

FY 2025

Mental Health Service Professional Demonstration Grant Abstracts

Oklahoma State Department of Education (OK) \$7,490,653 Project RESPECT (ReSpecialize; RePurpose, ReEducate, ReCruit, ReTain) will expand and strengthen Oklahoma's school-based mental health workforce. By combining recruitment, re-specialization, and professional development strategies, Project RESPECT will reduce student-to-psychologist ratios, increase access to mental health services, and build sustainable, data-driven MTSS infrastructure across Oklahoma schools. This initiative positions the state to meet its long-term goals for equitable mental health support, early intervention, and workforce expansion in high-need and rural districts.

N.C. Department of Public Instruction (NC) \$4,809,876 This project will increase access to mental health services by deploying licensed school psychologists and clinicians across all partner divisions; build workforce capacity through university partnerships, regional internships, and "grow-your-own" training pipelines; implement a multi-tiered system of supports (MTSS) that integrates early identification, targeted intervention, and crisis-level care; provide outreach and telehealth access; and develop long-term sustainability through Medicaid billing systems and cost-sharing agreements among LEAs.

American Samoa Department of Education (AS) \$1,634,791 The American Samoa Mental Health Services Professional Demonstration Grant (ASDG) is a four-year initiative led by American Samoa Department of Education in partnership with Chaminade University Education Specialist in School Psychology (Ed.S.) program. This initiative will address the critical shortage of school psychologists serving 9,086 students across 29 schools in American Samoa. ASDG will achieve a 649:1 student-to-school psychologist ratio by fall 2029 with 14 credentialed school psychologists serving students. The two hired school psychologists will provide early intervention and intensive services beginning in Year 1, with graduate students progressively serving more students as they gain skills and complete practicum and internship requirements. Services will scale from 140 students in Year 1 to 840 students in Year 4, including 100-600 students receiving early intervention services and 40-240 students receiving intensive mental health services annually. ASDG will also provide professional development.

Nevada Department of Education (NV) \$5,000,000 The Nevada Department of Education (NDE), in partnership with the Nevada System of Higher Education (NSHE), including the University of Nevada, Las Vegas (UNLV), the University of Nevada, Reno (UNR), and Nevada State University (NSU), proposes a statewide initiative to address Nevada's critical shortage of credentialed school psychologists in high-need and rural

Local Education Agencies (LEAs). With a current student-to-school psychologist ratio of 1:1,912, this project will expand preparation, placement, and retention systems through coordinated SEA leadership and will strengthen Nevada's higher education infrastructure. UNLV will double annual graduates through the NVForward apprenticeship model; NSU will pursue NASP accreditation and expand recruitment in rural areas; and UNR will launch Pathways to Practice Nevada (P2P-NV), establishing a new Ed.S. program serving Northern and rural Nevada.

Illinois State Board of Education (ISBE) (IL) \$3,646,172 ISBE, through a partnership with Western Illinois University, aims to expand mental health service professional capacity across multiple high-need local education agencies (LEAs) in Illinois. This will be achieved by increasing training of MHSP and graduate students in high quality service delivery; expand the capacity of high-need LEAs to address shortages of school psychologists; and increase the number of credentialed school psychologists available to deliver early intervention mental health services and intensive mental health services in high-need LEAs. This project will provide support, mentoring, supervision, re-specialization opportunities, and financial supports with service obligations to credentialed School Psychologists. The project seeks to train at least 170 School Psychologists and trainees, support the placement of 150 School Psychology graduate students in high need LEAs, expand 20 new School Psychologists with a 70% retention rate, and partner with at least three accredited School Psychology training programs to ultimately increase the capacity and lower the School Psychologist to student ratios.

Maryland State Department of Education (MD) \$3,061,397 The Maryland School Psychologists School Mental Health Advancement and Readiness Training (SMART) Program is a partnership between the Maryland State Department of Education (MSDE) and the University of Maryland School of Medicine (UMSOM) to address the shortage of credentialed school psychologists in high-need local education agencies (LEAs). The program expands the pipeline of qualified professionals by recruiting and training three cohorts of school psychology graduate students from the University of Maryland, College Park; Towson University; and Bowie State University. The SMART Program will produce 24 highly qualified school psychologists over a four-year period to work directly in high-need LEAs and address Maryland's critical shortage of school psychologists. Participants will receive tuition support, stipends, supervision, mentorship, and professional development to reduce barriers to credentialing and employment. Expected outcomes include increased enrollment and retention in school psychology programs, higher certification and placement rates in high-need LEAs, and improved student-to-psychologist ratios. The program will strengthen schools' capacity for early identification and intervention for student mental health needs.

Nebraska Department of Education (NE) \$4,999,780 The purpose of this project is to expand the number of certified and licensed school psychologists training in comprehensive school mental health programming in rural and urban high-need LEAs, and to improve the infrastructure of high-need LEAs to build comprehensive

programming. The grantee will attract school psychology trainees to internship and fellowship training programs with placement sites in high-need schools and provide professional development for educators to increase capacity for supporting student wellbeing.

Arizona Department of Education (AZ) \$4,000,000 The Arizona Project CAN (Coconino County ESA, Arizona Department of Education, and Northern Arizona University) is designed to prioritize urgent youth mental health needs throughout northern rural Arizona communities. This program will develop sustainable mental health systems to support Arizona LEAs with the identification/screening, assessment, referral, and provision of school-based mental health services for students with mental health needs, therefore improving student mental health and academic outcomes. This project will also seek to increase the capacity of new credentialed school psychologists in high-need local education agencies (LEA) to provide evidence-based early intervention and intensive mental health services to students in need, and the number of trained in-service school psychologists currently employed in high-need LEAs within Coconino County.

New Jersey State Department of Education (NJDOE) (NJ) \$5,000,000 NJDOE proposes the School-Based Mental Health Professionals - Demonstration Grant to expand the pipeline of qualified school psychologists in high-need Local Education Agencies. NJDOE will partner with Rutgers University and Kean University to recruit, train, and place graduate-level school psychology candidates in high-need LEAs statewide. The project will fund paid practicum, externship, and internship placements, reimburse supervisors for mentorship, and provide tuition assistance for advanced study to expand the number of credentialed psychologists eligible to supervise future candidates. These coordinated efforts will strengthen access to early-intervention and intensive mental health services across the state. Professional learning developed through the initiative will be delivered statewide through NJDOE's PD4Me New Jersey virtual platform. By the end of the grant period, the project will train at least 200 candidates, place 80 in high-need LEAs, and increase the number of credentialed school psychologists in those districts by at least 30.

Hawaii State Department of Education (HI) \$4,026,980 Project Ho'okumu Pa'a is a four-year demonstration grant designed to resolve the critical shortage of credentialed school psychologists in the high-need, rural Honoka'a Kealakehe Kohala Konawaena (HKKK) and Ka'ū-Kea'au-Pāhoa (KKP) complex areas on Hawai'i Island. This project will build a sustainable, systemic workforce pipeline by implementing three core strategies: (1) Establishing a Hard-to-Fill-Rural (HTFR) Workforce Incentive Program to attract and retain qualified professionals; (2) Funding a "Boomerang" intern pipeline to place graduatelevel school psychology interns in target schools annually; and (3) Creating an innovative Respecialization Certificate Program to upskill existing HIDEOE mental health staff. The Respecialization Program will be delivered in two 2-year cohorts, each with 10 members, for a total of 20 new school psychologists. Cohort 1 will

be funded from Year 2 to Year 3, and Cohort 2 will be funded from Year 3 to Year 4, creating a continuous flow of qualified candidates into the workforce.

Alternative Education Grant (Calhoun, Greene, Jersey, Macoup) (IL) \$4,890,675

The Regional Office of Education #40 (ROE40), through a partnership with 31 high need LEAs in rural communities within the southern portion of the state and all accredited School Psychology training programs, will focus on placing graduate students and re-specializing graduate students in high need LEAs. ROE40 will provide training, expand the number of School Psychologists in training, and expand the number of School Psychologists serving high need students within high need LEAs in southern Illinois.

Medical Lake School District (WA) \$3,514,742 The project establishes a Partnership between MLSD and ESD 101 (LEAs) in NE WA State and UW to train and place school psychology graduate candidates into high-need LEAs to complete their internships and to work as credentialed school psychologists in the same LEAs. This project will increase the number of school psychologist MHSPs from the highly accredited UW School Psychology Program to serve student needs in the ESD 101 region, including Medical Lake School District (MLSD). MLSD is central to this Partnership because of its unique position as an established mental health training hub within ESD 101. School psychology students from UW will matriculate into MLSD and high-need LEAs within ESD 101 to extend their school-based mental health training as part of an internship, after which they will continue employment for at least two years as certified school psychologists throughout the ESD 101 region.

Fulton County Board of Education (FCS) (GA) \$1,982,051 FCS, serving over 86,000 students in metro Atlanta, will implement Project Launch: Igniting Careers in School Psychology, Transforming Schools, which aims to build a sustainable pipeline of qualified school psychologists through strategic partnerships with high schools and universities, while enhancing professional development and service delivery. FCS will improve the district's school psychologist to student ratio of 43:2000 by expanding practicum and paid internship opportunities in high-need schools through partnerships with University of Alabama, Georgia State University, and University of Georgia. The district will launch a Mental Health Leadership Cohort with embedded micro-credentialing for staff, expand a Mental Health Professional pathway for high school students, and establish a youth advisory board to promote wellness and peer engagement. By 2029, FCS aims to reduce the psychologist-to-student ratio to 1:1,698, increase the number of practicum students 12 per year, grow the number of interns to 7 per year, and improve intern-to-hire conversion to 43%. FCS will deepen collaborations with partner institutes of higher education to ensure consistent placement of practicum and intern students. The district will incentivize supervision through stipends and integrate successful strategies into its long-term budget.

Morgan Hill Unified School District (CA) \$721,473 Morgan Hill will improve the district's capacity to train and place school psychology graduate candidates into high-need elementary and middle schools. The district will forge new partnerships with universities, competitive placement stipends for interns. The project will also provide professional development and mentorship from the district's full-time School Psychologists and Community- Based Organizations. The district will recruit and retain at least five additional interns who are in the final stages of completing a degree and obtaining a license or certification as a credentialed School Psychologist.

Special School District No. 1 Minneapolis Public Schools (MN) \$4,531,771 Through Project SPARK, Minneapolis Public Schools (MPS) will support the district's approximately 30,000 students by increasing access to school psychologists who provide a full continuum of mental health services, from early to intensive intervention. In partnership with the University of Minnesota School Psychology Program, Project SPARK will strengthen workforce capacity and enhance the quality and reach of mental health supports. Using a four-phase capacity-building and workforce development model, the project will increase the number of fully qualified, credentialed school psychologists capable of expanding the capacity of high-need LEAs through enhanced implementation of multi-tiered systems of support (MTSS) for youth mental health. This goal will be achieved through twelve paid MHSP graduate assistant (GA) positions per year, each providing 20 hours per week of mental health services in high-need schools, and three paid MHSP internship positions per year, to further expand the pipeline of qualified professionals.

County of Yakima 200 School District (WA) \$4,000,000 The Yakima Valley School Psychology Consortium (YVSPC), led by Grandview School District, will expand the pipeline of school psychology graduate candidates by providing stipends, tuition assistance, and supervised practicum placements within seven rural, high-need LEAs; increase the number of credentialed school psychologists available to provide early intervention and intensive mental health services in schools with the greatest shortages; strengthen rural retention by developing locally rooted practitioners who commit to serve at least two years in participating LEAs; and enhance capacity and sustainability by creating a coordinated school-based mental health partnership among Eastern Washington University, Central Washington University, and the consortium LEAs.

Independent School District #9 Tulsa County OK (OK) \$3,733,586 INSPIRE will support three annual cohorts of OSU school psychology students (5 per cohort), providing tuition waivers, stipends, supervised practicum experiences, and training aligned with a Multi-Tiered System of Support (MTSS). Trainees will complete a minimum of 900 practicum hours and 1,200 internship hours in high-need schools, with a service commitment to Oklahoma LEAs upon graduation.

The School Board of Broward County, Florida (FL) \$1,250,000 Broward's PATH Forward (Psychologist Advancement and Training Hub) expands the pipeline of credentialed school psychologists within Broward County Public Schools (BCPS). Over 48 months, Broward's PATH Forward will support three BCPS employees through graduate program completion and certification, fund 23 full-time school psychology interns, and provide certification exam support for all participants. The project will result in 26 total certifications, a 25 percent increase in schools served by trained school psychology personnel, more than 20,000 hours of student mental health services, and the employment of 15 to 20 new school psychologists within BCPS by the end of the grant period. Primary activities include executing university partnerships, providing tuition support, funding intern stipends and supervision, supporting certification exams, and embedding sustainability within BCPS's Human Resources.

Milwaukee Board of School Directors (WI) \$5,000,000 Milwaukee Public Schools (MPS) proposes the Milwaukee SBMH Collaborative to strengthen the school-based mental health workforce serving over 65,000 students across 153 schools. The project will expand and sustain a local training and hiring pipeline by partnering with two institutions of higher education: Alverno College and the University of Wisconsin–Madison (UW) to prepare, place, and retain qualified school psychologists in high-need schools. By the end of the four-year project period, the Milwaukee SBMH Collaborative will train at least 24 school psychology graduate students through MPS field placements, complete a cumulative total of 56 practicum and internship placements, hire at least five graduates as full-time MPS school psychologists, and establish a permanent, district-managed training pipeline and supervisory system that can be sustained beyond the grant period.

Northern Humboldt Union High School District (CA) \$4,999,138 The Northern California Rural Mental Health Service Professional Demonstration Grant (NC) is a four-year initiative led by Northern Humboldt Union High School District in partnership with Del Norte, Humboldt, Siskiyou and Trinity County Offices of Education and Cal Poly Humboldt School Psychologist Program to train school psychologists for rural, high-need schools. NC will establish sustainable MTSS infrastructure and demonstrate improvements in student engagement, chronic absenteeism, suspension rates, and academic outcomes. Sustainability plans will identify funding sources including Title I/IV, Community Schools, LCFF allocations, and Fee Schedule billing.

Dickson County Schools (TN) \$2,472,800 Dickson County Schools proposes the Grow Your Own (GYO) School Psychologist Program to remove the financial and structural barriers that prevent current educators from earning advanced credentials in school psychology. By building a local pipeline of trained professionals, Dickson County Schools will strengthen mental health supports, improve access to early interventions, and promote student success across the district. A cohort of current Dickson County Schools educators will earn graduate-level credentials in school psychology while maintaining paid employment as district Assessment Specialists. The Dickson County

Schools model integrates employment, education, and mentorship to make advanced credentials attainable for practicing educators.

Ashe County School District (NC) \$2,809,109 Ashe County Schools will build on the success preparing SMH providers to support two rural Appalachian school districts in Alleghany and Ashe counties. In addition to training school psychology students, they will provide training to build staff capacity to collaborate with school psychologists to support youth referrals to early intervention or intensive services.

Region One Education Service Center (TX) \$4,790,545 Region One Education Service Center (Region One) proposes a Rural Mental Health (RMH) – Project Advance! to serve 15,975 students in 5 high-need LEAs. Project Advance! will implement a strategic, comprehensive proven evidence-based Mental Health Career Pathway (MHCP) focused on training, placing and hiring credentialed school psychologists within high-need rural LEAs. Region One will implement the MHCP in partnership with 2 Institutions of Higher Education, and key partners to offer practicum, internships, field work, credit hours, or related training applicable for degree or credential to recruit and onboard school psychologists (10 and increased 2 each year after), train LEAs educators to support, increase highly-skilled, prepared and credentialed school psychologists through field work and credit hours; support best clinical approaches, behavioral and mental health skills development through technical assistance and professional development; internships/practicum placement, effective screening, assessment, early intervention, and intensive mental health services for students with high-risk mental health needs that limit school engagement.

Jersey City Public Schools (NJ) \$4,994,241 Jersey City Public Schools' (JCPS) Project STARR will implement a dual-focused school psychology training practical and internships to prepare school psychology graduate trainees to deliver early and intensive MH services in addition to school psychology competencies. Project STARR has three goals: (1) Increase the capacity of available JCPS school psychologists delivering MH services by implementing a dual-focus school psychology training program; (2) Increase the number of newly hired credentialed school psychologists available to deliver early intervention MH services and intensive mental health services in JCPS; and (3) Trainees will provide evidence-based early intervention and intensive mental health services to students through their practicums.

Madison Metropolitan School District (WI) \$1,935,457 The Madison Metropolitan School District (MMSD) will increase the number of school psychologists by partnering with the University of Wisconsin (UW)–Madison to recruit, train, and hire school psychologists to work in this high-need local education agency and engage in early intervention and intensive mental health services. This project will support 10 school psychology graduate students in each of the four years of the project, who will complete their practicum and internship training in MMSD (40 new school psychologists over the

four-year grant). Upon graduation, these school psychologists will be required to complete two years of service in a high-need local education agency, addressing the shortage of school psychologists.

Richland-Bean Blossom Community School Corporation (IN) \$2,914,053 The Richland-Bean Blossom (RBB) Community School Corporation will implement The SEEDS Project: Strengthening Early Childhood Emotional Development in Schools, a project designed to address the shortage of credentialed school psychologists in a high-need LEA.

Duval County Public Schools (FL) \$4,812,632 Duval County Public Schools (DCPS) will partner with universities to increase the number of graduate student interns and practicum students placed in Duval County by 50% and assist in the development of local and regional training programs. This project aims to increase the number of credentialed school psychologists working in the district by at least 15% and reduce attrition rates by 3% (from 9% to 6%) over 4 years.

Atlanta Public Schools (GA) \$2,900,415 The Atlanta Public Schools CARE: Counseling, Assessment, and Response to Emotional-Behavioral Needs project aims to partner with Georgia State University (GSU) to continue to recruit, train, and retain school psychologists prepared to work in high-need LEAs and deliver early intervention and intensive mental health services for youth. Throughout the grant, they will focus on expanding the capacity of high-need LEAs to address shortages of school psychologists and increasing the number of credentialed school psychologists available to deliver early intervention mental health services and intensive mental health services. Through the partnership, students will receive a graduate assistantship, tuition waiver, and professional development support. They will also engage in additional coursework focused on preparing school psychologists to provide mental health services in a high-need district. Current APS school psychologists will engage in ongoing professional development opportunities to increase their capacity to engage in direct mental health interventions and supports.

Green Hills AEA (IA) \$2,881,480 The proposed project, entitled Grow Your Own School Psychologists: Decreasing Shortages in Rural Iowa, will train additional school psychologists within a nationally approved school psychology program to decrease the delay of, and improve access to, mental health services in high need and rural areas of Iowa. The proposed innovative partnership between seven of Iowa's Area Education Agencies (AEAs) and the University of Northern Iowa's (UNI) School Psychology Program will bring more mental health supports and services to students of rural Iowa by implementing a "grow your own" school psychology program. The program is built upon lessons learned from a six-year implementation and study of an Iowa grow your own school psychologist initiative. This program will allow bachelor's level and master's level educators living and working in these areas to complete their Specialist in Education (Ed.S.) degree in School Psychology part-time through UNI while continuing

to work full-time either in their current position or in a position in their AEA. Students will receive financial support throughout the program and will commit to working at the AEA in their home region for three years after graduation.

Gwinnett County Public Schools (GA) \$2,217,035 Gwinnett County Public Schools (GCPS) serves over 181,000 students across 142 schools each year and employs 74 full- or part-time school psychologists. This project includes paid internships for school psychology graduate students, stipends for psychologists providing mentoring and supervision to interns and practicum students, and service scholarships for future school psychologists with preference given to current/former employees as part of our Grow-Your-Own approach to recruitment. GCPS is partnering with rural LEAs in northern and northeast Georgia to support the professional development of their intern supervisors, including service scholarships to assist with recruitment of interns, increasing their applicant pool. This project includes: (1) a selective, university pipeline placing 56 school psychologists in internships or practicums across four cohorts; (2) capacity-building for all school psychologists on best practices in delivery of early intervention and mental health services; and (3) expansion of induction support for novice school psychologists through professional development and mentoring. Through collaboration with multiple universities in the southeast (e.g., Georgia Southern, University of Georgia and Florida State University), we plan to provide high-quality internship experiences for school psychologists and expanded mentoring and induction support for novices.

Del Valle Independent School District (TX) \$6,531,913 The Advancing School Psychologists through Competency, Experience, and New Development (ASCEND) program lead by Del Valle Independent School District (DVISD) creates a mental health partnership with the University of Texas at Austin (UT) to train and retain school psychologists. The program will prepare multiple cohorts of school psychology trainees to provide evidence-based mental health services in high need LEAs; assist trainees with graduation and licensure requirements; (3) create additional staff positions; and (4) increase the service capacity of DVISD school psychologists to use evidence-based early intervention and intensive mental health services.

The School Board of Miami-Dade County, FL (FL) \$4,000,000 Miami-Dade County Public Schools' (M-DCPS) Project HOPE-SP (Holistic Opportunities for Preparation and Excellence in School Psychology) will increase the number of credentialed school psychologists through a school-based mental health partnership with a nationally accredited school psychology program. The program will provide coursework and training through collaborative projects and monthly workshops on evidence-based assessment and intervention practices. The collaborative partnership allows for capacity building, namely recruitment and retention of school psychologists, enhancing field experience using evidence-based practices, and strengthening access and delivery of mental health interventions in 257 high need schools that serve 170,058 students. The project will support 34 graduate students in School Psychology who will receive

mentorship, financial support, and specialized training in multi-tiered systems of support and implementation of mental health interventions.

Education Service Center, Region 20 (TX) \$3,733,074 The Education Service Center, Region 20 (ESC-20), in partnership with Abilene Christian University (ACU), proposes Project HARVEST (Helping Access (in) Rural (schools) Via Expanding School (psychologists) Trained). HARVEST addresses the critical shortage of licensed school psychologists (LSPs) in Texas and the resulting decreased access to school-based mental health (SBMH) services, particularly in rural and high-need local education agencies (LEAs). The project seeks to build a sustainable workforce pipeline by retraining existing educational professionals to become LSPs through ACU's Certificate of Advanced Graduate Studies in School Psychology program. The proposed project will (Plant) recruit and enroll existing school personnel from high-need LEAs into a retraining program providing tuition support and mentorship to reduce financial barriers, (Cultivate) place trainees in practicum and internship settings within high-need schools under high-quality, site-based supervision to build competencies in early intervention and intensive mental health services, and (Harvest) transition graduates into full-time employment as LSPs in high-need LEAs. The project integrates evidence-based training, layered supervision models, and comprehensive program evaluation to ensure fidelity and sustainability.

Bartholomew Consolidated School Corporation (IN) \$2,194,160 The Bartholomew Consolidated School Corporation (BCSC) will increase the number of credentialed school psychologists available to deliver early intervention mental health services and intensive mental health services in high-need LEAs. The school psychology graduate candidates will be trained and placed within the high-need LEA to support the achievement of the project's goals and objectives.

Jefferson County School District R-1 (CO) \$2,045,481 Jefferson County Public Schools (Jeffco), Colorado's second-largest district with a 1641:1 student-to-psychologist ratio, 11.75% average staff attrition, and ongoing vacancies, will focus on recruitment, retention, and service expansion. Retention efforts include stipends for providers in high-need rural, Title I, and intensive-needs roles. Service expansion will be achieved by training 180 providers in Collaborative Problem Solving, establishing Professional Learning Communities, and funding intensive, evidence-based intervention training. The expected impact is a stable provider pipeline and an expanded capacity for proactive, trauma-informed mental health services across the district.

Red Creek Central School District (NY) \$4,000,000 Red Creek Central School District, in consortium with Sodus CSD, Penn Yan CSD, Marion CSD, Hornell City School District, Manchester Shortsville CSD, Seneca Falls CSD, and Palmyra Macedon CSD will operate the Red Creek School Psychology Capacity Project. The project innovatively meets the needs of 8 high-needs rural schools. Through ambitious

partnerships with Roberts Wesleyan University and Alfred University, the project will expand the graduate training pipeline to recruit, prepare, and place school psychology interns into rural districts. The program will be strengthened by Content Area Specialists in Special Education, MTSS/Data Analytics, Pediatric Integration, and Resilience/Burnout Prevention, who will support both interns and their supervisors. In addition, school psychology candidates will receive AI-driven training and simulation to enhance early intervention and intensive service delivery skills. To build long-term workforce sustainability, NYSMHA, LLC will implement a School Psychologist Coaching Program and an interdisciplinary microcredential in coaching and practice, ensuring retention and professional growth for early-career psychologists.

Uniondale Union Free School District (NY) \$2,961,600 The Long Island School Mental Health Collaborative (LISMHC) is a school-based mental health partnership between Uniondale UFSD, Roosevelt UFSD, Brentwood UFSD, Greenport UFSD, and Long Island University (LIU) developed for the purpose of training, placing, and hiring school psychology graduate candidates into high-need Local Educational Associations (LEAs). This collaboration will directly increase the number of school psychologists available to provide mental health services for students in high-need communities located in Nassau and Suffolk Counties. Twenty-four candidates will receive scholarships to enroll in the Master of Education in School Psychology Program at LIU Brooklyn. These interns will be placed within the partnering school districts for their supervised practicum and internship hours and subsequently seek employment in a high-need LEA in return for a service obligation. Project personnel will work with school personnel to develop technical assistance teams to ensure the implementation of evidence-based practices within a multi-tiered systems of support framework within the partnering LEAs to increase the number of school psychologists delivering early intervention mental health services and intensive mental health services.

Akron-Fairgrove Schools (MI) \$999,529 The Rural Mental Health Service Professional Demonstration Project will build the capacity of Akron-Fairgrove Schools (Tuscola County) to deliver comprehensive school-based mental health services. Through a partnership with Michigan State University's hybrid Ed.S. in School Psychology Program, the project will recruit, train, and support school psychology scholars to provide early intervention and intensive school-based mental health services; develop, implement, and evaluate a rural recruitment and retention framework that can be replicated statewide; and fully train 2 and partially train 6 school psychologists with field experience in high-need rural settings.

Gadsden City Schools (GCS) (AL) \$3,309,758 GCS' ALIGN (Advancing Licensed Intervention for Gadsden's Needs) will increase the number of credentialed school psychologists delivering both early-intervention and intensive mental-health services. Project ALIGN will: 1. Recruit, hire, and retain credentialed school psychologists to reduce the district's student-to-psychologist ratio from 4,805:0 to the recommended national standard; expand early-intervention and intensive services for students

exhibiting behavioral and emotional challenges; develop a sustainable pipeline of responsive professionals through partnerships with Contractual School Psychologists; and implement professional development programs to strengthen workforce capacity and retention of school psychologists.