

**ARIZONA****Peoria Unified School District 11**

In order to meet the increased social/emotional needs of our students, PUSD will partner with the Arizona State University School of Social Work to create a comprehensive, social/emotional learning program that is inclusive of a multi-tiered system of support. As a focused level of support for students who social/emotional needs are beyond the scope of the classroom teacher, School Social Work interns will be incorporated to support the students on campus. The 3-tiered system of support will include a Foundation (Tier 1) model dedicated to providing each student with the tools necessary to achieve a safe and successful academic experience; a Heart (Tier 2) dedicated to provide additional and intentional support to students who have increase social/emotional needs and a Safety Net (Tier 3) which includes ongoing networking and partnerships between schools and outside agencies including: mental health organization, faith-based organizations, food banks, shelters, law enforcement and municipal agencies. There will be a universal approach to support as well as a focused approach. The universal approach incorporates supports for all students at each tier. The focused support will incorporate eight pilot schools to receive additional Tier 2 supports as part of the grant's Absolute Priority.

**CALIFORNIA****Del Norte County Office of Education**

Del Norte County Office of Education, a high needs RLIS LEA, proposes the Del Norte Mental Health Service Demonstration Grant (DN MHSP) to support and expand the training and credentialing of school social workers and Psychologist across Del Norte County Office of Education and Del Norte Unified School District School District serving roughly 4,300 K-12 students and approximately 250 Pre K students.. The program will address a critical shortage of school social workers and psychologists by training and placing 17 school social work interns in high needs schools to address the social-emotional, and behavioral needs of students and their families. The program will also allow for the placement 8 School Psychologists Interns and one Associate Clinical Social Worker to meet student and community needs and to increase the availability of local mental health professionals to hire beyond grant funding to sustain the promising practices of the program.

**Eureka City Schools**

Eureka City Schools, proposes the Humboldt County Mental Health Service Demonstration Grant (HCDG) to support and expand the training and credentialing of school social workers across 32 school districts serving 18,170 PreK-12 students. The program will serve 10,956 students and will address a critical shortage of school social workers by training and placing 26 school social work interns in high needs schools to address the social-emotional, and behavioral needs of students and their families. HCDG will build local capacity by developing a cohort of school social workers and by training up to 150 school staff and community partner staff a year in evidenced based mental health supporting methods.

**New Vision Middle School**

The Inland-Empire Charter School MHSPD Consortium (consortium) proposes a high-quality program designed to support and demonstrate innovative partnerships to train school-based mental health service providers for employment in schools and local educational agencies (LEAs). The program will expand the capacity of the Consortium by establishing a partnership with the University of Redlands, School of Education, Department of Counseling and Human Services (Redlands), with the goal of expanding the pipeline of mental health professionals into high-need public elementary and secondary schools in order to

address the shortage of school-based mental health service providers in such schools. Our partnership with Redlands was established for the purpose of placing graduate students of their academic programs into schools served by the Consortium to complete required field work and credit hours for a counseling degree.

### **Pasadena Unified School District**

The Pasadena Unified School District's (PUSD) Mental Health Service Professional Demonstration Grant program will partner with the University of Southern California's School of Social Work to expand the capacity of PUSD and their 23 high-needs schools to address the shortage of school-based mental health service providers. The partnership will result in increased numbers of graduate student candidates completing their field learning experiences in participating PUSD school sites; increased numbers of USC MSW graduates employed by PUSD and assigned to high-needs schools; increased access for students to school-based counseling services to address trauma, anxiety or other mental health concerns; and enhanced school-based social and emotional supports for students.

### **Tulare County Office of Education**

Tulare County Office of Education (TCOE) in partnership with the TCOE California Center on Teaching Careers (Center), TCOE Behavioral Health Services, Tulare County Health and Human Services, Mental Health Department, California State University, Bakersfield (CSUB), Brandman University (BU), will utilize funds awarded by the Mental Health Service Professional Demonstration Grant to implement the Rural Access to Mental Health Professionals (RAMHP) program. RAMHP is designed to expand the capacity of 33 high-poverty, rural Tulare County school districts totaling 15,522 students, to train and support school based mental health providers while building a provider pipeline into Tulare County's school districts. The grant will strengthen the workforce pipeline and bring critically needed mental and behavioral health providers to the low-income, rural schools, ensuring that the mental, social and emotional health needs of all students, regardless of socioeconomic status, are addressed.

## **FLORIDA**

### **School Board of St. Lucie County**

The St. Lucie Social, Wellness, and Emotional Learning Leaders (S.W.E.L.L.) project is designed to address the significant deficiency in the student-to-counselor ratio in the district's high-need schools. Through a partnership between St. Lucie Public Schools and Florida Atlantic University, an accelerated 60-credit graduate degree pathway including 750 hours of field experience has been designed. The program will enable aspiring school counselors to complete specialized training to function as part of a school-based mental health team to: Implement universal, targeted, and individual supports within a multi-tiered framework; Deliver prevention, intervention, and postvention services as part of a comprehensive school counseling program and safety plans; Promote physical and psychological well-being by fostering positive school and social climates; Assist administrators and school resource officers during risk and/or threat scenarios; and Facilitate "next steps" in crisis situations, restore a sense of normalcy, and foster posttraumatic growth after emergencies occur.

### **The School Board of Broward County**

Through the Collaborative Model of School-Based Mental Health Internship, Broward County Public Schools (BCPS) will increase the pipeline of school-based mental health practitioners in order to increase access to mental health services for students, employees, and families in its high-need schools. This coordinated internship program will place interns from at least two local Institutes of Higher Education studying in five mental health disciplines including school counseling, school psychology, social work, mental health counseling, as well as marriage and family counseling within five BCPS department areas. These areas include: Exceptional Student Learning Support, School Counseling, Social Work, Employee Assistance Program, and Family Therapy. The project will recruit 108 mental health interns from multiple fields to be certified in school-based mental health practices and respond to at least 1,000 new referrals over the 5-year project period. BCPS also aims to hire at least 20 of the interns certified in BCPS School-Based Mental

Health to serve in its high-need schools. The proposed project will utilize mental health interns in up to sixty (60) high-need schools in the Broward County Public School district.

## **ILLINOIS**

### **Board of Education of the City of Chicago**

Designing School Nursing Pipelines for Consistent Care (DSNPCC) is the Chicago Public Schools (CPS) Talent Office and Office of Diverse Learner Supports and Services proposed project to launch new partnerships that will fill urgent vacancies in Certified School Nurses (CSNs). The Board of Education of the City of Chicago will partner with DePaul University College of Education, Lewis University College of Nursing and Health Professions, University of Illinois at Chicago School of Nursing (UIC), and Lurie Children's Hospital Center for Childhood Resilience. Together, these institutions will develop pipelines for hiring and preparing school-based nurses to serve in CPS schools. The programs ambitious goal is to fill 120 school nurse vacancies over the five-year period of this grant.

## **INDIANA**

### **Richland-Bean Blossom Community School District**

The Richland-Bean Blossom (RBB) Community School Corporation and the School Psychology Program at Indiana University Bloomington (IU) will collaborate to develop a Multi-tiered Systems of Support to provide services in three schools in RBB. RBB and IU will develop a state-of-the-art model of trauma-informed multi-tiered system of support (TI-MTSS) while supporting the training and development of school psychology graduate students enrolled at IU. To assess the initiative's contribution to addressing the shortage of school psychologists and supporting the mental health of students enrolled in RBB, data will be collected to monitor how the implementation of this framework improves achievement, student mental health, and retention of school-based mental health personnel in RBB while also monitoring the number of school psychology graduate students receiving training in RBB during the project's tenure.

## **IOWA**

### **Green Hills Area Education Agency**

Green Hills Area Education Agency (GHAEA) will partner with the University of Northern Iowa (UNI) to develop and implement a "grow your own" distance school psychology program. The goals and objectives of the proposed program include the following: (1) Increase access to school-based mental health services in high need, rural areas of western Iowa; (2) Increase the number of school psychologists in high need, rural areas by 20%; (3) Increase access to mental health services; (4) Graduate 10 students from UNI's psychology program by 2024; and (5) Ensure all UNI psychology program graduates are employed in high-need rural areas.

## **KENTUCKY**

### **Corbin Independent Schools**

The Corbin Independent School District in collaboration with the University of the Cumberlands will use funds awarded by the Mental Health Service Professional Demonstration Program to establish School-Based Mental Health Services, that will impact over 3,100 students in a total of four schools (grades K-12). The program will result in the creation of a workable pipeline of high-quality, trained providers to address the shortage of mental health professionals in schools, and creating stable opportunities to place graduate students to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each student.

## **LOUISIANA**

### **LA Division of Administration/LA Department of Education**

The Louisiana School Social Work Expansion Project will expand and strengthen the school-based mental health workforce to support multi-tier systems of support (MTSS) in high-need K-12 schools in up to 12 high-need Local Education Authorities (LEAs) in Southeast and Central Louisiana through a partnership between the Louisiana Department of Education (LDOE) and Louisiana State University School of Social Work (LSU SSW). The partnership will place 100 social work interns and train social work and other mental health professionals and school personnel in high-need schools in up to 12 high-need LEAs in Southeast and Central Louisiana. These LEAs include: 1) Ascension Parish, 2) City of Baker, 3) East Baton Rouge Parish, 4) East Feliciana Parish, 5) Jefferson Parish, 6) City of Monroe, 7) Pointe Coupee Parish, 8) St. Bernard Parish, 9) Tangipahoa Parish, 10) West Baton Rouge Parish, 11) West Feliciana Parish, and 12) Thrive Academy Baton Rouge.

## **MARYLAND**

### **Board of Education of Prince George's County, MD, Inc.**

Prince George's County Public Schools (PGCPS) in partnership with the University of Maryland and Bowie State University, will implement the *Build, Recruit & Improve Capacity & Knowledge (BRICK)* for Mental Health in Schools. As part of the BRICK initiative, PGCPS will collaborate with its partner universities to recruit and train fifty (50) graduate students from the departments of school counseling, school psychology and social work over the course of the grant period (5 years). Further, PGCPS will hire at least twenty (20) of the graduate students who participated in the initiative and place them in one of 10 "high needs" schools throughout the school district.

## **MONTANA**

### **Montana Office of Public Instruction**

Through an innovative partnership composed of: 1) the Montana Office of Public Instruction (OPI), 2) the Montana State University (MSU) Department of Health & Human Development (HHD), 3) the MSU Center for Research on Rural Education (CRRE), 4) the University of Montana (UM) Department of Counselor Education, and 5) MOPI's state-wide partners (Montana School Counselor Association (MSCA); Montana Rural Education Association (MREA); Montana Small Schools Alliance (MSSA)), MOPI will establish a Mental Health Professional Demonstration program to support the development, implementation, and validation of the *Rural Mental Health Preparation/Practice Pathway (RMHP3)* -- a research-based cohort model of rural counselor preparation designed to improve the training, retention, and overall numbers and effectiveness of school-based mental health service professionals serving in rural, remote, and tribal contexts.

## **NEBRASKA**

### **Educational Service Unit #2**

The Mental Health Professional Partnership (MHPP) will be an innovative partnership between Educational Service Unit 2, the University of Nebraska Medical Center (UNMC)'s Munroe Meyer Institute (MMI), Wayne State College, and University of Nebraska Omaha with goals to (a) train leadership and staff from ESU 2 in comprehensive school mental health; (b) train school-based mental health service providers from Counseling, Applied Behavior Analysis, and School Psychology programs on delivery of evidence-based mental health services in schools; and (c) retain school-based mental health service providers for employment in schools to better meet the mental health needs of students. A total of 25 graduate students will be trained throughout the 60-month duration of the MHPP.

## **NEW YORK**

### **John V. Lindsay Wildcat Academy Charter School**

The NYC Charter School MHSPD Consortium includes a consortium of nine high-need New York City public charter schools in the Burroughs of Manhattan, Queens, Bronx and Brooklyn with 5,462 students in grades K through 12. The MHSPD grant will expand the capacity of the Consortium by establishing a partnership with the Hunter College of the City University of New York, School of Education to: Increase the number of graduate student candidates completing their field learning experience in participating consortium school sites; Increase the number of Hunter GCS MSED graduates employed by Consortium schools; Increase access to school-based counseling services to address trauma, anxiety or other mental health concerns; Enhance school-based social and emotional supports for students; and provide a robust training program for mental health interns and other mental health providers and educators.

### **Niagara Falls City School District**

Niagara Falls City School District (NFCSD) will implement a five-year Mental Health Service Professional Demonstration project that will prepare 15 individuals annually for careers as school-based mental health service providers; expand the district's capacity to: implement a multi-tiered system of support; implement interventions at Tiers 1, 2, and 3; engage community partners to provide additional intervention, particularly at Tier 3; and emphasize both trauma-informed care approaches to student behavior management, and implementation of restorative justice practices to reduce suspensions and increase student engagement.

### **Sodus Central School District**

The Sodus Central School District, in partnership with SUNY Brockport, and in consortium with Clyde-Savannah, Lyons, Newark, North-Rose-Wolcott, and Red Creek School Districts will operate the Wayne County Community Schools Mental Health Demonstration Project. The project innovatively meets the needs of 19 high-needs rural schools and will serve 6,685 students. The project will expand the capacity of the high-need LEAs through dynamic partnerships with SUNY Brockport that will train school-based mental health service providers and subsequently meet the needs of their students and expand the pipeline of mental health professionals into their schools. Over the course of the project, fifty or more graduate level Social Work Interns will support the delivery of a core menu of evidence-based interventions designed to integrate community and school services to meet needs associated with trauma, poverty, transience, substance abuse, and violence. The proposal will support ongoing efforts to help young people build attachment, develop self-regulation skills, and recognize their own capacity to develop academic and career competencies.

## **NEW JERSEY**

### **Newark Board of Education**

The Newark Board of Education (NBOE) will utilize the Mental Health Professionals Demonstration Grant program to implement Supportive Schools Newark (SSN). SSN is a partnership between the NBOE and Fairleigh Dickinson University-Metro Campus (FDU) designed to create a pipeline of school psychologists into high needs schools and increase capacity to effectively address the needs of youth who have experienced trauma. Graduate students from FDU will complete practicum and internship requirements in one of six demonstration K-8 schools, impacting approximately 4,300 students.

### **Pennsauken Public School District**

The Pennsauken Public School District is partnering with the Rowan University School of Psychology to serve approximately 4,488 students in 8 district schools. The goals of the proposed project are as follows: 1) Develop, enhance, and expand the support and technical assistance to graduate-level students school psychology students from Rowan University while completing school-based practicum and internship field experiences in Pennsauken Public Schools; 2) Improve the skills of district personnel to assist their schools' efforts to improve the mental health of K-12 students; 3) Improve the quality, accessibility, and usefulness of

the district's (and its schools') data collection, analysis, and management as related to formative and summative student, staff, school, and system outcomes; 4) Utilize evidence-based practices and reliable and valid tools and processes when evaluating the fidelity of efforts related to improving the mental health of students and attaining other specified (including ESEA) staff, school, and system outcomes; 5) Coordinate with related and relevant district and school efforts with appropriate Federal, State, and local resources; and 6) Coordinate with District/School Efforts with Federal, State, and Local Resources through research, outreach, integration, and collaboration.

## **NORTH CAROLINA**

### ***Ashe County School District***

Ashe County Schools is partnering with Appalachian State University's (ASU), national experts in rural school mental health (SMH), RTI International, and Watauga County Schools to propose an ambitious and innovative program to address shortages in mental health care in rural northwestern North Carolina. Ashe County Schools will work with ASU's newly formed doctoral program in clinical psychology to expand the capacity of the LEA to meet the needs of its approximately 3,300 students. RTI will partner with both Ashe County Schools and ASU to provide training and technical assistance to build the infrastructure to support system-wide improvement in the LEA. A second team of SMH researchers at RTI will also partner with ASU and Ashe to be the independent, local evaluators for the project, providing feedback for improvement of implementation of the rural SMH model and the pipeline of future providers from ASU to Ashe County Schools and high-need schools in Watauga County.

### **Public Schools of Robeson County**

The Public Schools of Robeson County in partnership with The University of North Carolina at Pembroke have developed the School Counseling Opportunities in Robeson Education (SCORE). The activities of the proposed project are designed to meet the educative and preventive mental health needs of K–12 students who attend the Public Schools of Robeson County (PSRC), a high-needs local Education agency (LEA) in a rural area of the southeastern region of North Carolina. Project SCORE plans to accomplish the following goals: (1) Expand the Public Schools of Robeson County's (PSRC) ability to train professional school counselors with evidence based mental health strategies; (2) Increase the number of highly qualified and skilled professional school counselors with mental health training to better serve the students and families in the PSRC; (3) Support students in the PSRC with obtaining knowledge and developing skills to be informed, thoughtful, and productive individuals and citizens through the implementation of evidence-based counseling interventions; and (4) Support students in the PSRC by protecting their freedom of communication and providing them with safe and respectful school environments.

### **Rockingham County Schools**

Rockingham County Schools will partner with the University of North Carolina Greensboro (UNCG) to implement the ACTIVATE-PLUS program. The program will serve 5,046 students and place 32 UNCG grad students from the Department of Counseling and Education Development into school-based internships in Rockingham County Schools. The broader goal of the program is to develop trauma-informed and trauma-aware schools.

## **OKLAHOMA**

### **Osage County Interlocal Cooperative**

The Osage County Interlocal Cooperative Project will partner with the Oklahoma State University's (OSU) School Psychology program to serve eleven high-need rural districts with 27 school sites and approximately 4,900 students in Northeastern Oklahoma. The program will increase the number of mental health professionals serving in these schools with 24-38 practicum students and 7-11 interns during the five-year duration of this project.

## **TEXAS**

### **Education Service Center Region 15**

ESC Region 15 and Angelo State University's educational counseling program will collaborate to create a pipeline of incoming professional school counselors in area schools; create a new Mental Health Specialist position; expand existing training and professional development opportunities; and provide additional outreach and contact support for district counselors through technology-based applications when crisis situations arise. The goal of the project is to increase the numbers of school counselors employed within the region by 10% who have been trained and placed by the grant to provide school-based mental health services; reduce the ratio of students to school counselors within area district schools; and increase the number of school counselors retained within the region on an annual basis to provide school-based mental health services.

## **VIRGINIA**

### **Virginia Department of Education**

The Virginia Department of Education (VDOE) will establish a school-based mental health partnership with the University of Virginia (UVA), high-needs local education agencies (LEAs), and school mental health (SMH) training programs at regional state universities with the goal of developing a statewide training and professional development network that will increase the quantity and quality of SMH professionals and services in high-need LEAs in Virginia. SMH professionals will complete online learning modules covering advanced topics in SMH service delivery and how to provide effective field supervision. They will also engage in web-based professional learning communities that extend themes in the learning modules through expert consultation on case presentations. SMH trainees in participating college and university training programs will receive financial incentives for completing field placements in high-need LEAs, pursuing advanced studies in SMH leadership, and accepting full-time employment in high-need LEAs.