
**U.S. Department of Education
School-Based Mental Health Services Grant Program (SBMH)
(CFDA 84.184H)**

Applicant Name	Application Number
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The selection criteria for this program are from the Notice Inviting Applications for this SBMH competition, 87 FR 60137. The maximum points assigned to each criterion are indicated below. Reviewers have been provided with an optional, suggested 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 Absolute Priorities 1 and 2 will be evaluated by Department staff, and therefore are not included on this SBMH Technical Review Form.

Summary Ratings		
	Maximum Points	Score
1. Need for the Project	10	
2. Quality of Project Personnel	30	
3. Quality of Project Design and Project Services	35	
4. Management Plan and Adequacy of Resources	25	
Total Score	100	

Competitive Preference Priority 1	5	
Competitive Preference Priority 2	10	
Total Score	115	

Competitive Preference Priorities

Competitive Preference Priority 1—SEAs Proposing Respecialization, Professional Retraining, or Other Preparation Plan for Existing Mental Health Services Providers to Qualify Them for Work in LEAs with Demonstrated Need. (Up to 5 points)

To meet this priority, an applicant must propose a respecialization (as defined), 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.

Score: _____

Comments:

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 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.

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 LEA with demonstrated need will help increase access to mental health services for students within the LEA with demonstrated need and best meet the mental health needs of the diverse populations of students to be served.

Score: _____

Comments:

Application Selection Criteria

1. Need for the Project (10 points)

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:

2. Quality of Project Personnel (30 points)

(a) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the 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. (Up to 10 points)

Score: _____

Comments:

(b) In addition, the Secretary considers:

- i. The qualifications, including relevant training and experience, of key project personnel. (Up to 10 points)

Score: _____

Comments:

- ii. The qualifications, including relevant training and experience, of project consultants or subcontractors. (Up to 10 points)

Score: _____

Comments:

Total Score: _____

3. Quality of Project Design and Project Services (35 points)

- (a) The Secretary considers the quality of the design of the proposed project and the quality of the services to be provided by the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 10 points)

Score: _____

Comments:

- (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 10 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 (25 points)

The Secretary considers the management plan and adequacy of resources for the proposed project. In determining the quality of the management plan and the adequacy of resources for the proposed project, the Secretary considers:

- (a) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (Up to 10 points)

Score: _____

Comments:

- (b) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 5 points)

Score: _____

Comments:

- (c) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (Up to 5 points)

Score: _____

Comments:

- (d) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (Up to 5 points)

Score: _____

Comments:

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: 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.
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.

Definitions

The definitions of “credentialed,” “LEA with demonstrated need,” “recruitment,” “respecialization,” “retention,” and “telehealth” are from the notice of priorities, requirements, and definitions published in the *Federal Register*. The following definitions are from 34 CFR 77.1: “ambitious,” “baseline,” “logic model,” “project component,” and “relevant outcome.” The following definitions are from 20 U.S.C. 7801: “local educational agency,” “State educational agency.” The definition of “school-based mental health services provider” is from 20 U.S.C. 7112.

These definitions apply to the FY 2022 School-Based Mental Health Services Grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition.

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. **Credentialed** means an individual who possesses a valid license or certificate from the SEA or relevant regulatory body as a school psychologist, school counselor, or a school social worker, or other mental health services provider, approved by the State to provide school-based mental health services.

4. **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 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 LEA receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) with the smallest student population, except that the school shall not be subject to the jurisdiction of any SEA other than the Bureau of Indian Education.
 - (c) The term includes educational service agencies and consortia of those agencies.
 - (d) The term includes the SEA in a State in which the SEA is the sole educational agency for all public schools.
5. **LEA with demonstrated need** means an LEA that has a significant need for additional school-based mental health services providers based on—
 - (1) High student to mental health services provider ratios as compared to other LEAs statewide or nationally;
 - (2) High rates of community violence (including hate crimes), poverty, substance use (including opioid use), suicide, or trafficking; or
 - (3) A significant number of students who are migratory, experiencing homelessness, have a family member deployed in the military or with a military-service connected disability (including veterans), have experienced a natural or man-made disaster or a traumatic event, or have other adverse childhood experiences, such as repeated disciplinary exclusions from the learning environment.
6. **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.
7. **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).
8. **Recruitment** means strategies that help attract and hire credentialed school-based mental health services providers, including by doing at least one of the following:
 - (1) Providing an annual salary or stipend for school-based mental health services providers who maintain an active national certification.
 - (2) Providing payment toward the school loans accrued by the school-based mental health services provider.
 - (3) Creating pathways to grant cross-State credentialing reciprocity for school-based mental health services providers.

(4) Providing incentives and supports to help mitigate shortages. These may include, for example, increasing pay; offering monetary incentives for relocation to high-need areas; providing services via telehealth; creating hybrid roles that allow for leadership, academic, or research opportunities; developing induction programs; developing paid internship programs; focusing on recruitment and support of underrepresented populations; and offering service scholarship programs such as those that provide grants in exchange for a commitment to serve in the LEA for a minimum number of years.

9. **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.
10. **Respecialization** means strategies that provide opportunities for professional retraining and alternative pathways to obtain a state credential, aligned with the standards of the relevant professional organization, as a school-based mental health services provider for individuals who hold, at a minimum, a degree in a related field (e.g., special education, clinical psychology, community counseling), including by doing one or more of the following:
 - (1) Revising, updating, or streamlining requirements for such individuals so that additional training or other requirements focus only on training needed to obtain a credential as a school-based mental health services provider.
 - (2) Providing a stipend or making a payment to support the training needed to obtain a credential as a school-based mental health services provider.
 - (3) Offering flexible options for completing training that leads such professionals to meet State credentialing requirements as a school-based mental health services provider.
 - (4) Establishing a provisional, time limited, and nonrenewable credential to allow individuals seeking respecialization to provide school-based mental health services under the direct supervision of a fully credentialed school-based mental health services provider of the same profession.
 - (5) Offering other meaningful activities that result in existing mental health services providers obtaining a state credential as a school-based mental health services provider.
11. **Retention** means strategies to help ensure that credentialed individuals stay in their position to avoid gaps in service and unfilled positions, including by—
 - (1) Providing opportunities for advancement or leadership, such as career pathways programs, recognition and award programs, and mentorship programs; and
 - (2) Offering incentives and supports to help mitigate shortages. These may include, for example, increasing pay; making payments toward student loans; offering monetary incentives for relocation to high-need areas; providing services via telehealth; offering service scholarship programs, such as those that provide grants in exchange for a commitment to serve in the LEA for a minimum number of years; and developing paid internship programs.
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. **State educational agency** means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.
14. **Telehealth** means the use of electronic information and telecommunication technologies to support and promote long distance clinical health care, patient and

professional health-related education, public health, and health administration. Technologies include videoconferencing, the internet, store-and-forward imaging, streaming media, and landline and wireless communications.