School Based Mental Health Services (SBMH)
Grant Program

FY2022 Grant Competition
Applicant and Stakeholder Resource

Eligible Applicants:
State educational agencies (SEAs), local educational agencies (LEAs), or consortia of LEAs.

Mental Health in Schools

Like good physical health, positive mental health promotes success in life. As defined by the Centers for Disease Control and Prevention (CDC), "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."[1]

Challenges
There are increases in student mental health needs, including those resulting from:

- Impacts from COVID-19
- Disasters or Traumatic Events
- Adverse Childhood Experiences

Support for the mental health of children and youth increases educational opportunities by **creating conditions for students to fully engage in learning**

Solutions
SBMH grants aim to address student mental health needs by providing:

- More school-based mental health services providers
- More providers from diverse backgrounds
- Retention and recruitment incentives

1. Centers for Disease Control and Prevention. www.cdc.gov/mentalhealth/learn/index.htm.
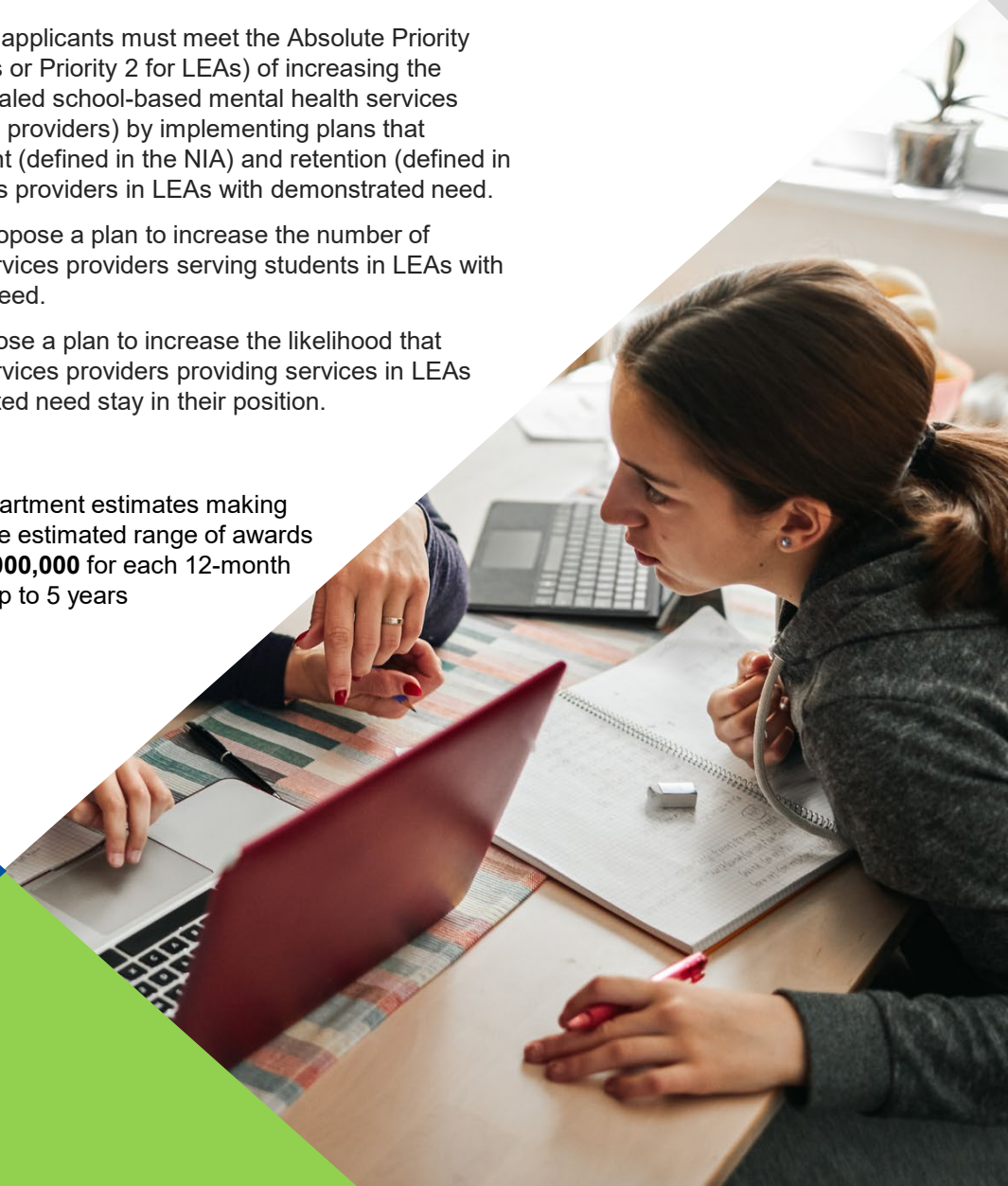
SBMH
Grant Program

The School-Based Mental Health (SBMH) Services program is designed to **increase mental health support for children and youth in our schools.**

Priorities: Eligible applicants must meet the Absolute Priority (Priority 1 for SEAs or Priority 2 for LEAs) of increasing the number of credentialed school-based mental health services providers (services providers) by implementing plans that address recruitment (defined in the NIA) and retention (defined in the NIA) of services providers in LEAs with demonstrated need.

- Recruitment: propose a plan to increase the number of credentialed services providers serving students in LEAs with demonstrated need.

- Retention: propose a plan to increase the likelihood that credentialed services providers providing services in LEAs with demonstrated need stay in their position.

Funding: The Department estimates making 50-150 awards. The estimated range of awards is **$500,000 to $3,000,000** for each 12-month budget period for up to 5 years

Application Requirements

The SBMH application has **nine overarching application requirements**, described below. Applicants must address these requirements in their SBMH application.

Requirement	Description
(*SEAs only*) Describe the LEAs with demonstrated need designated by the SEA to be served by the proposed project	❑ SEA applicants must describe the LEAs with demonstrated need designated to benefit from the SBMH program.
(*LEAs only*) Describe how the LEA, or each LEA in the proposed consortium (if applicable), meets the definition of an LEA with demonstrated need	❑ LEA applicants or the lead LEA submitting an application on behalf of a consortium must describe how the LEA or each LEA in the consortium meets the definition of an LEA with demonstrated need.
Describe the importance and magnitude of the problem	❑ Describe the lack of school-based mental health services providers and its effect on students in the LEA(s) to be served by the grant, including data (see NIA for examples) that highlights the magnitude of the problem.
Logic Model	❑ Describe the approach using a logic model, addressing how the approach will improve upon previous approaches, address barriers, and sustain the increased number of school-based mental health services providers.
Detailed project budget, including matching funds	❑ Include non-Federal matching funds in the amount of at least 25 percent of their budgets ❑ Budgets must also specify the portion of funds that will be used for re-specialization, if applicable ❑ Limit administrative costs to 10% for SEA applicants and 5% for LEA applicants
Number of providers	❑ Include the most recent available data on the number of school-based mental health services providers in the identified LEA(s), disaggregated by profession (e.g., school social workers, school psychologists, school counselors), and the projected number of services providers that will be placed into employment in the identified LEA(s) for each year of the plan using funds from this grant or matching funds.
A plan for collaboration and coordination with related Federal, State, and local organizations, and school-based efforts	❑ Propose a plan describing how they will collaborate and coordinate with related Federal, State, and local organizations, and school-based efforts to achieve plan goals and objectives of increasing the number of school-based mental health services providers in LEAs with demonstrated need.
Use of grant funds to supplement, and not supplant, existing school-based mental health services funds and to expand, not duplicate, efforts to increase the number of providers	❑ Describe how project funds will supplement, and not supplant, non-Federal funds that would otherwise be available for activities funded under this program.
Plan for prompt delivery of services to students	❑ Describe their plan to ensure the prompt delivery of services to students (i.e., as soon as possible, but no later than 180 days from award) ❑ Describe how leaders across all levels of the project will be engaged in the implementation and evaluation of the project.

Competitive Priorities & Selection Criteria

The SBMH application will be awarded based on applicants responding to one absolute priority, **optional** competitive preference priorities (CPP) (two CPPs for SEA applicants and one CPP for LEA applicants), and four selection criteria, described below.

Competitive Priorities

SEA applicants: SEAs proposing re-specialization, professional retraining, or other preparation plan for existing services providers

(up to 5 points)

To meet this priority, an applicant must propose a re-specialization, professional retraining, or other preparation plan that leads to a state credential as a school psychologist, school social worker, school counselor, or other school-based mental health services provider and that is designed to increase the number of services providers qualified to serve in LEAs with demonstrated need.

SEA and LEA applicants: Increasing the number of services providers who are from diverse backgrounds or from communities served by the LEAs with demonstrated need

(up to 10 points)

To meet this priority, applicants must propose a plan to increase the number of credentialed school-based mental health services providers in LEAs with demonstrated need who are from diverse backgrounds or who are from communities served by the LEAs with demonstrated need.

Selection Criteria

Need: Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses
10 points

Quality of Project Personnel: Extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the qualifications are considered, including relevant training and experience of key project personnel, project consultants, and subcontractors.
30 points

Quality of Project Design & Services: (1) Extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (2) the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (3) the extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.
35 points

Management Plan & Adequacy of Resources: Adequacy of mechanisms for ensuring high-quality products and services and the procedures for ensuring feedback and continuous improvement from the proposed project. In addition, the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project and potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.
25 points

FAQs & Resources

? Common Questions

Can an LEA receive a direct award from the Department and a subgrant from an SEA?

No. The Department will make only one award that serves any individual LEA. The Department will only make an award to LEAs that are not subgrantees of a current SBMH project.

How does the Department define "diverse backgrounds"?

The Department does not define "diverse backgrounds". However, we encourage applicants to consider the full range of diversity that reflects the many communities, identities, races, ethnicities, abilities, and cultures of the students in the LEA with demonstrated need.

What types of allowable activities can applicants propose?

Applicants may consider a wide range of recruitment and retention activities. For example, applicants can propose to pay salaries or increases in salaries of services providers; make payments toward student loans; cover relocation expenses; or offer service scholarship programs.

Resources & Contact

Program Website

Notice Inviting Applications (NIA)

Point of Contact:

Amy Banks, Program Lead
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