



School Based Mental Health Services (SBMH) Grant Program

FY2024 Grant Competition Stakeholder Resource



This document is a brief summary of the SBMH program priorities, requirements, and definitions. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the final priorities, requirements, and definitions published in the Federal Register for additional information, as these are the official documents governing the competition.



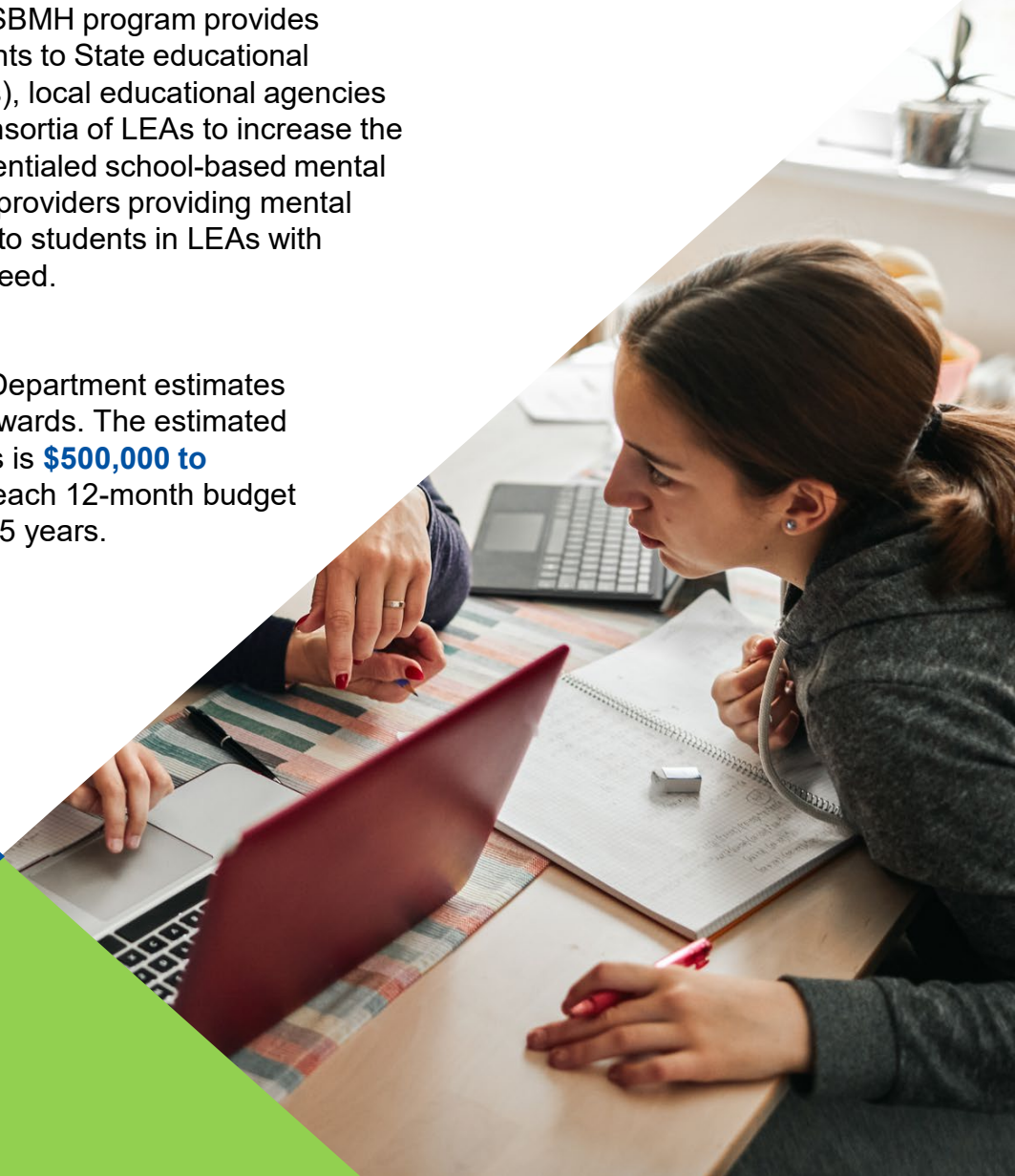
SBMH

FY2024 Grant Program

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

Purpose: The SBMH program provides competitive grants to State educational agencies (SEAs), local educational agencies (LEAs), and consortia of LEAs to increase the number of credentialed school-based mental health services providers providing mental health services to students in LEAs with demonstrated need.

Funding: The Department estimates making 15-25 awards. The estimated range of awards is **\$500,000 to \$3,000,000** for each 12-month budget period for up to 5 years.



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



Violent or Traumatic Events



Adverse Childhood Experiences



Support for the mental health of children and youth advances 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 mental health service providers



More providers from diverse backgrounds



Retention and recruitment incentives

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

PRIORITIES

- 1.
- 2.
- 3.



Absolute Priorities



The SBMH application has **four absolute priorities**. Eligible applicants must meet either Absolute Priority 1 or Absolute Priority 2 and then one more priority, either Absolute Priority 3 or Absolute Priority 4. This creates four unique possible groups (as shown below).

SEA or LEA



Absolute Priority 1

SEAs Proposing to Increase the Number of Credentialed School-Based Mental Health Services Providers in LEAs with Demonstrated Need

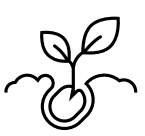
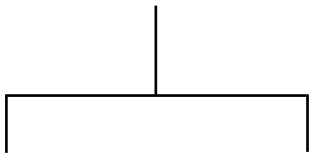
OR



Absolute Priority 2

LEAs or Consortia of LEAs with Demonstrated Need Proposing to Increase the Number of Credentialed School-Based Mental Health Services Providers

New or Not New



OR

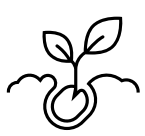
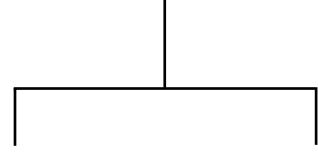


Absolute Priority 3

Applications from New Potential Grantees

Absolute Priority 4

Applications from Grantees that Are Not New Potential Grantees



OR



Absolute Priority 3

Applications from New Potential Grantees

Absolute Priority 4

Applications from Grantees that Are Not New Potential Grantees

Combinations





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 service providers. For more information on logic models see Page 6.



Detailed budget narrative, 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 on administrative costs



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

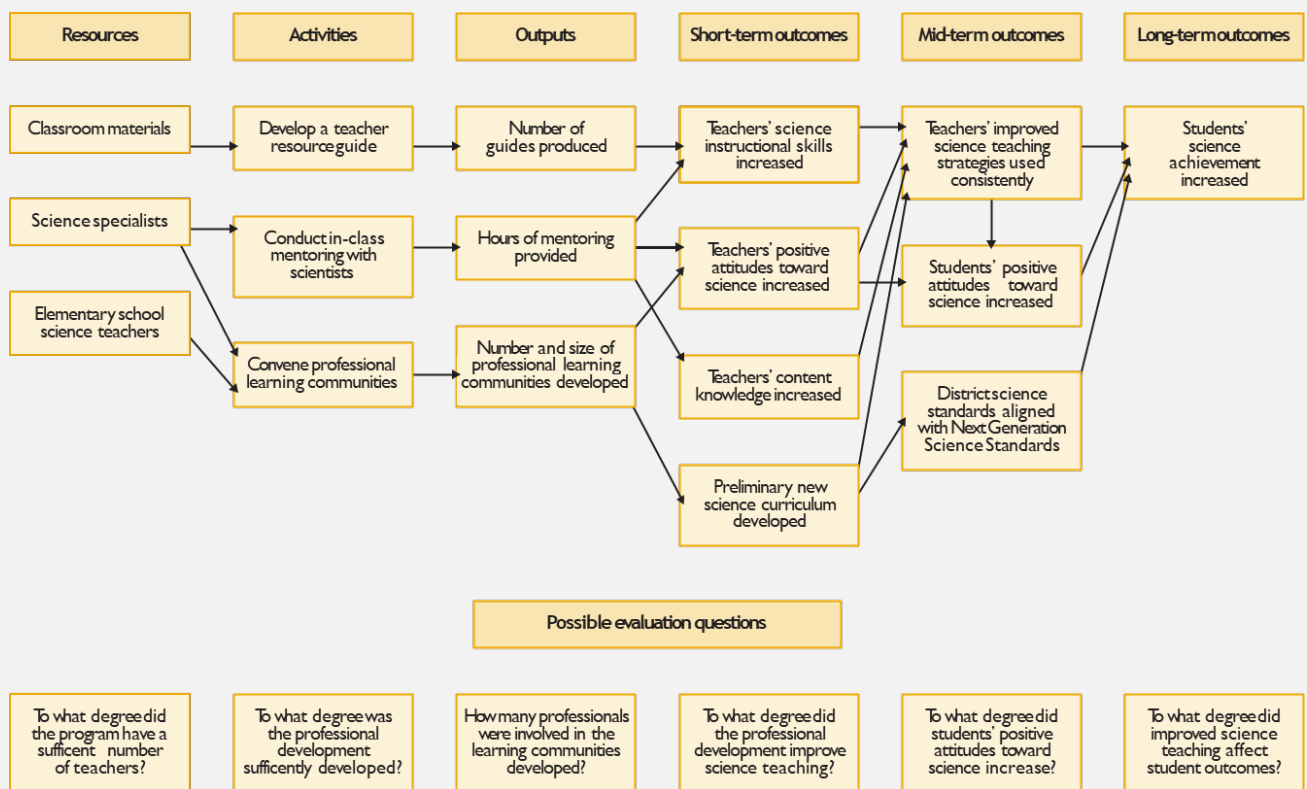
- Describe their plan to ensure the prompt delivery of services to students (i.e., as soon as possible, but no later than 180 days from award)
- Describe how leaders across all levels of the project will be engaged in the implementation and evaluation of the project.



Logic Models

Logic Model

Logic models reveal the relationships among program **resources**, **activities**, **outputs**, and **outcomes**. When these components are depicted as a sequence of events, the resulting graphic display reflects the logic underlying the program—thus the term “logic model”. An **example** is provided below.



Understanding Logic Model Terms

- Resources:** Includes the human, financial, organizational, and community resources a program has available to direct toward doing the work.
- Activities:** The processes, tools, events, technology, and actions that are an intentional part of the program implementation.
- Outputs:** The direct results of program activities and may include types, levels and targets of services to be delivered by the program.
- Outcomes:** The specific changes in program participants' attitudes, behavior, knowledge, or skills expected to result from program activities.

Graphic Source: Lawton, B., Brandon, P.R., Cicchinelli, L., & Kekahio, W. (2014). Logic models: A tool for designing and monitoring program evaluations. (REL 2014-007).



Competitive Priorities & Selection Criteria



The SBMH applications will be assessed based on applicants responding to the absolute priorities, two **optional** competitive preference priorities, the application requirements, and four selection criteria, described below.



SEAs proposing respecialization, professional retraining, or other preparation plan for existing mental health services providers

(up to 5 points)

To meet this priority, an applicant must propose a respecialization, 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.

Increasing the number of mental health 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 qualified 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.

Competitive Priorities



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

Selection Criteria





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.

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 or increase salaries of services providers; make payments towards student loans; cover relocation expenses; or offer service scholarship programs.

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.



Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

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