

FY 2022
84.184H School-Based Mental Health Services Grant
Program
Abstracts

North Point Educational Service Center (OH) \$1,206,000 seeks to provide our students with the social and emotional support they need, not only for themselves, but for their families as well. The COVID-19 pandemic has made it clear that districts simply do not have the personnel to appropriately support our students and families dealing with mental, social, and emotional trauma. This grant would increase our capacity to provide 14 districts with a total of five school psychologists, five school counselors, and seven school social workers for a total of 17 mental health professionals to serve 22,544 students. School districts must develop a comprehensive, targeted approach to bridging the gap between the services we can currently provide our students and families and the services that are necessary to address the current mental, social, and emotional needs of all stakeholders.

Iredell-Statesville Schools (NC) \$2,018,455 proposes to implement their RESOLVE project: Recruiting and retaining Experienced School-based providers by Offering incentives to Lower anxiety and Violence and increase Emotion management program. As a single member LEA, Iredell-Statesville Schools in collaboration with our 7 community partners will address the critical mental health needs of students by recruiting, hiring, training, and supervising our own credentialed mental health service providers.

RESOLVE proposes to serve up to all 20,700 students enrolled across the district, as needed. We will hire 11 credentialed mental health providers (anticipated to be 2 certified psychologists, 4 licensed social workers for therapy, 4 licensed professional mental health counselors, and 1 substance abuse counselor; but, hiring will be based on the real-time highest need areas at award), 1 clinical supervisor, as well as 3 traditional school social workers for Years 1-5 and we will add 12 more credentialed mental health providers in Years 3-5 to maintain a cadre of diverse and credentialed providers providing school-based mental health services to our students and their families.

The Oklahoma State Department of Education (OK) \$1,883,138 in collaboration with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma State University (OSU), 14 school districts located in Pottawatomie County, OK, the Avedis Foundation, and tribal entities proposes to execute Project RESPECT (ReSpecialize; RePurpose, ReEducate, ReCruit, ReTain). The participating school districts include Asher, Bethel, Dale, Earlsboro, Grove, Macomb, Maud, McLoud, North Rock Creek, Pleasant Grove, Shawnee, South Rock Creek, Tecumseh, and Wanette Public Schools. This project will provide opportunities for teachers, community members, and clinical mental health providers to re-specialize their credentials to obtain their mental health provider certification and re-purpose their current field of study by participating in school-based mental health training to increase the number of credentialed school-based mental health service providers in all 14 school districts. These districts were designated as high need based on their high free/reduced lunch rate, high special education population, high minority student population, and lack of access to mental health personnel (all above the state average). The focus will be on recruiting mental health providers and retaining these providers who continue to work in their designated school district throughout the duration of the five-year project by providing an annual retention bonus. In addition, these providers, along with classroom teachers and district administrators, will be re-educated through on-going training and support to develop school-based trauma-informed

best practices through the implementation of a Multi-Tiered System of Support (MTSS) in each district.

Guilford County Schools (NC) \$2,992,531 proposes the US Department of Education School-Based Mental Health Services Grant Program, Prioritizing Resources to Impact Student Mental Health (PRISM), meets the requirements of Absolute Priority 2: LEAs with demonstrated need proposing to increase the number of credentialed school-based mental health services (SBMHS) providers, and Competitive Preference Priority 2: Increasing the number of credentialed SBMHS providers in LEAs with demonstrated need who are from diverse backgrounds or from communities served by LEAs with demonstrated need. This proposal will serve one LEA with 67,979 students. Proposed project outcomes: Create and fill 16 school-based mental health positions with diverse candidates. 2) Increase the LEA's number of State-licensed SBMHS providers. 3) Increased direct SBMH services to students and reduced behavior incidents for students receiving services. 4) Reduction in student, practitioner ratios. 5) Improved student mental health supports and reduced mental health care needs, allowing students to fully engage in learning and improve academic outcomes.

The Ohio Valley Educational Cooperative (OH) \$1,079,192 seeks to implement Project R3 to recruit and hire 12 certified School Counselors who will be placed in nine member districts in north-central Kentucky to provide mental health (MH) services to 47,851 students. The outcome of Project R3 will be that K-12 students will have improved mental health through greater access to a variety of mental health supports provided by professionals who are specially trained to provide services in schools, including school counselors and community MH practitioners. To achieve that outcome, OVEC has established three Objectives: 1) increase the number of school-based MH professionals in OVEC districts (resulting in lower ratios); 2) provide additional mental health services to students; and 3) improve the services provided by community MH professionals.

Vancouver School District No. 037 (WA) \$1,726,793 is proposing to increase credentialed school-based mental health practitioners at all District secondary schools. This project will serve approximately 1,500 secondary youth and families each project year with an expected number served over five funding years of at least 7,500. Three overarching goals and associated objectives provide the framework for the school-based mental health grant initiative. 1-VPS will hire 15 mental health practitioners with a particular focus on practitioners of color, those on the LGBTQIA+ continuum, and those from communities we serve including immigrants and refugees. 2-VPS will provide and continue comprehensive training and professional development to all staff in identifying student mental health needs, collaborative problem solving, and stewarding secondary trauma, as well as others. 3- all students and staff are socially, emotionally, and mentally safe and healthy. VPS commits to trauma-informed care, authentic student and family engagement, and whole staff wellness both in and out of the classroom. Our goal is that students will have access to mental health care that mirrors their cultural experience, they are aware of how to access supports as needed, and staff feel supported and that they have the tools to identify mental health needs in students and in themselves.

Northern Kentucky Cooperative for Educational Services, Inc. (KY) \$1,263,481 Northern Kentucky Cooperative for Educational Services, a Kentucky LEA, is proposing the Northern Kentucky Institute for Mental Health Services, a collaborative effort with 19 LEAs in the region. Project objectives and outcomes of the Northern Kentucky Institute for Mental Health Services include: Increasing the number of new school-based mental health services providers hired for NKCES participating LEAs by 10 providers in Year One and 20 providers in succeeding years;

increasing the cumulative number of SBMH providers retained in project LEAs; improving the ratio of students to SBMH providers; increasing the number of LSW and LPCC staff employed in districts; decreasing the attrition rate; increasing the total number of students who received School Based Mental Health services as a result of the grant, and increasing the diversity or local service of School Based Mental Health providers. To achieve the objectives, the project will conduct the following activities: Hiring staff; establishing the Institute and a Steering Committee; building relationships with institutions of higher education; training schools to understand certification and licensure options; building mental health services career pathways; recruiting and supporting practicum students and interns in schools; supporting respecialization efforts; supporting certification and licensure processes through funding and supervision; and supporting schools to hire additional mental health services providers. Nineteen LEAs have signed on to the project, representing 65,061 students. The project plans to place 10 practicum students and interns in Year One, 20 in the following years and to hire 20 licensed or credentialed mental health professionals in succeeding years.

Haverstraw-Stony Point Central School District (NY) \$1,750,000 proposes to offer a multi-tiered approach to K-12 mental healthcare by providing clinical programs, professional learning, and telehealth services to promote mental health best practices and build a mental health continuum that supports the needs of every NRCSD student. The district will address Absolute Priority 2 and Competitive Priority 2 through an incentivized system of recruitment and retention to hire bilingual and/or diverse candidates. NRCSD expects to hire 11 bilingual mental health providers (school psychologists and/or social workers), four bilingual school counselors, one program coordinator, one bilingual mental health practitioner or psychiatrist, and two board-certified analysts or behaviorists. The plan also includes a telehealth family counseling center to provide free and accessible clinical and behavioral care to students and families and a strategic plan to provide high-quality, evidence-based training. In year two, NRCSD expects to open placement seats in the North Rockland Focus Day Treatment Program, which will be developed with grant funding, to the other seven LEAs in Rockland County through a consortium. This project will serve all district students. The district plans to implement culturally inclusive mental health and behavioral support programs that will improve care, strengthen outcomes, address trauma, and maintain students in their home district.

Anne Arundel County Public Schools (MD) \$249,824 seeks to address school-based mental health needs through several recruitment and retention efforts, including offering paid internships for school psychology and social work students, targeted mentoring and/or clinical supervision for diverse early-career practitioners, a career pathway for LMSW social workers, financial support for professional development and membership in professional organizations, and financial incentives for bilingual social workers. The district will use these recruitment and retention efforts to train, hire and keep highly qualified diverse school psychologists and school social workers, which will directly increase the number and quality of mental health supports that are provided, particularly in community schools.

Niagara Falls City School District (NY) \$533,836 seeks to implement a five-year School-Based Mental Health Services project that will recruit and engage 90 individuals over the five-year grant period in careers as school-based mental health service providers and enhance participants' capacity to work in high-needs school districts through supporting implementation of a multi-tiered system of support and emphasizing trauma-informed care approaches to student behavior management. Key objectives include developing and implementing an outreach and engagement plan to increase the number of college-bound individuals, particularly individuals of color, who enroll in courses toward a school-based mental health services field/career; annual increases in the number of NRCSD students who enroll in

coursework related to a career in school-based mental health services by 5%; annually partnering colleges will indicate an increase of 3% over the previous year, in the number of students pursuing a school-based mental health services career, annually beginning in year two, 21 new mental health service providers will complete internships (a total of 90 over the five-year grant period); annually, the percentage of mental health service provider interns of color will increase when compared to the previous year; annually, 80% of participants who complete their programs and graduate, will secure employment in a high-needs school district; and annually, the percent of Office Disciplinary Referrals resulting in suspension will decrease 3%.

The New Jersey Department of Education (NJ) \$2,700,000 seeks to increase the number and diversity of credentialed school-based mental health services providers who are recruited, placed, hired, and retained in local education agencies (LEAs) with demonstrated need. If awarded the SBMHS Grant Program, the NJDOE intends to award 10-25 sub-grants to LEAs with demonstrated need and provide additional training opportunities for LEA leadership and mental health providers. Training and technical assistance will increase LEA's capacity to build comprehensive systems of mental health supports, create a sustainable pipeline of school-based mental health providers, and establish Communities of Practice in 15 State regions. The NJDOE's proposal expands upon New Jersey's multi-faceted, comprehensive approach to use State and Federal funding to address students' mental health needs and relies upon broad levels of collaboration and coordination led by Governor Phil Murphy and supported by key policy makers, professional organizations, institutions of higher education (IHEs), LEAs, and other stakeholders. Within five years, the NJDOE expects to improve mental health services for over 37,000 students by decreasing the ratio of students to school-based mental health providers in all participating LEAs; increasing the number and diversity of school counselors, school psychologists, and school social workers in LEAs with demonstrated need; increasing by at least 25% the number of students receiving school-based mental health services; and ensuring the ethno-racial-linguistic diversity of school-based mental health providers more closely resembles that of the students being served.

Madera Unified School District (CA) \$1,262,349 seeks to implement The Enhancing MUSD Pupil Overall Wellbeing by Employing and Retaining Exceptional and Diverse Staff (EMPOWERED Staff Program) and will establish an infrastructure that enables Madera Unified to cultivate a homegrown workforce of bilingual and bicultural behavioral and mental health professionals who mirror the demographics of the MUSD community by (1) recruiting and hiring PPS-credentialed social workers; (2) providing new professional development and training that will promote social worker retention.

(3) partnering with a Hispanic-Serving Institution to place MSW interns in MUSD schools; and

(4) delivering a series of mental health awareness trainings to MUSD parents and families.

Board of Education-Ossining Union Free School District (NY) \$596, 234 proposes to create a) an intentional multi-tiered collaborative mental health process to support the work from the avenue of prevention to intervention to more intensive mental health support services; b) an intentional plan for recruitment and retention of clinical staff (i.e., school social workers, school psychologists, and school counselors) and c) collaboration with community agencies on programming efforts that will enhance protective factors while reducing risk factors around mental health. These programming efforts will not only support our students but will also reduce the necessity of 1:1 support by clinicians further increasing their capacity to engage in supervision work. Summary of project objectives and expected outcomes: Increased number of school clinicians in each school; higher level of retention among current school clinicians

and potential future clinicians; heightened professional development with training in dialectical behavior therapy; increased morale among clinicians.

Bradley County Schools (TN) \$1,981,669 proposes to implement BEST: Bradley Expands School- Based MenTal Health Providers, a School-Based Mental Health Services (SBMH) program designed to address Absolute Priority 2 and Competitive Preference Priority 2. BEST seeks to achieve this through redesigned and expanded recruitment and retention plans that will increase the number of credentialed SBMH providers serving students and improve the likelihood that these credentialed service providers stay in their position over time. BEST will serve over 10,159 students in Bradley County Schools and hire 11 SBMH providers (i.e., 6 school social workers, 4 school counselors, and 1 school psychologist) in Year 1. BEST's goals are to 1) Increase the number of credentialed services providers through recruitment activities including expanded recruitment at local IHEs and in the community; credentialing/licensure support; induction program; provider signing bonus; and National Board Certification/license stipend; and 2) Sustain the increased number of school-based mental health services providers after the performance period through professional development; Professional Learning Communities; SBMH Provider of the Year program; SBMH provider wellness program; telehealth support; and ASCA, NASW, and APA membership. Proposed project outcomes include: 1) Short-Term: Decreased student to provider ratio, increased number of students receiving services, increased diversity of providers, increased student mental health awareness, and increased self-efficacy of SBMH providers;

- 1) Mid-Term: Increased retention, reduced attrition of mental health providers, and enhanced qualifications of providers; and
- 3) Long-Term: Improved mental health of students and district budget changes to sustain positions.

School Board of Monroe County (FL) \$1,300,713 seeks to hire nine school social workers. The goal of this project is to decrease the school social worker to student ratio from 1:1283 to 1:511. In doing so, we will be able to meet the capacity of student need identified through our universal screening for student wellness. MCSD is a Local Education Agency (LEA) with demonstrated need as evidenced by high student to mental health service provider ratios, high substance use, well above the state and national average rates of suicide, highest cost of living in the state, impacts of major hurricanes, and escalating rates of adverse childhood experiences. Increasing mental health support in MCSD will result in the following positive student outcomes: 1-An Increase in the number of students served annually by school social workers from 444 to 1110. 2- A goal of 5% annual decrease in the number of crisis interventions, behavior threat assessments, and calls to the mobile crisis response team. 3- A goal of 3% annual decrease in the percentage of English language learners identified by the district universal screener as needing school-based mental health services. 4- A goal of 42% increase in intervention success at the Tier 2 level over the span of the grant. MCSD will address LEA competitive preference priority 2: Increase the number of service providers who are from diverse backgrounds, or communities served by the LEA with demonstrated need. This will be done via a variety of strategies such as prioritizing diversity in recruitment, service scholarship grants, monetary incentives for foreign language proficiency, providing alternative pathways for obtaining school social work certification, and by offering in-district on-going professional development to maintain certification.

Cook County School District 130 (IL) \$1,955,646 seeks to support improved outcomes for the students in Cook County School District #130 by enhancing infrastructure to increase the capacity to implement, sustain and improve mental health services and recruit and retain additional school based mental health providers with the Midwest PBIS Network as Technical Assistance provider. The project has seven goals with objectives and outcomes aimed at

increasing the number of school-based mental health service providers and improving outcomes for students, staff, and families within Cook County #130 with training and technical assistance provided by the Midwest PBIS Network. This community level collaboration can be used as a demonstration site and be replicated in other districts. Data collection and dissemination plans will support evidenced based replication while also identifying obstacles and iterating solutions to those obstacles during installation. Project COOK will support 3,023 students within the eleven schools of Cook County #130 in Cook County, IL. The grant will support the recruitment of 26 school based mental health service providers while also supporting the retention of existing school based mental health service providers.

The Nelson County School District (KY) \$560,213 proposes the School-Based Mental Health Services Project that targets the Nelson County School District, a single LEA serving 4,492 students in rural-fringe Nelson County, Kentucky. A total of six new mental health providers will be hired to bring the total student to provider ratio to 345:1 for individuals providing direct service mental health interventions to LEA students.

Tempe Union High School District (AZ) \$275,973 proposes to increase the number of Credentialed School-Based Mental Health Services Providers by adding five (5) Youth Specialists contracted through the City of Tempe, for a total of twelve (12), two per school. The criteria for the individuals selected as the Youth Specialists will be bilingual, multi-cultural and match the demographics of the school's student population. The Youth Specialists Program (YSP) will assess and survey students who are referred or who display signs of mental health concerns or risky behavior. They will be charged with coordinating and facilitating strength-based support groups for identified at-risk students and utilizing evidence-based curriculum and activities to increase life skills and develop protective factors. YSP is a school-based intervention program that supports and promotes resilience in students by reducing absenteeism, preventing substance use, and reducing anxiety and stress of school and home or simply the general issues of teenage adolescent challenges, and preventing other risky behaviors.

Campbell County Public Schools (VA) \$693,750 proposes to increase the number of credentialed school-based mental health providers within our LEA, each zone demonstrating need, with the addition of 16 mental health providers (MHPs). Campbell County Public Schools (CCPS) will contract with a local nonprofit organization who will recruit and retain MHPs using evidenced-based strategies of employee engagement and retention. MHPs will deliver clinical mental health evidence-based practices to provide individualized and group interventions. MHPs will collaborate with existing school personnel to deliver a quality continuum of mental health services to all CCPS students. Key outcomes for students include greater student mental health and well-being, increased mental health services to students in underrepresented groups, increase in positive classroom behaviors. School outcomes include high retention rates of credentialed school based mental health providers, increased mental health awareness, heightened cultural competency, reduction of race, culture, and identity-diverse disparity, future sustainability of mental health programming.

Education Service Center Region XV (TX) \$236,515 proposes Opening Access to Services in Schools (OASIS) project and seeks to build upon the "grow your own school counselor" model begun under the current Mental Health Services Program (MHSP) grant, a project that extends from October 2019 to September 30, 2024 at TX Education Service Center Region 15 (ESC 15). The proposed project will not only extend the life of this model for recruiting, training, and retaining school counselors in ESC 15, but will now include an option for Licensed Professional Counselor-Associates (LPC-Associates) to complete their 3,000-hour internship as a member of a mental health consortium. Educators are currently recruited from within their

districts (Priority 2; Competitive Preference Priority 2) to attend Angelo State University's graduate program in Professional School Counseling to earn a master's degree and school counselor certification. ESC 15 provides support through a Mental Health Specialist, training, and access to services in order to help with retention (Priority 1b) of these educators while they are placed on intern certification and with retention of other school-based mental health providers throughout the region. The project's primary focus is the development of a collaborative effort that addresses the shortage of school-based mental health providers in the rural region serviced by ESC 15 that has led to high student-to-provider ratios in most school districts. As this is a highly rural area, there are limited mental health services available to many schools and communities and considering high suicide rates in the ESC 15 service area, more trained mental health professionals are needed.

Crystal Lake Community Consolidate School District #47 (IL) \$1,042,046 proposes Project LAKE (Learning Acceptance through Kindness for Everyone). The project seeks to support improved outcomes for the students of Crystal Lake CCSD 47 by enhancing infrastructure to increase the capacity to implement, sustain and improve mental health services and recruit and retain additional school based mental health providers with the Midwest PBIS Network as Technical Assistance provider. Project LAKE will support 7,100 students within the thirteen schools of Crystal Lake CCSD 47 in McHenry County, IL. The grant will support the recruitment of twelve school based mental health service providers while also supporting the retention of existing school based mental health service providers.

Richland-Bean Blossom Community School Corporation (IN) \$651,743 seeks to implement a collaborative project, The SMAHRT Initiative: Supporting the Mental Health of RBB Students, to support the recruitment, training, and retention of school counselors as implementers of school-based mental health (SBMH) services. This proposal will address Absolute Priority 2 which will focus exclusively on the recruitment and retention of school-based mental health personnel within the district. This initiative will also address Competitive Preference Priority 2 by increasing the number of credentialed SBMH providers from the community served by the LEA. To assess the initiative's contribution to addressing the training of school counselors and supporting the mental health of students enrolled in RBB, data will be collected to monitor how the implementation of this framework increases the number of school-based mental health personnel employed and retained by the district while explicitly monitoring the number of school counselors employed and retained in RBB as well as the number of students served during the project's tenure. This grant will encourage the retention of hired school counselors by providing opportunities for advancement. School counselors will have the opportunity to earn their Licensed Mental Health Counselor (LMHC) endorsement, fully funded. Through this initiative, we estimate over 500 public education students will be provided with school-based mental health support over the five-year project period of the grant. We anticipate hiring 5 school-based mental health providers as a result of this project.

Riverside County Office of Education (CA) \$2,999,967 seeks to implement the Riverside County Wellness Collaborative (RCWC). The RCWC project includes three primary objectives and activities: 1- Recruitment of school based licensed mental health providers and interns; 2- Mental health service delivery; and 3-Retention of school based licensed mental health providers and school based mental health interns through professional development, scholarship program and other retention activities. RCWC outcomes are as follows: Increasing the number of school based licensed mental health service providers in schools, especially individuals of diverse backgrounds; Increasing access, by lowering the ratio of students to

counselors and increasing the number of students who receive mental health services, especially those in diverse and economically disadvantaged school districts; Increasing retention, and therefore decreasing attrition, of school based licensed mental health providers; and advancing student health and well-being which is connected to measures of school success, especially those from diverse and economically disadvantaged backgrounds. Three high needs LEA's will be served the first 2 years and then an additional 6 high needs LEA's will be served in years 3-5. At least 9 high needs LEA's will be served over the 5 years of the grant. An estimated 43,875 students will receive either Tier 1, 2, and/or 3 mental health supports over the 5 years of the grant., and at least 30 new school based licensed mental health (SBLMH) providers will be hired over the 5 years of the grant. In addition, 60 SBMH interns will participate in the SBLMH Provider Pathway over the 5 years of the grant and provide Tier 1 and Tier 2 supports to students. These SBMH interns will be eligible for hire by our 23 LEAs after completion of their program.

The Illinois State Board of Education (IL) \$2,975,414 through a partnership with 16 high need Local Education Agencies (LEAs) across the state, proposes to expand capacity to serve high need students across the state including those attending LEAs in the western, southern, central, and northern regions. This application achieves the Absolute Priority One by increasing the number of credentialed School- Based Mental Health Services Providers (SBMHPs) providing services to students in high need LEAs as well as Competitive Preference Priorities one and two. These priorities are met through working within high need LEAs providing services to students; re-specialization training programs within LEAs; and increasing SBMHSPs from diverse backgrounds or communities served by the LEAs. Support, mentoring, supervision, re-specialization opportunities, and financial supports with service obligations to SBMHSPs in the fields of School Psychology, School Counseling, and School Social Work will be provided. The proposed project seeks to increase 45 SBMHSPs, 25 re-specializing professionals, and 13 supervisors or mentors annually with targets of retention to ultimately increase the capacity and lower the SBMHSP ratios to less than state average by year five, serving 7,500 students living in high need communities during the grant period with professionals who are from diverse, underrepresented backgrounds or those from the local communities that house the LEAs.

EdAdvance (CT) \$1,549,164 proposes a multi-pronged approach to increase the number of credentialed school-based mental health providers and services in 28 schools/ 6 school districts in the rural NW corner of the state. The project objectives and activities intend to increase equitable access to mental health providers and services and promote positive mental health among K-12 students in rural NW CT; coordinated, systems approach to managing the project; recruit and retain 14 SBMH providers in 28 small rural schools (50% FTE per school); PD; and Strategic Planning process. The proposed project outcomes include: an increased number of *diverse* SBMH providers here; more adequate, equitable and prompt access to SBMH providers and services; decreased need for emergency responses and crisis intervention.

Northwest Educational Service District 189 (WA) \$1,361,470 seeks to recruit, place, support, and retain 20 SBMHP+ to provide behavioral health services for students in schools with the greatest need. This will increase access for up to 5,000 students annually, including more intensive support and case management for up to 800 students annually. To adequately support the unique cultural needs and experiences of our priority population, NWESD will seek and encourage people from diverse backgrounds and those who are from the community to become SBMHP+. NWESD will scale its existing SBMHP+ services, ensuring prompt delivery

of services no later than 180 days from the date of award notification. NWESD has the requisite cooperative agreements with schools, state and county health departments, and community-based organizations to deliver on the promise to protect and prioritize the needs of students with higher needs and those at greater risk of mental health challenges. Outcome measurables will be monitored for continuous improvement to increase the number of SBMHP+ hired and retained, decrease rate of attrition, improve the SBMHP+ to student ratio, increase the number of students served, and increase qualified applicants from traditional underrepresented groups.

Skokie School District 69 (IL) \$1,393,028 proposes District 69's Comprehensive Mental Health Services which aims to address student mental health needs. The grant will address goals that include increasing opportunities for existing staff to reskill and upskill into school based mental health roles, provide resources and support to diverse candidates completing graduate coursework, and ultimately increasing the number of School-Based Mental Health (SBMH) staff in District 69 and surrounding communities of need. In addition to recruiting diverse and local staff into SBMH, District 69 proposes to provide incentives to retain high-quality diverse existing SBMH staff who are dedicated to the district and have built strong relationships with students and families. Goals in this area include increases in staff retention rates and increased reports of staff feeling prepared and supported in their roles. The program will lead to an increased number of students served in mental health as well as provide consistency in these services. District 69's Comprehensive Mental Health Services plan meets both the absolute priority and the competitive priority available in this grant by focusing on increasing the number of SBMH providers and increasing the number of those providers from underrepresented and/or diverse backgrounds.

Pasadena Independent School District (TX) \$1,058,482 seeks to implement the **Mental Health is GRRREAT (GRRREAT) Project**, by Growing the Recruitment, Retention, and Respecialization of Educators and Therapists in schools to provide stable, sustainable, and effective school-based mental health services that address the unique challenges and needs of our specific student population and are reflective of our community. When comparing Pasadena ISD school-based mental health services provider demographics to student demographics, the data shows the providers are not representative of the student population they serve. Overall, Hispanic/Latinos students make up more than 80% of the student population, but only 42.37% of Service Providers are from the same background. Male service providers are also significantly low, while white students are overrepresented. To address these disparities in representation and fulfill the Competitive Preference Priority, the GRRREAT project will implement the following activities: Social Worker Positions; Community and District Recruitment Initiatives; Mentorship Program; Flexible Options to Complete Training and Receive Licensed Credentials; and Cultural and Linguistic Competency Training.

Passaic Board of Education (NJ) \$279,059 seeks to increase the number recruitment, and retention of certified, credentialed, school-based mental health services providers, who are from diverse backgrounds and are culturally, and linguistically reflective of the student population to meet the extensive post- COVID 19 mental health needs of Passaic Public Schools (PPS) students.

Stringtown Public Schools (OK) \$500,474 proposes the Support Through Resolution, Intervention, Victories, and Encouragement (STRIVE) project that fosters a safe and supportive academic, disciplinary, and physical environment. The plan will use data-based decisions to implement a program that encourages respectful, trusting, and caring relationships for all students with other students, faculty, staff, and community members. The program will

comprise intensive training for all school staff to build capacity in implementing evidence-based efforts to improve all aspects of the learning process for all 225 students. The project will meet the absolute priority by increasing the number of credentialed school-based health services providers through recruitment and retention efforts. The project will meet Competitive Priority 2 by hiring applicants from underserved populations for project staff positions.

Surry County Schools (NC) \$892,109 proposes to implement HOPE: Helping Our Students Through SBMH Provider Expansion. HOPE will expand student access to SBMH providers including 1 School Psychologist, 4 School-Based Mental Health Therapists, and 3 Social Workers in response to our area's opioid crisis, traumatic stress, and dramatic increases in reported incidents of physical aggression, bullying, and suicidal ideation serving 7,563 PreK-Grade 12 students in 20 schools. Goals and objectives include recruitment to increase SBMH providers in SCS including: IHE and Community- Based Recruitment, Grow Your Own, Financial Incentives, and Career Ladder. Retention strategies to keep SBMH providers in our district include Orientation and On-boarding, Same-Role Mentors, Job Shadowing, Recognition and Awards, Retention Bonuses, and Professional Development (i.e. Functional Behavioral Assessment, Trauma-Focused Cognitive Behavioral Therapy, Support for Students Exposed to Trauma, Zones of Regulation, Community Resilience Model, NC MTSS Framework, Too Good for Drugs and Violence); and Diversity strategies in partnership with Winston-Salem State University (HBCU), UNC-Greensboro, Appalachian State University, Daymark Recovery Services, Children's Center of NW NC, Pinnacle Therapeutic, Surry County Office of Substance Abuse and Recovery, and Surry County Sheriff's Office.

Calhoun City Board of Education (GA) \$399,121 proposes a project to increase the number of school- based mental health providers serving students. The project will fund two full-time counselors, one full- time social worker, and a part-time counselor. The second goal identified is to retain CCS school-based mental health providers. These providers have been overtaxed during the COVID-19 pandemic. Providing professional development and other incentives is a way to show them support. The third goal is to increase access of traditionally underrepresented students to school-based mental health interventions. With a decrease in counselor/social worker to student ratios, these professionals can place more focus on the students identified as at risk. With these goals as the focus, the desired short-term outcomes include an increase in interventions provided to underrepresented students; a decrease in counselor/social worker to student ratios; an increase in counselor and social worker diversity; and counselors and social workers reporting an increase in support. The intermediate outcomes include an increase in students of the focused groups reporting connectedness and an increase in reports of counselor and social worker effectiveness. The long-term outcomes include a decrease in discipline referrals, a decrease in reports of mental health issues, and retention of school counselors and social workers.

Seminole County Public Schools (FL) \$521,838 proposes to implement a project that will meaningfully improve the mental health outcomes of students by increasing the number of credentialed school-based mental health providers. To alleviate the increased mental health needs and achieve the broad goal of increasing the number of credentialed SBMH providers in the district, the proposed project will expand and enhance recruitment and retention initiatives, with an emphasis on increasing the number of School Social Workers (SSW) from diverse backgrounds, to meet the following objectives: (1) provide increased social worker support for secondary schools and high-need elementary schools; (2) expand internship recruitment pipelines; (3) increase awareness among high school students and students at regional colleges and universities of SBMH career pathways; and (4) provide professional development

opportunities to SBMH staff. Through the stated objectives, the school district will meet the overall outcomes of realizing a decrease in absenteeism and student mental health referrals, increasing the number of SSWs who are from diverse backgrounds, and improving the retention rate of SBMH providers. In the first year of this project, 6 SSWs will be hired. In the second year of the project, SCPS expects to begin placing interns, and particularly interns from traditionally underrepresented groups, for full-time employment in the district. The proposed project expects to expand capacity to serve over 960 students during the project period.

Senatobia Municipal School District (MS) \$1,052,770 seeks to decrease the time to provide services from weeks to hours by providing immediate access to mental health evaluation and services. Services would be free to students and families. The program would also place mental health service providers in school buildings full-time rather than on a rotating basis to better know and understand the students and families being served, as well as be able to address any cultural influences on accessing appropriate services. Objectives include: Secure additional on-site, school-based mental health counselors and specialists: 100% of students in need will have appropriate access to mental health care by increasing the number of credentialed school-based mental health providers in the school district; strengthen diversity among counseling services and provision: 75% of mental health providers will be from diverse backgrounds; and establish incentives to aid in the recruitment and retention of service providers: 100% of hired providers will be retained due to incentives made to recruit credentialed mental health providers and retain all hired professionals, specifically those with diverse backgrounds.

Corbett School District 39 (OR) \$862,079 proposes a project to address Corbett's plan to recruit and retain five diverse new licensed school social workers (QMHP) and one licensed mental health grant Coordinator. Mental health service provider numbers will grow from three to eight in order to effectively provide school based mental health services to a growing diverse student body. Currently, Corbett School District has 1,053 students with a total percentage of students from diverse backgrounds at 21% who experience social isolation, trauma, stress and anxiety due to COVID 19 and living in a rural area without resources. Corbett School District plans to work with Portland State University School of Social Work and other nearby Oregon universities with recruitment measures that ensure more diverse mental health staff. This project would provide a funding structure for establishing the first school based mental health center in the Corbett area that is inclusive focusing on culturally specific trainings, Suicide Prevention (QPR) training, and trained new mental health staff for LGBTQ+ youth who desperately need identity- safe services.

Virginia Department of Education (VA) \$3,000,000 seeks to implement a project with activities that fall under one of two categories. 1) supporting LEA level recruitment and retention planning for SMHPs to define short and long term needs and LEA action steps; and 2) targeted professional learning to build recruitment and retention leadership capacity, SMH specific skills, and implementation skills. All objectives are related to increasing the number of SMHPs in each LEA, building skills of SMHPs and division level leaders through high quality professional learning, and increasing student access to mental health services. Proposed Project Outcomes: Outcome 1: Each participating LEA will increase the number of SMHPs by two positions in year two which will be partially subsidized by project funds. Additional SMHP positions will be added during years three through five using internal resource allocation. VDOE OSS will support LEAs during years one and two with strategic planning to support this resource allocation. Outcome 2: Students will receive increased access to mental health services from SMHPs in their LEA. Eight LEAs will be served and approximately 50,000

students will be served. Number of Providers to be Hired: 16 providers will be hired during year two of this grant, with VDOE OSS using grant funding to subsidize two positions per participating LEA through year five.

Dougherty County School System (GA) \$2,999,971 proposes a project to decrease the ratios and hire 19 FTE social workers and 3 FTE psychologists. The project is committed to recruit and retain mental health service providers from diverse backgrounds. All hires will have credentials to provide services in Georgia elementary and secondary schools and will receive support new hires, and existing, with professional growth through state and national conference participation and maintaining credentials, recruit and retain mental health service provider staff through increased salary, stipends, service scholarships, and student loan reimbursement; offer telemental health; and project continuous improvement.

Beavercreek City Schools (OH) \$596,255 seeks to implement a multi-faceted approach to increase access to credentialed School-Based Mental Health (SBMH) services providers and produce a replicable model for respecialization, recruiting diverse applicants for SBMH services positions, and retaining credentialed SBMH services providers. By implementing this grant, the district will increase the number of SBMH services providers by 15.5 and will impact approximately 8049 K-12 students across 11 buildings within one LEA. The creation of a Respecialization Internship program will allow certified staff to complete the required internship/field experience hours to become a credentialed School Counselor or School Psychologist, providing supervised SBMH services to students within the district without resigning their current position, leading to certified SBMH services provider positions within the district. Specialized recruiting practices including efforts with Historically Black Colleges and Universities will increase the number of SBMH applicants representing diversity. Retention strategies will be implemented to minimize SBMH turnover and support consistency of services for students. The provision of a Licensed Independent Social Worker with Supervision (LISW-S) will enable SBMH Social Workers to pursue career advancement and specialization while working within the district.

Lemon Grove School District (CA) \$545,782 seeks to implement a project that will fund the addition of two full-time licensed Social Workers who will focus solely on mental health counseling and referrals for students who attend our two largest campuses and the district's Early Childhood Education Center. These schools educate a combined 1,700 K-8 students each year. The project will also fund an additional full-time, licensed Social Worker to lead all training efforts around trauma-informed care, social emotional learning, and the district's Multi-Tiered System of Support (MTSS) framework for instruction and support services. This training will improve school-based mental health services for all students. Expected outcomes include a lower school-based mental health services provider-to-student ratio, employment of additional underrepresented Social Workers, decreases in chronic absenteeism and suspensions, and increases in measures of students' social-emotional well-being. Associated outcomes include hiring and placing additional providers in target schools by the beginning of next school year; establishing a new, all-day, school-based therapeutic program for the district's neediest students within the first year of the project; training all teachers, mental health providers, and school administrators in best practices and software to support implementation of Multi-Tiered System of Support (MTSS) interventions. In accordance with the Competitive Preference Priority, the Project Director will partner with San Diego State University, (a Federally recognized Hispanic-Serving Institution) community-based mental health providers, and the National Association of Social Workers to recruit highly qualified underrepresented mental health providers to serve in our schools.

The Rhode Island Department of Education (RI) \$2,000,000 seeks to increase the number of credentialed school-based mental health services providers in LEAs with demonstrated need. This priority will be achieved by the development, implementation, and evaluation of recruitment and retention strategies of a variety of service providers, including those who provide telehealth services. The Rhode Island Department of Education (RIDE) also applied for Competitive Preference Priorities 1 and 2. Competitive Preference Priority 1 includes development of a respecialization plan that promotes the readiness of service providers who already have training as social workers, counselors, psychologists or other related fields by supporting incremental training needed for working in K-12 schools. Additionally, RIDE applied for Competitive Preference Priority 2 to increase the number of credentialed school-based mental health services providers in LEAs with demonstrated need who are from diverse backgrounds or from communities served by LEAs with demonstrated need. Competitive Preference Priority 2 will be accomplished through partnerships with affinity organizations focused on DEI in educator pathways to increase providers from diverse backgrounds or that reflect the communities served in the four pilot LEAs. RIDE estimates that 10,000 students will be impacted by this project in the four pilot LEAs. The goal is to hire 24 school counselors, 23 school social workers, and 6 school psychologists across the four pilot districts to meet the national ratio recommendations.

Ukiah Unified School District (CA) \$1,182,896 proposes a project in four secondary schools that together serve 3,100 students in grades 6-12. UUSD will use grant funds to hire seven (7) additional mental health services providers: five (5) Social Emotional Counselors, one (1) School Social Worker, and one (1) Substance Use Disorder Counselor. With these providers in place and implementation of a wide variety of retention strategies, UUSD anticipates providing mental health services and support to at least 400 additional students. The project addresses Absolute Priority #2 and Competitive Priority #2. Project objectives are to: 1) Increase the number and diversity of mental health service providers; 2) Increase student access to mental health services and support; 3) Provide ongoing professional development opportunities; and 4) Sustain expanded mental health services beyond the grant. To achieve these objectives, UUSD will begin by recruiting and hiring new mental health services providers that reflect the diversity of the community. UUSD will provide new and existing mental health services providers with extensive support, including professional development opportunities, and offer a range of retention incentives.

Conejo Valley Unified School District (CA) \$1,995,912 seeks to implement a project with four goals: Goal 1. Build efficacy in areas related to mental health for academic & interpersonal success. Expected Outcome: Develop a more efficient system to support student mental health. Goal 2. Develop preventative crisis measures. Expected Outcome: Prevent psychiatric hospitalization, depression, anxiety, and suicide where possible. Goal 3: Maintain current staff providing effective mental health services and create new positions that continue the growth of the Mental Health Department. Expected Outcome: Sustain current mental health programs. Goal 4: Increase diversity and professional development. Expected Outcome: Create healthy environments for students through representation, inclusion, and equity. This grant will support one LEA, 16,703 students and we seek to hire 14 providers and one Administrative Assistant. Populations: All CVUSD students grades TK-12+, underrepresented students such as disabled students, gender diverse and LGBTQ+ students, foster youth, homeless students, African American, English Learner, Latin X, Asian and Pacific Islander and other multicultural students. Primary Activities: This grant will bring continued funding to the Mental Health Department, provide specialist, equity and diversity-driven professional development, recruit with intentions of diversity, analyze and manage mental health data, increase our assessment measures, and develop preventative methods that promote positive and preventive mental health services for

our students.

Uplift Education (TX) \$1,737,872 seeks to implement a plan to increase the number of credentialed school-based mental health providers includes two overarching components: recruitment initiatives and retention activities. Within each overarching category, we will focus on three priorities. The three priorities to be addressed within recruitment activities include visit, partner, and invite (VPI) and the three priorities to be addressed within the retention promoting activities include compensate, add, and nurture (C.A.N.). Project Objective: To increase the number of credentialed school-based mental health service providers providing mental health services to students at Uplift Education, an LEA with a demonstrated need, and to develop our V.I.P. Recruit and C.A.N. Goals: 1) decrease the counselor to student ratios through hiring 13 additional staff members and partnering with local universities identified as minority serving institutions to create a pipeline for graduate internship opportunities and post-graduate employment opportunities; 2) develop retention incentive programs focused on increasing school-based mental health staff pay to be closer to the market value for their position and increasing professional development opportunities; and 3) increase the diversity of school-based mental health staff to more closely resemble the demographics of the populations that we work with to include hiring more Spanish speaking Hispanic staff members.

AppleTree Early Learning Public Charter School (DC) \$289,016 seeks to increase the number of credentialed, school-based MHPs and develop a more diverse MHP workforce. The goal is to increase the total number of full-time AppleTree PCS MHPs from less than three to five. These MHPs will provide support to nearly 500 preschoolers. Partnering with MedStar Georgetown Center for Wellbeing in School Environments and the Georgetown University School of Continuing Studies, AppleTree PCS LEA will: (1) increase the number of credentialed school-based MHPs and ECMHC clinicians using innovative recruitment and retention incentives; (2) promote (re)specialization and professional training of current MHPs to qualify them to work in AppleTree PCS LEA; and (3) increase the diversity and cultural/linguistic competency of school-based MHPs.

Dillingham City School District (AK) \$577,100 in consortium with the Lake Peninsula School District (LPSD), and in collaboration with the Bristol Bay Area Health Corporation (BBAHC), Bristol Bay Native Corporation (BBNC) Bristol Bay Economic Development Corporation (BBEDC), and Safe and Fear-Free Environment, Inc. (SAFE) seeks to implement the MHC project. The key goals, outcomes and objectives include closing the gap between students and mental health professionals through recruitment of underrepresented applicants, respecialization of staff and increasing services for students compared to the baseline data; providing professional development for Mental Health Professional (MHP) staff to attend state/national training and school-wide behavioral training for implementation of MTSS and Trauma-Aware classrooms; increasing achievement goals for students through counseling services' positive impact on student academics; parental participation in MHP sponsored trainings, developed by the MHP staff, and offered to parents and community members for support in areas such as anger management, conflict resolution, stress management, divorce, and student anxiety issues; and providing professional development to all school staff, by the MHP, targeting mental health issues and supporting Trauma-Aware classrooms and classroom management. Two LEAs will be served which represent fifteen schools and approximately 750 students. Through MHC, the districts will hire or respecialize five credentialed mental health providers

Scottsbluff Public Schools District (NE) \$1,228,248 seeks to address the lack of mental health provider services in SBPS through a multi-faceted strategy that addresses current

mental health staff and services shortages while also initiating strategies that will support future recruitment efforts. The project will be guided by one goal and six supporting objectives. These include an increase in access to school-based mental health services in Scottsbluff Public Schools by December 31, 2027. This involves supporting 3,476 students by hiring and placing 6.0 FTE mental health service providers (4.0 Social Workers and 2.0 LMHPs) into SBPS addressing the need for mental health services across SBPS school sites by 8/1/2023 and retaining 80% of (20.4 FTE) new and existing mental health service providers employed by the district by 12/31/2027, and reducing the ratio of students to social workers from 3476:0 to 869:1 and the number of students to Licensed Mental Service Providers from 643:1 to 469:1 by 8/1/2023. Additional objectives are to maintain an annual attrition rate of 15% or lower for mental health service providers employed by Scottsbluff Public Schools, to increase the number of students who receive mental health services as a result of the grant by 10% annually, and to increase the diversity of mental health service providers and/or the cultural competence in the delivery of mental health services available to students by 10/31/2027.

DeKalb County School District (GA) \$677,673 proposes to increase mental-health services for PreK-12 students from diverse backgrounds in DCSD, a high need district, by increasing the overall number of school psychologists from diverse backgrounds from 47 to 59 through the implementation of a strategic 3-prong initiative targeting recruitment, training, and retention efforts. Achieving this goal will increase mental health resources for 93,000 students by reducing the ratio of psychologists to students from 1:2139 to 1:1594, a 34% reduction. Responsibility for activities outlined in the grant will be shared between DCSD and the Georgia State University (GSU) School Psychology program. In addition to extensive recruitment and retention initiatives targeting certified personnel, over the 5-year term of the grant, project staff and program faculty will recruit and train 23 diverse school psychology students to provide mental-health services to a school-based population with demonstrated high need.

DC Office of the State Superintendent of Education (DC) \$2,555,510 through the District of Columbia's (DC) School-Based Mental Health Workforce Development program (SBMH Workforce), proposes to leverage and build upon DC's existing Comprehensive School Behavioral Health System to expand high-quality mental and behavioral health services to all DC public and public charter school students. The city will use this grant to expand the program to all DC LEAs. To start, the focus will be on the 37 LEAs that have at least one school with an at-risk population greater than or equal to the DC average of 48 percent which represents a school total of 132. The DC SBMH Workforce program will build a workforce and pathway within DC that is reflective of the student population and recruits bilingual providers (Competitive Preference Two). The program will consist of two key components: 1) Recruitment initiatives will generate a career pathway from high school through post-graduate school job placement and is designed for an entry point at any level; and 2) Retention initiatives that will implement cadres and learning communities to support providers in their growth, skill set, careers, and wellness as school-based providers. DC views these pathways as upstream, self-sustaining in the long term, will result in an increase of 809 SBMH providers, and expanded implementation of evidenced-based services at schools with demonstrated unmet need, especially for those students with diverse childhood experiences, of a diverse background, and who are English language learners.

Humble Independent School District (TX) \$173,740 seeks to implement a project to extend the contracts of the three existing licensed professional counselors to 2027 once the ESSER funding ends in 2024, to add two additional licensed professional counselors from the start of the grant to 2027 to meet the growing need for mental health and therapeutic services, and to add a licensed chemical dependency counselor from the start of the grant to 2027 in order to

address and serve students who have turned to substance abuse as a form of self-treatment of mental health disorders and symptoms. Recruitment efforts for these employees will be designed to match underrepresented populations of students in the district in need of proactive mental health support and will include stipends for recruitment and retention.

Eagle County School District RE50J (CO) \$785,304 proposes a project along with public/private partnership with Your Hope Center, to increase the number of licensed, school-based clinicians by more than 50% (10-15 clinicians) while retaining a core group of experienced, licensed clinicians, and creating a pipeline to recruit local students from the Hispanic Community into the school-based clinical positions. The project will provide direct care for 1,200 students through one LEA. Project objectives and activities include efforts to recruit and retain 9 licensed clinicians (LCSWs or LPCs) to serve as school-based clinicians; retain the 7 licensed and experienced school-based clinicians; recruit and/or retain up to 7 bilingual Spanish-speaking clinicians; hire an experienced Administrative Auditing Specialist to control/manage/execute Medicaid; and reimbursement billing and chart audits to help with clinician retention. Project outcomes include increasing the number of school-based clinicians through recruitment and retention will result in fewer student mental health challenges and an increase in emotional well-being.

Jackson Public Schools (MS) \$533,190 seeks to improve mental health outcomes and academic achievement of targeted students; 2) Allow for early identification and treatment of mental health issues; 3) Reduce absenteeism, decrease discipline referrals; 4) Reduce access barriers for an underserved population, including children from low-income households and children of color as measured as measured by referrals, requests, treatment logs, and annual comprehensive needs assessment. It is our intent that this project demonstrates a stronger linkage between research, policy and practice as it relates to mental health issues in underserved populations. This includes - 1) increasing the number of school psychologists within the district by implementing a plan that addresses recruitment and retention of credentialed services providers serving students; 2) increasing the number of school psychologists who are from diverse backgrounds or from the local community served by JPS; 3) providing equipment, supplies, professional development, training opportunities and support to psychologists and project director to ensure successful fulfillment of project goals and objectives; and 4) utilize an external evaluator to provide process and outcome evaluation of the JPS School Based Mental Health Services Project.

Dickinson Public School District School-Based Mental Health (ND) \$455,358 seeks to increase the number of credentialed school-based mental health services providers for their population of 3,878 K- 12th grade students across all nine of the district's school buildings, as well as its virtual K-8th grade and 9th-12th grade academies. The project goal is to increase the number of credentialed, school-based mental health service providers servicing district students. Project objectives are to increase recruitment and retention-related incentives for school-based mental health services providers and increase the diversity and cultural and linguistic competency of school-based mental health services providers, including competency in providing identity-safe services. Key project activities are recruiting, hiring, and retaining five full-time credentialed mental health specialists and developing an internship program in partnership with Dickinson State University. Expected outcomes include hiring and retaining five new credentialed mental health specialists, recruiting five interns annually, and improving the ratio of students to mental health specialists in the district.

Fairfax County Public Schools (VA) \$2,351,965 proposes a project that will focus its objectives on enhancing school-based mental health staff recruitment and retention practices throughout the division. These objectives will be accomplished by providing opportunities for

improvements that will guide expected outcomes in the grant project for hiring and retaining school counselors, school social workers, and school psychologist positions. Specific activities include offering monetary incentives for recruitment, retention, internships, internship supervision, and professional development opportunities that will support hiring and retaining highly qualified, credentialed SBMH professionals within Fairfax County Public Schools. Proposed Project Outcomes: SBMH grant funding will significantly improve the recruitment and retention of highly qualified SBMH providers who deliver clinical support and intervention for FCPS students and staff. Additionally, it will provide access to professional development opportunities for SBMH providers as part of a division-wide effort to address the social, emotional, and behavioral needs of over 177,000 PreK-12 FCPS students in 199 schools and centers in Fairfax County, Virginia.

Silver Consolidated School District (NM) \$1,210,500 proposes to place a mental health professional in each of the seven schools across the district with an additional “floating” mental health provider to cover emergency leave, crisis, and hiring gaps, serving 1 LEA with over 2,500 students, and hiring 8 providers. Proposed outcomes include the following: developing treatment programs and services that address the various mental health needs of students; developing student and family supports and resources; developing a school culture in which teachers and other student support staff are trained to recognize the early warning signs of mental health issues with students; helping identify warning signs in students; working toward keyways to mitigate and manage concerning behaviors; making steps to investing in student mental health to create a positive school climate. The project also plans to use these positions – to collect relevant data and aggregate that data by demographic (sexual orientation, disability, race, etc.).

Hillsborough County Public Schools (FL) \$1,710,606 proposes a School Based Mental Health (SBMH) Service project that will implement a comprehensive recruitment and retention plan with the goal of increasing the number of credentialed school-based mental health services providers serving HCPS students. The district proposes a comprehensive strategy with activities that focus on restructuring compensation, recruiting personnel from diverse backgrounds that reflect the demographic makeup of the district’s students, and providing a robust array of professional development opportunities to support new and existing staff members. Expected outcomes include, but are not limited to, increased recruitment of school psychologists, school counselors, and school social workers to mirror student demographics; stabilization of staff retention rates; increased availability of school-based mental health resources for students, teachers, and administrators; improved local capacity to support school-based mental health service providers through the provision of high- quality professional development opportunities; and formalization of district partnerships with Institutes of Higher Education (IHEs) to create a pipeline of future applicants.

Hamilton County Department of Education (TN) \$492,672 proposes to implement a comprehensive recruitment and retention program to hire and retain additional credentialed school-based mental health services professionals, including eight (8) additional School Social Workers. The project will prioritize hiring candidates who are from diverse backgrounds, including individuals who are bilingual, people of color, and/or male. Project activities including outreach to local universities and hosting school social worker recruitment days, providing mentoring during the first year of employment, and establishing professional learning communities. Retention activities will include stipends for providing clinical supervision for staff who are pursuing licensure, professional development/CEU opportunities, and 1:1 supervision.

Board of Education, Prince George's County, MD, Inc. (MD) \$403,449 seeks to implement the Strategic Talent Acquisition Roadmap (STAR) Project to increase the availability of mental health support to students by recruiting and retaining culturally and linguistically diverse credentialed school counselors and school psychologists. The STAR Project aligns with the School-Based Mental Health Services Grant Program's absolute priority two to increase the number of credentialed school-based mental health services providers, including plans to address the recruitment and retention of credentialed services providers in PGCPs. Implementation of the STAR project will be accomplished through a partnership with John Hopkins University to recruit school counseling graduate students with diverse backgrounds and the implementation and expansion of research-informed recruitment and retention strategies. Key components of the STAR project include tuition reimbursement, online and in-person recruitment, career day presentations, presentations to local psychology undergraduate programs, mentor programs, training on best practices in supervision & positive work environments, morale boosting activities, self-care activities, mental health mini-projects, and the development of a recruitment & retention workgroup.

Jackson County School District #4 DBA Phoenix-Talent Schools (OR) \$420,080 proposes a project to increase the number and diversity of licensed and credentialed school-based mental health services providers in the Phoenix-Talent School District in rural Southern Oregon through recruitment, retention, respecialization, professional training, telehealth, higher education partnerships, and the opening of a new high school health center. By 2028, the project aims to achieve the following outcomes in the school district: (1) the number of school health centers providing mental health services will increase from 5 to 6; (2) The number of licensed mental health therapists (LCSW or LPC) will increase from 4 to 11; (3) the number of licensed school counselors will increase from 3 to 4; (4) The number of Oregon-credentialed mental health associates will increase from 3 to 11; (5) The number of licensed mental health clinicians delivering telehealth services will increase from 4 to 8; (6) the number of bilingual/bicultural mental health service providers will increase from 2 to 6; and 7) the number of unduplicated students receiving mental health services will increase from 200 to 600.

Lincoln Public Schools (NE) \$360,447 will address Absolute Priority 2 as an LEA with Demonstrated Need Proposing to Increase the Number of Credentialed School-Based Mental Health Services Providers. In total, grant funds will be used to support 18 school counselors in elementary schools, and district general funds will support six, for a total of 24 additional school counselors. This will ensure that each of the 40 LPS elementary schools has a full-time counselor. LPS will also address Competitive Preference Priority 2 – Increasing the Number of Credentialed School-Based Mental Health Services Providers in LEAs with Demonstrated Need Who Are from Diverse Backgrounds – through a recruitment plan that includes a partnership with Doane University to ensure a pipeline of highly trained culturally diverse applicants are available for hire by the district. Given the ever-increasing proportion of students of color served by LPS, this strategy is vital to ensuring that all students have access to resources that help them feel seen, represented and safe. Toward these goals, objectives include ensuring that a minimum of one-third of counselors hired are racially and ethnically diverse, as well as a training plan to ensure that all school counselors will have the opportunity to increase the core competencies in the ASCA model. Lincoln Public Schools is the only public school district in Lincoln, Nebraska and is applying alone. The district serves approximately 42,000 students, 19,000 of whom are in elementary school.

School District 1J Multnomah County (OR) \$200,473 seeks to increase identity safe, inclusive, and culturally and linguistically affirming mental and behavioral health services by hiring 10.5 fulltime school psychologists, 1 school psychologist on special assignment (training,

mentoring) and 1 program administrator to serve 1 LEA with a focus on 9,569 students in 25 K-5, K-8, and Middle schools designated Title I. Outcomes include increased number of practicum students and interns from diverse backgrounds; Increased number of culturally and linguistically diverse school psychologists; increased understanding of evidence-based, identity-safe, culturally and linguistically affirming and inclusive services aligned to professional learning and program goals. Longer term goals include MSI partnerships formed; increased retention of diverse school psychologists; increased implementation of evidence-based, identity-safe, culturally and linguistically affirming and inclusive services aligned to professional learning and program goals, improved school climate and culture; improved access to full continuum of coordinated mental and behavioral health services; and improved student mental and behavioral health and wellness.

Eureka City Schools (CA) \$1,064,784 proposes to increase the number of credentialed school-based mental health care providers, per the priority. In addition, Eureka City Schools (ECS) plans on fulfilling the competitive preference priority by increasing the number of providers they employ from diverse backgrounds and/or from the community, serving all 8 campuses of the LEA and creating embedded Wellness Center (WC) satellite hubs, with dedicated, integrated credentialed MHSPs and interns. The expansion of the Wellness Center through these hubs will increase direct access to mental health services for students and their families across all ECS schools. It will also position the Wellness Center as a hub for professional development, learning, and workforce development, as they provide additional training and paid professional development opportunities. Close partnerships with Open Door Health Centers (our local FQHC), Cal Poly Humboldt, and tribal partners will help support and recruit interns and professionals from diverse backgrounds and/or providers from the area, who understand the unique challenges faced by ECS students and families.

Lansing School District (MI) \$2,504,911 seeks to implement TEAMS: Tactics to Expand Access to Mental health Supports, a School-Based Mental Health Services Grant program that addresses Absolute Priority # 2 and Competitive Preference Priority # 2. TEAMS promises to enhance the quality, diversity, capacity, equity and effectiveness of teaching and learning strategies and improve the mental health of students and families across all grade levels, PreK – 12. Implementation of TEAMS will help LSD and partners meet and exceed the following measurable Goal, Objectives and anticipated Outcomes: TEAMS is a multi-layered project designed to expand, strengthen and sustain high quality school-based mental health support strategies serving students, families and educators in high need Lansing School District schools. TEAMS Layers of Service include Layer 1 – Expanded Capacity; Layer 2 – Specialized Interventions; and Layer 3 – Professional Learning. Ongoing evaluation of TEAMS by an external evaluation team will provide feedback needed to support continuous improvement and measure achievement of the goal, objectives and anticipated outcomes.

School Board of Miami-Dade County (FL) \$3,000,000 proposes to implement the R3 - Recruitment, Retention, and Resiliency Project, a five-year project designed to address critical shortages of school-based mental health services providers and increased youth mental health needs within Miami-Dade County Public Schools. Specifically, the goal of the proposed project is to increase the number of credentialed school-based mental health services providers (SBMHSPs) serving students at M-DCPS. The project addresses Absolute Priority 2 by increasing the number of credentialed school-based mental health services providers, focusing on recruitment and retention efforts. Further, the R3 Project addresses Competitive Preference Priority 2 with activities designed to increase the number of credentialed school-based mental health services providers from diverse backgrounds which will lead to increased access to mental health services. The project will recruit, mentor, train, and retain 28 new

SBMHSPs to supplement M-DCPS's core of professionals and extend mental health services to high-need students and schools. The outcome measures will demonstrate an increase in the M-DCPS SBMHSPs workforce, a decrease in provider attrition rates, and a decrease in the gaps of mental health providers' coverage in high-need schools with increased access to mental health services by students with demonstrated need. An estimated 20,550 students will be served by the project over the five years.

Hamilton Southeastern Schools (IN) \$841,720 proposes to increase the number of school-based mental health providers serving students in Hamilton Southeastern Schools with a focus on hiring diverse candidates who reflect our student population. The specific objectives of our grant include: 1) Increase Tier 1 student supports at the high school level by expanding the number of diverse credentialed school counselors by 23%, 2) Increase Tier 2 student supports at the primary grade level by expanding the number of diverse credentialed school social workers by 113%, and 3) Increase Tier 3 supports district-wide by expanding the number of diverse credentialed school psychologists by 27%.

Durant Independent School District I-72 (OK) \$424,040 proposes a project serving all eight of our campuses. With this project we plan to double the number of licensed professional counselors and the number of social service specialists we currently have available to our children. We anticipate that the design of our project will meet or exceed the requirements as outlined in Competitive Preference Priority 2 by increasing the number of Credentialed School-Based Mental Health Services Providers in our LEAs with emphasis on students from diverse backgrounds, including but not limited to the rapidly growing Hispanic population and the Native American population within our community.

West Fargo Public Schools (ND) \$2,320,788 proposes to address the following three critical initiatives: Broadening our existing capacity for traditional school-based mental health workers; Enhancing tier 3 supports by including clinical services within our continuum of care; and improving the sustainability of best practices beyond the end of the life of the grant. Through these initiatives, West Fargo's application includes funding for 21 full-time staff, including 4 counselors, 3 social workers, 2 school psychologists, 4 mental health practitioners, 5 clinical therapists, 1 specialist in school-based Medicaid services, and 1 Educator Wellness Facilitator. These staff will directly impact our entire student body (current enrollment around 13,000 students) through the re-alignment of staff to reduce ratios. Additionally, the clinical therapists are anticipated to support an estimated 200 learners directly via small groups and one-on-one therapy. While 20 of these positions will directly support learners in West Fargo Public Schools, we are partnering with our Regional Education Agency (REA), the South East Education Cooperative (SEEC) to fund a Medicaid specialist to support access to behavioral health services across the state. This position, under a broader umbrella that supports many LEAs, would be designed to maximize long term sustainability for mental health services in schools. To ensure we can attract and retain highly qualified and diverse mental health professionals, West Fargo is also submitting a recruitment and retention strategy to diversify our applicant pool. We believe in constructing environments and strategies that maximize learning through intentional collaboration, with acknowledgement, compassion, and empathy for the diverse voices of our educators and learners.

Animo Jackie Robinson Charter School (CA) \$2,453,540 proposes to join with 17 other LEAs that comprise Green Dot Public Schools California to serve Green Dot's 10,402 students. The grant project will be focused on strategically increasing capacity of Green Dot's School-Based Mental Health (SBMH) Team by hiring additional credentialed Therapists and specialized Psychologists (DIS, ERMHS) to reduce overall SBMH caseload and therefore

improve overall retention. Additionally, the project will hire Supervisory capacity for Therapists and Psychologists to ensure staff receive regular, meaningful professional development to encourage retention. In all, a total of 9 new full-time SMBH will be hired. Finally, the grant project will double the size of its existing Intern-Therapist program, and begin paying Intern-Psychologists, to recruit higher quality candidates and formalize an intern-to-SBMH recruitment pipeline in hard-to-staff areas. A total of 41 Interns will be hired annually. Green Dot will increase the number of diverse SMBH by maintaining its already high rate of diverse staff (75%) by using best practices for recruiting diverse candidates and creating an inclusive work environment, addressing Competitive Preference Priority 2.

State of Tennessee (TN) \$1,870,740 intends to increase the recruitment of mental health providers in rural communities by 10 percent by organizing a national marketing campaign to attract candidates and funding internships for in- and out-of-state candidates in the fields of school psychology, school counseling, and school social work. Additionally, through a targeted and systematic framework for supervision and mentorship, the grant proposal aims to increase retention of mental health providers in rural districts by 15 percent. Over the five-year grant, these efforts will recruit and retain 350 mental health providers across 40 rural Tennessee school districts. The primary activities within this grant include funding statewide directors of school counseling and school social work, designing and implementing a statewide supervision model for all internship candidates, selecting and funding mental health supervisors, selecting and funding internship candidates, and designing and implementing a mentorship model. This grant shall be known as Project RAISE, Rural Access to Interventions in School Environments.

Newport News Public Schools (VA) \$892,013 seeks to implement a program to recruit new school-based mental health staff by partnering with Norfolk State University and Virginia State University to pay \$5,000 per semester in tuition to students in the Master of Social Work programs in exchange for a three-year employment contract with Newport News Public Schools and creating a High School Mental Health Care Career Pathway. Additionally, the district will retain existing school-based mental health staff, provide supervisor training by retraining existing staff to be state certified Licensed Mental Health Professionals. Finally, school-based mental health staff will be retained by continued investment in staff through professional development, additional credentials, and continuing education credits and reducing school-based mental health staff caseloads over the five-year grant period.

Sauk Prairie School District (WI) \$947,545 proposes a project to fund factors that support the barriers our students and families experience when trying to access mental health services in a rural community. Our families have high trust in our schools, and we seek to be the hub they can access to connect with targeted and diversified support. We also seek to partner with our county agencies to have a more direct and timelier link to services they can offer. Last, we seek to grow our providers and to deepen the way in which we support their professional and personal development.

Educational Service Unit 2 (NE) \$3,000,000 seeks to decrease the time to provide services from weeks to hours by providing immediate access to mental health evaluation and services. Services would be free to students and families. The program would also place mental health service providers in school buildings full-time rather than on a rotating basis to better know and understand the students and families being served, as well as be able to address any cultural influences on accessing appropriate services. Currently, many parents refuse to support or treatment of mental health issues of their children due to the stigma attached to the illness itself or a lack of understanding of the issues their students face. Due to the local community's negative response to mental illness, many children have gone untreated for years. Many

families do not follow through with action plans set up for students by school counselors or local mental health providers. The lack of education on appropriate mental health care and services has increased this impact on students. Most families wait until issues become a "crisis" and the student needs hospitalization before following through with ongoing preventative or maintenance care. The SMSD program would provide seamless access to both by providing services to prevent escalation of behavior and following up on recommendations and treatment once discharged from inpatient treatment.

Maine School Administrative District #37 (ME) \$527,561 proposes a plan to increase recruitment and retention of credentialed mental health service providers in this LEA with demonstrated need (Absolute Priority 2). An extreme shortage of qualified mental health service providers in the region points to a spatial mismatch between supply and need. A grow your own program will increase the number of providers who are from the community served by the LEA—maximizing the likelihood of retention—as well as the number of providers from underrepresented groups (Competitive Preference Priority 2). Partnerships with institutions of higher education (IHEs) will offer several on-ramps to the educational pathways required for school-based mental health careers. The LEA will provide tuition assistance plus financial support during fieldwork and internships in MSAD #37 schools. Recruitment efforts will be supported by a local community-based organization whose mission centers around serving immigrant families. Retention efforts will be supported by professional development sessions offered by a statewide professional organization of school-based mental health providers. This unique program, which will provide needed services by increasing the number and diversity of school-based mental health providers via grow your own pathways, may serve as a model for other small, rural, high-need districts.

Indiana Department of Education (IN) \$1,298,556 in partnership with four LEAs throughout Indiana, seeks to implement the Expanding Healthy Minds School-Based Mental Health Services Providers (Healthy Minds). The four identified LEAs include Indianapolis Public Schools, Fort Wayne Community Schools, South Bend Community School Corporation, and Gary Community School Corporation. With Marian University serving as the qualified contracted IHE, the College of Arts and Sciences and Klipsch Educators College's Center for Vibrant Schools will implement the program to advance the recruitment, preparation, continued development, and retention of highly effective school-based mental health service providers. The Healthy Minds program will produce 50 new masters-level mental health service providers, who will be placed in high-need, high-risk schools throughout the participating LEAs. Additionally, 11 current City Connects Site Coordinator placements throughout these schools will be sustained. The projected number of students served in the partner schools identified is 9,237; however, depending on the availability of positions, there is potential to serve a significantly larger percentage of the 80,700+ students within the LEAs. Through this grant, the IDOE seeks to: (1) recruit and retain school counseling candidates by creating a talent pipeline of mental health service providers whose racial and ethnic backgrounds parallel their students, (2) alleviate personnel shortages of school-based mental health providers by providing them with at least 1,000 hours of a school-based internship experience and additional retention benefits, (3) recruit mental health providers into City Connects Site Coordinator positions through creating new positions and creating a talent pipeline, and (4) retain existing City Connects Site Coordinators through the use of retention incentives.

Livermore Valley Joint Unified (CA) \$535,663 proposes a project to serve 5,908 students in the district and hire 13 school-based mental health services providers. The project seeks to hire and retain a diverse and representative group of School-Based Mental Health (SBMH) providers, focusing on placements in elementary-level schools including counselors. The

project also seeks to expand and strengthen the LVJUSD counseling internship program and create a Counselor Respecialization Program utilized by three (3) existing internal staff, as well as create an on-boarding protocol for new SBMH providers and increase the number of students who receive SBMH services from the grant. The project also will integrate SBMH services into programming and services for all MTSS Tiers, facilitating referrals for mental health services and providing specialized mental health training to school counselors and other school staff, focusing on a staff placed in Elementary level schools. Project outcomes include an increase in the number of K-5 students receiving SBMH services from 403 (7%) to 5,317 (90%); an improved student to counselor ratio from 1,875:1 to 454:1; collaboration with five local, diverse colleges to recruit credentialed SBMH providers; a decreased attrition rate of SBMH providers to less than 15% within three years of hiring; and recruitment/hiring of 13 PPSC diverse counselors and social workers to serve K-5 students.

Maine Department of Education (ME) \$1,785, 071 proposes to partner with LEAs in a community of practice framework. The SEA will work with a diverse group of state level partners, including agencies supporting traditionally underrepresented communities, to address barriers preventing Mainers from embarking on counseling and social work careers. The project will support the unique needs and ideas of partner LEAs through a subgrant program. By engaging in state level work with an expansive group of partners, analyzing annual metrics from the schools, and creating fertile opportunities for LEAs to share their challenges and successes with one another, the SEA will be well positioned to pursue policy initiatives in the grant's final years to address systemic barriers to equitably accessible training, recruitment and retention of school based mental health personnel. The immediate goals of the project are to (1) provide immediate assistance to our highest need LEAs via access to tele-counseling services; (2) increase schools' site-based counseling resources to a level that at least approaches national student to staff ratios as rapidly as possible, and (3) embark on the road to sustained improvements in the availability of high quality, culturally competent, optimally staffed school based mental health supports for all Maine students.

Imperial County Office of Education (CA) \$3,000,000 seeks to improve student to counselor ratios by recruiting and retaining mental health services providers, specifically school counselors, to serve our underserved K-8 student population of nearly 19,000 students and create long lasting and sustainable change for our community. Over the next five years, the Imperial County School-Based Mental Health Consortium - Elementary/Middle intends to focus on the following key components: Hire 18 new, CA credentialed school-based counselors to be placed in Imperial County K-8 LEAs with demonstrated need to provide equitable access to mental health services to all our Imperial County K-8 students; implement recruitment strategies in collaboration with Regional IHEs, our local High School Mental Health Consortium, local mental health organizations, and all Imperial County K-8 districts; implement retention strategies through the development and implementation of a New Counselor Induction Program, the hiring of a Pupil Personnel Services Induction Coordinator, and competitive salaries; and the implementation county-wide of the American School Counselor Association's National Model to increase school counselor effectiveness. This project will address competitive preference priority 2 as we seek to increase the number of Mental Health Services Providers from diverse backgrounds that match our community and student populations.

Tulare County Office of Education (CA) \$2,991,658 proposes **Preparing Rural Inclusive Mental Health Educators (PRIMHE)**, a program designed to increase the number of credentialed school-based clinical social workers (Absolute Priority 2) and grow the diversity and cultural competency of the mental health service providers (Competitive Preference

Priority 2). PRIMHE will affect 14,158 students in 12 LEAs with demonstrated need in Year 1 and will impact nearly 100,000 students in TCOE's 44 districts over the life of the project. The following objectives will guide the project: 1) an annual increase in the number of school-based clinical social workers hired; 2) decrease the ratio of students to mental health professionals; 3) increase in the number of students who receive school-based mental health services; 4) 80% of PRIMHE clinical social workers will be retained in LEAs for 3 years; 5) annual attrition rate less than 10% annually; and 6) increase in the number of school-based clinical social workers that represent underserved populations. Outcomes include advanced recruitment strategies, pipeline of licensed clinical social workers reflective of the community served, increased retention in small rural LEAs, and more students receiving mental health services. PRIMHE will recruit, select, and hire eight (8) associate clinical social workers (ASW) annually (40 over the life of the project) in rural schools with demonstrated need. The project will provide clinical supervision, training, professional development, and support through a cohort Community of Practice and financial incentives as the ASW completes the clinical work hours needed to obtain a credential as a Licensed Clinical Social Worker (LCSW) in California. Salary assistance will be provided for participating rural districts on a descending scale over 3 years (75%, 50%, 25%). Workshops will be offered for participating districts to braid funding streams and develop a sustainability plan to fund the annual salaries for clinical social worker or other mental health service providers beyond the assistance provided through the project. The project will offer a retention bonus for ASWs each year of their 3-year commitment to serve.

Bay County School District (FL) \$1,698,847 proposes a project to address student mental health needs by increasing the number and capacity of credentialed mental health service providers. The project will include a host of recruitment, retention, respecialization and professional retraining activities including: (1) Pathway to Professional School Counselor program to support current and new BDS employees to become credentialed professional school counselors; (2) Pathway to Licensed Mental Health Provider program to support current and new BDS employees with a master's degree to complete their licensure process; (3) Move To The Bay program to incentivize mental health professionals to move to Bay County and support BDS students while advancing their career; and (4) Supporting one BDS mental health professional in earning a Certificate in Bilingual Counseling. Activities to expand service capacity will include hiring: new mental health counselors, a bilingual mental health professional, and a licensed mental health professional specializing in substance use prevention. To support underserved populations, BDS will hire a bilingual mental health professional, support a counselor earning the Certificate in Bilingual Counseling, and hire from diverse backgrounds representative of the local community.

Duval County Public Schools (FL) \$1,263,203 proposes to launch a school-based mental health initiative that will establish a new workforce of mental health support professionals in Duval County. The project includes recruiting 125 credentialed mental health personnel, retaining 75% of newly hired personnel, providing financial incentives to increase competencies of 75% or more mental health professionals to complete training in culturally aware strategies. The result will be more mental health personnel who are less transient and better equipped to meet the specific needs of Duval County students. This initiative will serve an estimated 62,500 or more students.

Academy of Mathematics and Science South, Inc. (AZ) \$768,240 seeks to expand and improve mental health services for students by increasing the number of school-based mental health service providers,

retaining existing mental health service providers and incorporating more professional development. The activities outlined in the project are intended to mitigate barriers in recruiting and retaining qualified staff and include increased pay for qualified staff, sign-on bonus pay, professional development opportunities, and student loan repayments. The anticipated number of students to receive services under the expanded program is 1,000 which is roughly 12% of our population. This is based on the number of high-risk students currently attending AMS schools. Additionally, AMS will seek to address competitive preference priority number two by offering loan repayment for interns that sign with us and a bilingual preference pay. Ultimately, the project will help ensure the retainment of 6 mental health service providers and the recruitment of 7 additional providers to service students at 13 LEAs with a demonstrated need. The projected outcomes of the activities include improved student to provider ratios, increased diversity among staff, decreased attrition rate and an overall improvement in the quality of service for students.

Tacoma Public Schools (WA) \$630,956 seeks to implement its community-wide and relentless Tacoma Whole Child initiative. Tacoma Public Schools (TPS) proactively supports student wellbeing with embedded social emotional learning (SEL) in and outside of the school day, and commitment to restorative and trauma-sensitive practices. However, Tacoma has experienced a 400% increase in emergency room admittance for suicidal ideation and self-harm among youth; 72% of TPS 10th grade students report feeling anxious and unable to stop worrying, more than 40% report feeling depressed, and 10% report attempting suicide in the last year. Despite robust supports, TPS schools are unable to meet the mental health challenges of Tacoma Students. TPS proposes to meet this challenge through an ambitious plan to increase the ratio of students to mental healthcare services providers; dramatically increase the number of students served within the school setting; and provide robust professional supports to improve recruitment and retention of such providers, particularly those reflecting racialized and marginalized student populations.

La Moille Community Unit School District #303 (IL) \$1,370,654 LaMoille Community Unit School District 303 (IL) \$1,370,654 proposes a project with two goals: Goal 1 is to increase capacity of school-based providers, with objectives of increasing provider numbers by 55%, reducing attrition rates to less than 10%, and increasing diversity by 10% as well as local sourcing of providers by 50%. Goal 2 is to increase access of vulnerable, rural youth (12-18 years) to timely mental health intervention, with objectives of increasing students receiving services by 30%, reducing ratios of students to providers by 25%, ensuring equal access by minority youth, and increasing access to higher-level-of-care by 10%.

Charter School of Educational Excellence (NY) \$500,000 proposes the Mental Health Service Provider Recruitment, Induction, Support, and Equity Program (RISE Program). The RISE Program is designed to increase the number of credentialed school-based mental health services providers at CSEE through enhanced, equity-focused recruitment and retention efforts. The RISE Program has dual objectives to: (1) ameliorate school-based mental health service provider shortages at CSEE while (2) expanding opportunities to recruit and retain school-based mental health service providers who are from diverse backgrounds, including ethno-racial minorities and first-generation graduates and practitioners from within the communities served by CSEE. As a high-need LEA, CSEE recognizes that a school-based workforce with lived experience relevant to that of their students and families improves both cultural competence and quality of practice, fostering a more equitable experience for students and families and providing enhanced opportunities for connection and trust between students, families, and school employees.

Shell Lake High School (WI) \$199,598 seeks to fund one additional school-based provider that will be funded by the school district at the end of the five-year cycle. Next, the school district funds a practicum experience for the current school counselor to complete her Licensed Professional License hours with supervision through U of WI-Stout's graduate program. The grant incentivizes our School to Home Liaison from Lakeland Family Resource to pursue mental-health credentialing.

La Mesa-Spring Valley School District (CA) \$1,471,616 proposes a program that includes two main objectives and several activities. The primary objective of this project is to increase the number of credentialed school-based mental health services providers by implementing strategies targeting recruitment and retention of these providers. In addition, the district aims to increase the number of credentialed school-based mental health services providers who are from diverse backgrounds or from the East County San Diego, La Mesa-Spring Valley community. In addition to the new Coordinator of Mental Health Wellness, eight school counselors and seven school social workers will be hired, totaling 15 additional credentialed mental health services providers working within LMSV schools.

Northwest Arctic Borough School District's (AK) \$711,279 submits OYVF to meet the Absolute Priority and Competitive Preference 2. OYVF serves one LEA, NWABSD, which consists of 11 sites (12 schools) and currently serves 1940 students Pre-K – 12th grade. NWABSD in an established partnership with Maniilaq Association, a non-profit corporation that represents the 12 federally recognized tribes located in Northwest Alaska. Maniilaq manages social and health services for the people within Northwest Arctic Borough. The partnership provides Maniilaq direct access within the schools to the students, families, and communities. The outcomes (over the 5-year grant period) as outlined in the objectives will increase the number of credentialed health services counselors from diverse backgrounds or from the communities served by 25%, will increase the number of school counselors and decrease the student/counselor ratio, increase school counselor retention rate, and will refine our partnership with Maniilaq Association if successfully awarded. The outcomes over the 5-year grant period as outlined in the objectives will annually increase the amount of contact time school counselors have with students by decreasing the student/counselor ratio; increase positive perceptions of student as measured on the annual Connectedness Survey on student respectfulness to each other, helpfulness to each other, school safety, building and use of SEL skills in self-awareness, social awareness, self-management, relations skills and good decisions making; decrease observations of students engaging in delinquent school behaviors; and decrease students observing at-risk behaviors in students.

Santa Clara County Office of Education (CA) \$1,694,164 seeks to implement the Santa Clara County School Behavioral Health Workforce Pipeline. The Santa Clara County School Behavioral Health Workforce Pipeline is a collaborative partnership led by the Santa Clara County Office of Education (SCCOE) with fourteen Santa Clara County school districts with high need schools (Alum Rock Union Elementary, Campbell Union, Campbell Union High, East Side Union, Evergreen Elementary, Franklin- McKinley Elementary, Gilroy Unified, Luther Burbank, Milpitas Unified, Moreland, Morgan Hill Unified, Mount Pleasant Elementary, Mountain View Whisman, San Jose Unified). The consortium is seeking funds to create a school behavioral health workforce pipeline to support the mental and emotional health needs of youth in high needs community schools in Santa Clara County. The goal is to create a workforce pipeline that will recruit and retain diverse school-based mental health professionals

to provide integrated support and family and community engagement at high need community schools.

Independent School District No. 535 (MN) \$228,427 proposes to address the increase of student mental health needs by expanding the number of eligible school-based mental health (SBMH) providers in the local area. The project parameters are multifaceted. First, the project will fund recruitment and retention efforts for credentialed mental health staff over the next 5 years by providing scholarships, district internship placements, and ongoing supervision to incoming masters level social work students at Winona State University which enhances the pool of highly specialized mental health providers in our community. Preference for scholarships will be given to those individuals who are from diverse backgrounds (Competitive Preference Priority #2). Scholarship applicants do not need to be a current Rochester Public School employee; however, this is highly desired. Up to thirty scholarships will be awarded during the 5-year project. For those individuals who are current employees, this project will allow them to maintain their current employment status and wages while fulfilling university degree requirements. Finally, the project will also provide scaffolded funding for the addition of at least four state credentialed school social work staff over five years (approximately a 10% increase from current year) before total district responsibility for additional positions is absorbed (Absolute Priority #2). Increasing staffing in this way will move the district closer to the professional recommendation of 250:1 student to school social worker ratio from the current baseline of 414:1. Scholarship recipients will be prioritized in the hiring process for new positions, supported upon hire by peer mentors, and will receive required clinical social work supervision to increase the retention of staff providing valuable mental health services to students.

Lynchburg City Schools (VA) \$1,786,893 proposes to increase the number of highly qualified social workers, board certified behavior analysts, registered behavior technicians, and restorative counselors credentials as QMHP-C to serve. The project seeks to increase student access to mental health providers. Midterm Outcomes: Decrease the turnover for our mental health providers increasing the level of experience and sustained relationships. Decrease the number of student self-harm incidences, mental health crisis incidences, and absences. Long-Term Outcomes: Established a sustainable and high-quality mental health care support system that meets the unique needs of Lynchburg City Schools. This project seeks to serve Lynchburg City Schools, serving 7,856 students and hiring fifteen (15) school-based employees and eleven (11) contracted agency staff.

Bering Straits School District (AK) \$857,202 seeks to implement the COunSeling Training And Recruitment Project (COSTAR) project. We engage in a partnership with five selected universities that grant school counseling degrees to develop and implement a “feeder”, or transition, program to supply the Bering Straits School District with school counselors. At the same time, we grow the numbers of counselors available to us by recruiting and respecializing counselors working in non-school settings. Finally, we enhance our school counseling materials by including culturally- and community-relevant content. This project includes recruitment of people in the process of obtaining their school counseling degree, and activities that increase the chance they will retain employment once hired. The project also proposes retraining for educators in the district who would like to become school counselors, and respecialization of non-school counselors, such as those working in social service agencies, to become school counselors. Proposed project seeks to serve students in very diverse communities, with 98% of the inhabitants being Inupiat, Yup’ik or Siberian Yup’ik Alaskan Native. In addition, we have a Demonstrated Need in the area of mental and behavioral health,

as students live in communities with high incidences of violence and substance abuse and where inadequate or non-existent behavioral health assets prevails.

Board of Education of the City of Chicago, District 299, Chicago Public Schools (IL) \$3,000,000 seeks to increase the district's capacity to serve our students through expanding 1) efforts to recruit, and thus increase, its pool of credentialed school-based mental health services providers; and 2) resources to retain our current talented cadre of providers. Although Chicago Public Schools (CPS) has a broad range of school-based mental health providers, this grant proposal will focus on three providers: 1) school social workers; 2) school psychologists; and 3) school counselors.

Southwest Arkansas Educational Cooperative (AR) \$585,528 proposes to launch a school-based mental health initiative. Over five years, SWAEC will create a Help Team to reinforce the regional workforce of mental health support professionals in rural, southwestern Arkansas, which will include recruiting 8 credentialed mental health personnel, retaining 75% of newly hired personnel, providing financial incentives to increase competencies of 90% or more mental health professionals to complete training in Mental Health First Aid. The result will be more mental health personnel who are less transient and better equipped to meet the specific needs of rural, Arkansas students. This initiative will serve an estimated 11,000 or more students.

Northern Humboldt Union High School District (CA) \$866,861 proposes the Redwood Coast School- Based Mental Health Service Grant (RC) to support and expand the recruitment of diverse, local candidates to train and credential as mental health service providers across 20 high-needs schools serving approximately 3,500 PreK-12 students. RC will dramatically increase the number of full-time, permanent, credentialed, school-based mental health services providers in LEAs with demonstrated need by ~20, nearly doubling the current numbers of MHSPs and decreasing the current above-average ratio of MHSPs to students in those schools. The project will focus on "growing leaders from within", recruiting from our diverse, local communities hit hardest by COVID, generational poverty, and above-average adverse childhood experiences (ACEs), and focusing on candidates that wouldn't otherwise have the financial means to afford the cost of attending our local university, Cal Poly Humboldt, to receive a degree. This effort includes retention-related financial incentives to cover university costs and paid MHSP-Technician positions in local schools, supporting active MHSPs with additional financial support, and experiences supporting mental health services in their school and community.

Ingenuity Prep Public Charter School (DC) \$531,287 proposes a project that will achieve the following goals: Goal 1: Increase the number of credentialed school-based mental health providers hired and retained to serve students at Ingenuity Prep (Absolute Priority 2) while increasing the diversity, and cultural and linguistic competency, of school-based mental health services providers (Competitive Priority 2). Goal 2: Provide prevention, early intervention, and clinical services to Ingenuity Prep and foster an identity-safe school-wide environment and activities that promote behavioral wellness and foster resilience using a Multi-Tier Support System (MTSS) framework.

Region 06 West Cook ISC 2 (IL) \$2,189,227 proposes a project that focuses on the two competitive priority areas and has an additional two areas of focus to be implemented over a five-year period that includes short- and long-term program outcomes. Within the first 3 months, we will secure immediate access to support for students and families through online platforms and mobile providers. We will then work in partnership with the districts, local higher

education institutions and statewide associations to build and foster cohort and intern programs that seek to recruit a diverse population of candidates to work in the identified areas, including a paraprofessional to mental health professional pipeline. We anticipate being able to hire 12 of providers over the course of the grant life. Recognizing that retaining is as important as recruiting, we will provide funding to current practitioners to assist in continuing education credit, trauma or other certifications, and incentives such as bonuses for continual commitment. Lastly, we will focus on establishing a centralized school-based health center that will provide full access to wrap around services and will be accessible to students and families during peak and non-peak hours.

Central Region Educational Cooperative (NM) \$398,444 seeks to launch a school-based mental health initiative. Over five years, CREC will create a Help Team to reinforce the regional workforce of mental health support professionals in rural, central New Mexico, which will include recruiting 8 credentialed mental health personnel, retaining 75% of newly hired personnel, providing financial incentives to increase competencies of 90% or more mental health professionals to complete training in Mental Health First Aid. The result will be more mental health personnel who are less transient and better equipped to meet the specific needs of rural, New Mexico students who are primarily Native American and Hispanic. This initiative will serve an estimated 5,000 or more students.

Douglas Education Services District (OR) \$2,236,382 proposes a project to expand Douglas Education Services District's Grow Your Own Program to eliminate barriers for professionals interested in becoming trained or retrained as a school based mental health provider. This innovative approach would integrate classroom learning with real-world experience by funding the graduate education and simultaneous employment of a diverse cohort of up to 15 clinical mental health students to serve youth throughout 13 the school districts within the Douglas ESD service area. With an emphasis on increasing diversity and wellbeing, this model lends to our goals of reducing system and professional overwhelm and rendering services that are individualized and culturally relevant. This project seeks to reduce overwhelm and increase wellbeing throughout the social ecology; increase representation of BIPOC & LGBTQ+ behavioral health clinicians; and increase behavioral safety and wellbeing for marginalized and underrepresented students. The project will increase the number of credentialed school-based behavioral health services providers serving students 3,575 students and improve the likelihood that credentialed behavioral health service providers stay in their position over time.

Greater Amsterdam School District (NY) \$532,500 proposes to hire six additional staff to support its school-based mental health program. These staff will include two psychologists, a counselor, a social worker, a Student Engagement Counselor, and a Mental Health Services Coordinator. Goals/outputs for the Greater Amsterdam School District (GASD) program over the course of the five-year grant period include reducing behavioral referrals by 20%, reducing the number of students classified by the district as high-risk for mental health concerns, decreasing chronic absenteeism by 15%, decreasing average mental health appointment wait times by 25%, and increasing graduation rates for the primary target groups by 5%. These outputs contribute to an overall outcome of increasing student engagement and a healthy learning environment for all students. The program will be open to all of the district's 3,586 students but will focus specifically on engaging and serving the following target groups: Hispanic/Latino students (50% of student body), English Language Learner students (7%), students with disabilities (16%), students who are chronically absent (44.75%), economically disadvantaged students (73%), and students who have been subject to repeated disciplinary referrals (9%). GASD will strive to fulfill Competitive Preference Priority 2 through hiring practices that offer priority points to diverse candidates, as well as through targeted job

postings, relocation stipends, and sign-on bonuses.

Waxahachie Faith Family Academy (TX) \$707,532 proposes to implement The Faith Family Academy School-based Mental health Awareness, Access, Response and Training (SMAART) Initiative to significantly increase the number of credentialed, school-based mental health providers (Absolute Priority 2) by leveraging multiple collaborative partnerships with highly-qualified, credentialed school-based mental and tele-mental health providers to improve recruiting and retention efforts, especially credentialed mental health providers from culturally- and linguistically-diverse backgrounds (Competitive Priority 2) for almost 2,800 students at 2 high-poverty, high-minority campuses at Faith Family Academy, an LEA with demonstrated need. Using research-based strategies and Logic Model, the FFA SMAART Initiative will expand and enhance an existing Multi-Tiered System of Support (MTSS) to: 1) Enhance protective/preventive factors & resilience (life skills and connectedness) (PBIS/SEL; District-Funded); 2) Provide Early Intervention (identifying those at risk and increasing help seeking) (Awareness & Training/Grant-Funded); 3) Dramatically increase availability and access to credentialed mental health care services (school-based and tele-mental health services) (Access & Response-Grant-Funded); and 4) Provide Environmental safety (Safety & Security/Emergency Operations Plan; District-Funded).

CORE Educational Cooperative (SD) \$205,692 proposes to implement Short-Staffed to Success: Making a Difference for Kids. The project objectives are 1) Recruit two new practicum students, internship students, or two licensed school psychologists each year for two years, and recruit one practicum student, internship student, or licensed school psychologist each year for three years, at two cooperatives, for a total of fourteen new candidates in five years and 2) sustain our programs by retaining the two licensed school psychologists employed at each site and retaining fourteen new candidates. Short-Staffed to Success proposes the following activities to meet those objectives: 1) Increase our recruiting visibility by attending in-person and online career fairs, advertising nationally, and recruiting current school psychology graduate students to complete their practicums/internships with CORE/JVEC. 2) Increase our recruiting and retaining efforts by offering financial incentives for tuition support, student loan repayment, paid internships, mentoring support, signing bonuses, retention bonuses, national certification stipends, stipends for leadership opportunities, travel costs, etc. The intended project outcome for Short-Staffed to Success: Making a Difference for Kids is to recruit, retain, and sustain eighteen school psychologists, reduce our ratio of students to psychologists, and offer more in-depth services to our schools and students.

North Carolina Department of Public Instruction (NC) \$2,373,740 proposes to leverage School-Based Mental Health (SBMH) Services Program funds to support an increase in the number of licensed SBMH providers in six districts with demonstrated need. Project FAST will serve 6 LEAs with demonstrated need. Over the 5-year project period, 30 SBMH providers will be hired, serving approximately 73,000 students. The Project Further Access to Support Teams (Project FAST) initiative will pursue the following impactful objectives. Objective 1: Increasing the number of highly qualified and skilled school counselors, school social workers, and school mental health clinicians, to better serve students and families in six LEAs by offering incentives and trainings that promote recruitment, respecialization, and retention. Objective 2: Train LEAs, SBMH providers, and SBMH provider candidates utilizing evidence-based, culturally responsive, and inclusive mental health intervention strategies, programs, and protocols. Projected outcomes from these activities will be an increased pipeline of SBMH providers who implement effective multi-tiered SBMH services through coordinated teaming frameworks, increased capacity to provide quality SBMH interventions, decreased symptoms of mental illness and improved school and classroom climate.

Greenfield-Central Community School Corporation (IN) \$285,000

The Greenfield-Central Community School Corporation (GCSC) SBMH Project will be a community- wide approach to improve mental health and educational outcomes. As part of this proposal, GCSC will hire two additional SBMH professionals and retain two positions over the life of the grant, increasing the number of SBMH providers serving our target population of all enrolled Preschool-12th grade GCSC students and expanding our current SBMH programming. Proposed activities include hiring and recruitment of new staff, incentives, and efforts to retain those staff, expanding current SBMH services to early learning and special education populations, and maintaining our partnerships with a local IHE to support recruitment of a diverse candidate pipeline. Our ultimate program goals are to increase the number of SBMH providers, improve our student-to provider ratios to align with national recommendations, retain the SBMH providers and improve their job satisfaction, and increase the number of students receiving direct mental health support.

Cutler-Orosi Joint Unified School District (CA) \$2,999,259 The Cutler-Orosi Joint Unified School District (COJUSD), in collaboration with Monson-Sultana Joint Union Elementary School District (MSJUUSD), has created the Cutler-Orosi, Monson-Sultana Mental Health Service Program (COMS- MHSP). These two local education agencies (LEA) are home to approximately 4,390 students. The service area of these two districts is predominately rural and low-income. Once funded, this program will increase the number of school-based mental health service providers by 24. This increase in mental health services will directly impact the 4,390 students and their parents or guardians who call the COMS-MHSP service area home. Once operational, the COMS-MHSP will (1) Increase the number of new credentialed school-based mental health service providers, (2) Decrease the attrition rate of all credentialed school-based mental health professionals (SMHP), (3) Increase the retention rate of credentialed SMHP, (4) Decrease the ratio of students to SMHP, (5) Increase the number of unduplicated students who received school-based mental health services in each year of the project, (6) Increase the number hours of school-based mental health services provided to students, (7) Increase the diversity of credentialed SMHP, (8) Decrease school disciplinary referrals, (9) Increase students' school connectedness, (10) Decrease suicidal ideation, (11) Reduce truancy, and (12) Sustain effective components of the COMS-MHSP after federal funding ends.