will hire at least ten (10) credentialed School Psychologists, reducing the ratio of students to School Psychologists from 1:1,722 to 1:1,243. At least 25 School Psychologists will be retained by HCS each year of the grant. The project will serve approximately 6,000 public school students in grades PK-12 needing mental health services, with a particular focus on students with disabilities. HCS will implement a comprehensive recruitment and retention program to hire and retain credentialed School Psychologists, increasing HCS' School Psychologist workforce by 40% over the four-year project period. HCS will offer increased compensation to current and new School Psychologists, outreach to universities to recruit newly credentialed School Psychologists, provide mentoring during the first year of employment, and expand the role of School Psychologists to include individual and group mental health counseling. Retention activities include establishing professional learning communities, professional development/CEU opportunities, and 1:1 supervision.

Camden City School District (CCSD) (NJ) \$6,634,568 This project will serve 4,481 CCSD general education students across 16 K-12 schools. CCSD will recruit and hire 7 credentialed school psychologists, reducing the ratio of students to school psychologists to 640:1 from a baseline of 4,481:0. This project will also help CCSD strengthen early intervention services to provide screening, referral, and brief support for students showing signs of mental health distress, with a goal of 90% of students with identified signs of mental health distress receiving early intervention services, and 70% of students receiving early intervention services showing improved social-emotional functioning after intervention. CCSD will also seek to provide intensive, individualized services to 90% of students identified as having significant mental health needs, and 70% of students receiving these services showing improved social emotional functioning after intervention. CCSD will provide professional development opportunities for school psychologists.

School District 1J Multnomah County (OR) \$6,634,568 This project will seek to increase mental and behavioral health services, through recruitment and retention of school psychologists providing evidence-based mental health services including Comprehensive School-Based Dialectical Behavior Therapy (CSB-DBT) to students most in need of service. The project will hire 8.8 FTE credentialed school psychologists to provide services, as well as to oversee Program Management & Professional Learning and another to oversee Coaching and Mentorship. The project will serve students in the most need of mental health services within a high need LEA.

LEAD Public Schools (TN) \$5,570,039 LEAD Public Schools, in partnership with Lipscomb University, proposes PASS: Psychologist Access for Successful Schools, serving high-need charter schools and high-need students with limited access to school-based mental health supports. LEAD Public Schools serves 2,171 students enrolled in six (6) public charter schools in Metropolitan Nashville, Tennessee. LEAD Public Schools will hire a team of School Psychologists to implement evidence-based therapeutic counseling models and interventions. This multi-component project will address significant challenges shared by LEAD charter schools, fill gaps in current school-based mental health programs, expand access to licensed school psychologists, improve learning outcomes for high-need youth, and sustain effective strategies.

Union Elementary School District #62 (AZ) \$5,230,090 This project will increase credentialed school-based mental health providers by 4.0 FTE over 48 months to address severe mental health service shortage for Union Elementary School District #62's 1,756 students, transitioning from 2.0 FTE temporary contractors to permanent staff. Expected outcomes include reducing student-to-psychologist ratio from 1:1,878 to 1:439; eliminating 175-day evaluation delays and 7-student counseling waitlist; establishing Tier 2 early intervention for 400-600 students annually and Tier 3 intensive services for 80-120 students annually; achieving 100% retention versus 0-25% historical rates; and reducing crisis activations. The project will include increasing salaries, recruitment and retention support and incentives, clinical supervision, and professional development; implementing evidence-based interventions including trauma-informed cognitive-

behavioral therapy and crisis protocols; establishing universal screening; and expanding MTSS across campuses.

Charleston County School District (SC) \$5,394,591 Located along the South Carolina Atlantic Coast, Charleston County School District (CCSD) will implement Charleston SERVES (Supporting Educators and Students by Recruiting and Retaining Vital Educational Psychologists) through recruitment and retention plans that will increase the number of credentialed school psychologists serving students and improve the likelihood that these credentialed providers stay in their position over time. Charleston SERVES will target 3,581 students by recruiting and hiring five school psychologists in Year 1. The project will include a multi-year contract with additional pay for summer casework, and telehealth services during the summer, as well as increasing retention through activities including a mentoring program, career ladder pathway to mentor certification, micro-credentials, professional development and renewal credits to maintain license, professional learning communities for school psychologists, and paid graduate student internships.