
**U.S. Department of Education
Mental Health Service Professionals Demonstration Grant Program (MHSP)
(CFDA 84.184X)**

Applicant Name	Application Number
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The selection criteria for this program are from the Notice Inviting Applications for the MHSP competition, 87 FR 60144. The maximum points assigned to each criterion are indicated below. Reviewers have been provided with an optional scoring rubric at the end of this form. Reviewers are encouraged, but not required, to refer to the scoring rubric when evaluating applications.

Please note that the Absolute Priority and Competitive Preference Priority 3 will be evaluated by Department staff, and therefore are not included on this MHSP Technical Review Form.

Summary Ratings		
	Maximum Points	Score
1. Need for the Project and Significance	15	
2. Quality of the Project Design	25	
3. Quality of Project Services	30	
4. Management Plan and Adequacy of Resources	20	
5. Quality of the Project Evaluation	10	
Total Score	100	

Competitive Preference Priority 1	5	
Competitive Preference Priority 2	5	
Total Score	110	

Competitive Preference Priorities

Competitive Preference Priority 1—Increase the Number of Qualified School-Based Mental Health Services Providers in High-Need LEAs Who Are From Diverse Backgrounds or From Communities Served by the High-Need LEAs. (Up to 5 points)

Projects that propose to increase the number of qualified school-based mental health services providers in high-need LEAs who are from diverse backgrounds (i.e., backgrounds that reflect the communities, identities, races, ethnicities, abilities, and cultures of the students in the high-need LEA, including underserved students) or who are from communities served by the high-need LEAs.*

Applicants must describe how their proposal to increase the number of school-based mental health services providers who are from diverse backgrounds or who are from the communities served by the high-need LEA will help increase access to mental health services for students within the high-need LEA and best meet the mental health needs of the diverse populations of students to be served.

** All strategies to increase the diversity of providers must comply with applicable Federal civil rights laws, including Title VI of the Civil Rights Act of 1964.*

Score: _____

Comments:

Competitive Preference Priority 2— Promote Inclusive Practices. (Up to 5 points)

Projects that propose to provide evidence-based (as defined in section 8101 of the ESEA) pedagogical practices in mental health services provider preparation programs or professional development programs that are inclusive with regard to race, ethnicity, culture, language, disability, and for students who identify as LGBTQI+, and that prepare school-based mental health services providers to create culturally and linguistically inclusive and identity-safe environments for students when providing services.

Applicants must describe how their proposal to provide evidence-based pedagogical practices in mental health services provider preparation programs or professional development programs will prepare school-based mental health services providers to provide inclusive practices and to create culturally and linguistically inclusive and identity-safe environments for students when providing services.

Score: _____

Comments:

Application Selection Criteria

1. Need for the Project and Significance (up to 15 points)

- (a) The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the 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. (Up to 10 points)

Score: _____

Comments:

- (b) The Secretary considers the significance of the project. In determining the significance of the proposed project, the Secretary considers the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (Up to 5 points)

Score: _____

Comments:

Total Score: _____

2. Quality of the Project Design (up to 25 points)

- (a) The Secretary considers the quality of the design of the proposed project.
- (b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- i. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 15 points)

Score: _____

Comments:

- ii. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (Up to 5 points)

Score: _____

Comments:

- iii. The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c): Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.). (Up to 5 points)

Score: _____

Comments:

Total Score: _____

3. Quality of Project Services (up to 30 points)

- (a) The Secretary considers the quality of the services to be provided by the proposed project.
- (b) In determining the quality of the services to be provided by the proposed project, the Secretary considers 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. (Up to 15 points)

Score: _____

Comments:

- (c) In addition, the Secretary considers 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. (Up to 15 points)

Score: _____

Comments:

Total Score: _____

4. Management Plan and Adequacy of Resources (Up to 20 points)

- (a) The Secretary considers the management plan and the adequacy of resources for the proposed project.
- (b) In determining the quality of the management plan and the adequacy of resources for the proposed project, the Secretary considers:
 - (i) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (Up to 10 points)

Score: _____

Comments:

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 10 points)

Score: _____

Comments:

Total Score: _____

5. Quality of Project Evaluation (Up to 10 points)

- (a) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

- (b) In determining the quality of the evaluation, the Secretary considers the following factors:
 - i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 5 points)

Score: _____

Comments:

- ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 5 points)

Score: _____

Comments:

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Total Score: _____

Suggested Scoring Rubric

Reviewers are provided with the following suggested scoring rubric and are encouraged, but not required, to refer to this rubric when evaluating applications:

Maximum Score: 5 points	
0	Factor is not addressed.
1	Factor is poorly developed (major weaknesses).
2-3	Factor is adequately developed (some weaknesses).
4	Factor is strongly developed (minor weaknesses).
5	Factor is fully developed with no weaknesses.

Maximum Score: 10 points	
0	Factor is not addressed.
1-3	Factor is poorly developed (major weaknesses).
4-6	Factor is adequately developed (some weaknesses).
7-9	Factor is strongly developed (minor weaknesses).
10	Factor is fully developed with no weaknesses.

Maximum Score: 15 points	
0	Factor is not addressed.
1-6	Factor is poorly developed (major weaknesses).
7-11	Factor is adequately developed (some weaknesses).
12-14	Factor is strongly developed (minor weaknesses).
15	Factor is fully developed with no weaknesses.

Definitions

The definitions of “eligible institution of higher education,” “high-need LEA,” “high-need school,” “school-based mental health partnership,” and “students/children from low-income backgrounds,” are from the notice of priorities, requirements, and definitions for this program published in the *Federal Register*. The definitions of “local educational agency” (20 U.S.C. 7801(30)), “State educational agency” (20 U.S.C. 7801(49)), and “school-based mental health services provider” (20 U.S.C. 7112(6)) are from the Elementary and Secondary Education Act of 1965, as amended (ESEA). The definition of “institution of higher education” (20 U.S.C. 1001), “Minority Serving Institution,” and “Tribal Colleges and Universities” are from the Higher

Education Act of 1965, as amended. The definition of “Historically Black Colleges and Universities” is from 34 CFR 608.2. The definitions of “ambitious,” “baseline,” “logic model,” “project component,” and “relevant outcome” are from 34 CFR 77.1.

These definitions apply to the FY 2022 MHSP Program competition and any subsequent year in which we make awards from the list of unfunded applications from this competition. These definitions are:

1. **Ambitious** means promoting continued meaningful improvement for program participants or for other individuals or entities affected by the grant, or representing a significant advancement in the field of education research, practices, or methodologies. When used to describe a performance target, whether a performance target is ambitious depends upon the context of the relevant performance measure and the baseline for that measure.
2. **Baseline** means the starting point from which performance is measured and targets are set.
3. **Eligible institution of higher education** means an institution of higher education that offers a program of study that leads to a master’s degree or other graduate degree—
 - (a) In school psychology that prepares students in such program for a State credential as a school psychologist;
 - (b) In school counseling that prepares students in such program for a State credential in school counseling;
 - (c) In school social work that prepares students in such program for a State credential in school social work;
 - (d) In another school-based mental health field that prepares students in such program for a State credential to deliver school-based mental health services; or
 - (e) In any combination of study described in paragraphs (a) through (d).
4. **High-need local educational agency (LEA)** means an LEA(a)(1) For which at least 20 percent of the children served by the agency are children from low-income backgrounds; (2) That serves at least 10,000 children from low-income backgrounds; (3) That meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) program under section 5211(b) of the ESEA; or(4) That meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) program under section 5221(b) of the ESEA; and— (b) For which there is a high student to qualified mental health services provider ratio as compared to other LEAs statewide or nationally.
5. **High-need school** means a school that, based on the most recent data available, meets at least one of the following:
 - (a) The school is in the highest quartile of all schools served by an LEA ranked in descending order by percentage of students from low-income backgrounds enrolled in such schools, as determined by the LEA based on one of the following measures of poverty:
 - (1) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.
 - (2) The percentage of students eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act based on the most recently available data.
 - (3) The percentage of students in families receiving assistance under the State program funded under part A of title IV of the Social Security Act.

(4) The percentage of students eligible to receive medical assistance under the Medicaid program.

(5) A composite of two or more of the measures described in paragraphs (a)(1) through (4).

(b) In the case of—

(1) An elementary school, the school serves students not less than 60 percent of whom are eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act based on the most recently available data; or

(2) Any other school that is not an elementary school, the other school serves students not less than 45 percent of whom are eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act based on the most recently available data.

6. ***Institution of higher education*** has the meaning given to such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

7. ***Local educational agency*** means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(a) The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(b) The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education.

(c) The term includes educational service agencies and consortia of those agencies.

(d) The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

8. ***Logic model*** (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

9. ***Project component*** means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

10. ***Relevant outcome*** means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

11. ***School-based mental health partnership*** means the formal relationship, established for the purpose of training school-based mental health services providers for employment in schools and LEAs, between—

(a) One or more high-need LEAs or an SEA on behalf of one or more high-need LEAs;
and

(b) One or more eligible IHEs, including HBCUs (as defined in 34 CFR 608.2), MSIs (as defined in sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA), and TCUs (as defined in section 316(b)(3) of the HEA).

12. ***School-based mental health services provider*** means a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.
13. ***Students/children from low-income backgrounds*** means students whose families meet any of the poverty thresholds established in section 1113 of the ESEA for the relevant grade level.
14. ***State educational agency*** means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.