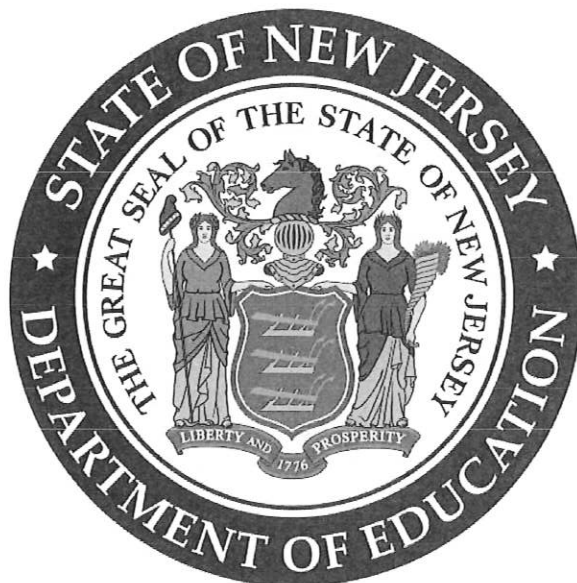


New Jersey Department of Education

Notice of Grant Opportunity



New Jersey Department of Education

Office of Grants Management

March 2023

Notice of Grant Opportunity

School-Based Mental Health Grant Program (Project Period 1 of 5)

23-BC45-H03

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March 22, 2023

ORG/APU # 5064-241

FAIN: S184H220041

ALU: 84.184H

Application Due Date: Thursday, May 4, 2023

New Jersey Department of Education

P.O. Box 500
Trenton, NJ 08625-0500

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Section 1: Grant Program Information

Description of the Grant Program

The New Jersey Department of Education was awarded the Federal School-Based Mental Health Services Grant in December 2022. The funds provided through this program will support New Jersey in increasing the diversity and number of certificated school-based mental health professionals (school psychologists, school counselors and school social workers) in local educational agencies (LEAs) demonstrating increased need. This notice of grant opportunity is developed to provide funding to eligible LEAs to support them in the recruitment, placement, hiring, and retention of school-based mental health professionals. The New Jersey Department of Education (NJDOE) will award a total of \$2,930,000 each project period for the five-year grant program, which includes \$2,430,000 in Federal funds and \$500,000 in State Funds.

In fall 2021, The Office of the Secretary of Higher Education (OSHE) investigated the ongoing impact of COVID-19 on New Jersey students' mental and physical health. The results reflected that over 70 percent of surveyed students rated their level of stress and anxiety as higher than in 2020, when the pandemic first hit. But that's especially the case for students of color, who today make up a majority of the K-12 student population and who were disproportionately impacted by the pandemic. For instance, communities of color have suffered a greater number of deaths due to COVID-19; pre-existing academic performance gaps among students of color have widened; and students of color have seen the largest drop in college enrollment during 2020, particularly at two-year colleges (The College Board, 2021). In New Jersey, approximately 13% of youth between the ages of 12 and 17 years of age reported experience at least one major depressive episode (MDE) in the past year; 8.4% reported experiencing a severe MDE; and 3.33% reported experiencing substance use disorder. Despite these alarming statistics, 58% of youth with major depression did not receive any mental health treatment (Mental Health America, 2022). Children living in poverty are at an even higher risk for mental health challenges and are less likely to have access to high-quality mental health care (Hodgkinson, 2017).

A compelling body of research supports the race concordance hypothesis, which asserts that racially minoritized patients who share the same race and ethnicity with their provider have improved communication, better perceptions of care, and better health outcomes. According to the *Journal of Counseling Psychology*, a meta-analysis of over 52 studies of preference indicated that there was a moderately strong preference for a therapist of one's own race/ethnicity. Additionally, therapists of one's own race/ethnicity were viewed more positively (Cabral and Smith, 2011). For instance, in researching the effects school counselors in Massachusetts can have on students' educational attainment, Christine Mulhern, an associate policy researcher at the RAND Corporation, found that students of color who are matched with nonwhite counselors were more likely to graduate high school and go to college and had more positive outcomes than if they had been matched to a counselor from a different racial background.

New Jersey student populations are tremendously diverse. Of the LEAs that are eligible for this grant, the average percentages of students in the four highest demographic groups in each LEA are as follows: 5.3% Asian, 19.3% Black, 38.3% Hispanic, and 33.6% White. Despite the demographic diversity of its students, currently in New Jersey, 741,522 students attend schools with a 100% White administrative team.

Through this grant program LEAs will train new and existing school-based mental health services providers, expand the pipeline and increase the diversity of high-quality, trained providers, while addressing the shortages of mental health professionals in schools. As used in this NGO, “school-based mental health services provider” means a school counselor, school psychologist, school social worker. Additionally, the grant program is seeking to increase the number of diverse school-based mental health service providers who are recruited, placed, hired, and retained in LEAs.

Populations to be served:

The NJDOE has identified 203 LEAs (see Appendix A) with higher than the recommended student to mental health service provider ratio for at least two types of mental health provider positions (i.e., school counselor, psychologist, or social worker) and where more than 20% of the student population receives free and reduced lunch (FRL). As individuals with the lowest incomes are more likely than those with higher incomes to experience depression or anxiety (Hodgkinson, 2017), students receiving free or reduced lunch typically show a greater need for mental health service providers. Therefore, LEAs that have high percentages of students receiving FRL and high ratios of students to mental health service providers will be eligible to apply for the NJDOE’s proposed opportunity as such LEAs will most benefit from this grant opportunity.

To increase the number and diversity of school-based mental health professionals in LEAs, the NJDOE will consider the LEA’s readiness to improve its recruitment and retention strategies to reduce student to mental health provider ratios by demonstrating an understanding of LEA-specific student mental health needs. The NJDOE will also ensure the cohort of grantees represent diverse regions and student enrollment. Hiring strategies in a small LEA are very different compared to hiring strategies in a large LEA. As there is a large range of student enrollment numbers among the eligible LEAs, and this sub-grant is an opportunity to develop models of sustainable mental health provider pipelines, the NJDOE will ensure the cohort of LEA grantees includes small, medium, and large LEAs. Further, IHE partnership strategies differ across the regions with some more populated northern and central regions having a large selection of New Jersey IHEs compared to more rural and southern regions. Therefore, it will be important to maintain regional diversity among the LEA grantees.

Duration of the Grant Program:

This 2023 pilot program will begin Monday, June 5, 2023 and conclude Wednesday, June 30, 2027. The project periods, subject to the availability of appropriated funds, are:

- Project Period 1 is from June 5, 2023 to November 30, 2023
- Project Period 2 is from December 1, 2023 to November 30, 2024
- Project Period 3 is from December 1, 2024 to November 30, 2025
- Project Period 4 is from December 1, 2025 to November 30, 2026
- Project Period 5 is from December 1, 2026 to June 30, 2027

NOTE: The award will be issued on an annual basis contingent on continued program eligibility, program performance and availability of federal funds.

Participation of Project Schools:

The NJDOE will select ten to twenty-five school LEAs to participate in this grant program. The participating LEAs will be allowed to select the school sites in which school-based mental health providers will be placed. Project LEAs will be selected by the NJDOE on need-based basis, which will take into consideration the regional and size diversity to ensure an equitable distribution of funds and a diverse representation of New Jersey. A total of \$2,930,000 will be distributed among grantees for the first project period. The funds for this program are federally sourced funds and the state funds allocated for the implementation of *N.J.S.A. 18A:6-33.18*. Participating LEAs will utilize the funds to support the recruitment, training, and retention of school-based mental health professionals. Maximum award amounts will be scaffolded by the number of students enrolled in the participating LEAs. The following chart describes the maximum award amounts available to eligible LEAs for this opportunity:

LEA Maximum Award Amount

Student body under 1,000 students	Student body between 1,001 and 3,999	Student body over 4,000
\$125,000	\$250,000	\$375,000

Eligibility to Apply

The School Based Mental Health Services (SBMHS) Grant Program is a limited opportunity open to 203 existing New Jersey LEAs, or LEA consortia, that have been pre-identified by the NJDOE. These LEAs have a higher than the recommended student to mental health service provider ratio for at least two different types of mental health service provider positions (i.e., school counselor, school social worker, or school psychologist) and where more than 20% of the student population receives free and reduced lunch (FRL). As individuals with the lowest incomes are more likely than those with higher incomes to experience depression or anxiety (Hodgkinson, 2017), students receiving free or reduced lunch typically show a greater need for mental health service providers. Therefore, LEAs that have high percentages of students receiving FRL and high ratios of students to mental health service providers will be eligible to apply for the NJDOE’s proposed program as such LEAs will most benefit from this grant opportunity. The list of LEAs that meet these criteria can be found in Appendix A.

Applicants are required to complete, sign and upload the attached Document of Eligibility (Appendix B) as part of the application submitted on Electronic Web-Enabled Grants (EWEG) System. Tips for navigating the EWEG system can be found in Appendix C.

Federal Compliance Requirements

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI) number (which replaces the DUNS number) and is obtained through registration (new or renewal) with the System for Award Management (SAM).

- To register with the SAM database, go to www.sam.gov.

Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG, which should include the LEAs UEI information, prior to the applicant being able to create and submit a discretionary grant application in EWEG.

Key steps/actions:

1. Create and submit the AWARD Management SAM application in EWEG if your entity has applied for or has received other grants from the NJDOE.
2. When completing the AWARD Management SAM application, entities must enter an active SAM UEI.
3. To renew an existing SAM UEI or apply for a SAM UEI, entities must go through www.sam.gov.

Failure to complete or update the AWARD Management SAM application in EWEG will prevent the applicant to view, create, and submit applications in the EWEG system.

No award will be made to an applicant, not in compliance with FFATA.

Statutory/Regulatory Source and Funding

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. The SBMHS Grant Program is dual funded through Federally sourced and State sourced funding. The NJDOE will award a total of \$2,930,000 each project period for the five-year grant program, which includes \$2,430,000 in Federal funds and \$500,000 in State Funds. The NJDOE will award a total of \$2,930,000 each project period for the five-year grant program, which includes \$2,430,000 in Federal funds and \$500,000 in State Funds. LEAs that meet the established criteria for need, will be able to apply for a portion of funding (up to \$2,930,000 Project Period 1; \$2,930,000 Project Periods 2-5), which will be distributed amongst awardees in order to fund new activities to recruit and retain school-based mental health professionals. The NJDOE anticipates awarding 10 to 25 awards in this sub-grant opportunity and will prioritize the regional and size diversity of the awardees to ensure an equitable distribution of funds and a diverse representation of New Jersey. Project Period 1's award will be distributed through two allocations; the first allocations will be apportioned upon award and will total \$1,184,936.50 of Federally sourced funding and \$500,000 of State-sourced funding. Whether a sub-awardee's funding is provided by State Funds or Federal Funds, it will not impact the programming, reporting, project duration or any other activities associated with the implementation of this program. The remaining \$1,245,063.50 will be available for Federally Funded grantees to pay for costs associated with project implementation, including administrative costs incurred by NJDOE, after July 1, 2023. The delayed availability of the remaining Federal funds is due requirements with the New Jersey Appropriations Act. As the funding for this program will be provided through a reimbursement process, costs exceeding the available funds incurred between June 5, 2023 and July 3, 2023 will not be reimbursable until after July 3, 2023. Annual awards totaling \$2,930,000 of combined State and Federal funds will be available for project periods two through five of this grant program.

NOTE: The award will be issued on an annual basis contingent on continued program eligibility, program performance and availability of federal funds.

The NJDOE will select the participating project schools.

The applicant is expected to complete the goal(s) and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the NJDOE of the applicant’s eligibility for the continuation of grant funding. In addition, the NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

Applicants must score a minimum of 70 points or above (before the addition of any bonus points) and meet the intent of the NGO to be considered eligible for an award. Bonus points will be awarded to applicants based on the percentage of students receiving FRL in the LEA. Bonus points will be awarded as follows:

Percent of students receiving free or reduced lunch	Bonus Points
20 - 28.4%	1 point
28.9 - 41.6%	2 Points
41.7% - 59.3%	3 Points
59.4% or greater	4 points

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Final awards are subject to the availability of “School-Based Mental Health” Grant Program funds. The grant recipient is expected to complete the goal(s) and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the NJDOE of the grant recipient’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

The first project period is June 5, 2023 to November 30, 2023. The entire program period is June 5, 2023 to June 30, 2027.

Dissemination of This Notice

The Division of Educational Services will make this notice available to eligible applicants listed in Appendix A based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE’s Discretionary Grant web site or by contacting the Office of Student Support Services at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 376-9109; fax (609) 633-9655

Technical Assistance

The Technical Assistance Workshop will be held on April 6, 2023 via Technical Assistance for the School Based Mental Health NGO. Preregistration is required by March 31, 2023. Please register online on the Events

Registration page. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

Application Submission

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG, system accessed through the NJDOE Homeroom web page, no later than 4:00 P.M. on Thursday, May 4, 2023. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate for funding consideration, an application after this deadline.

Each eligible applicant must have a login ID and password to access the system. Applicants should send an email request to the EWEG help desk (eweghelp@doe.nj.gov) to request a login ID and password. Please allow 24 to 48 hours for the registration to be completed.

Please direct questions regarding access to EWEG to eweghelp@doe.nj.gov.

The NJDOE advises applicants to plan appropriately to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Applicants are advised not to wait until the due date to submit the application online as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date.

Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. The New Jersey Department of Education (NJDOE) reserves the right to reject any application not in conformance with the requirements of this NGO.

Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via FAX will not be accepted under any circumstances.

Reporting Requirements

Grant recipients must submit periodic project and fiscal progress reports. All reports will be submitted through the EWEG system. All reports are cumulative. Reports for this program will be due as follows:

Annual Reporting (Project Period 1)	Reporting Period	Due Date
Project Period 1 Interim Report	June 5, 2023–July 31, 2023	August 31, 2023

Project Period 1 Final Report		
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The grantee will be required to submit the above reports through the online EWEG system at <http://homeroom.state.nj.us> on the dates specified above. Accompanying the program report, grantees are required to submit a narrative summary of activities conducted during the reporting period. This summary may be submitted as an upload within EWEG. The final program and fiscal report must include a final evaluation report of the overall effectiveness of the training and technical assistance activities. Accompanying each quarterly report is a narrative summary of activities conducted during the reporting period. NJDOE reserves the right to request additional reports throughout the year if necessary. After the final report is reviewed and approved, at all four levels in EWEG, a payment will be issued, if funds were due to the agency.

Assessment of Statewide Program Results

The NJDOE will utilize all available data to assess the effectiveness of the grant recipient. Data may include, but is not limited to, participant evaluations, follow-up surveys, interim reports, and deliverables outlined in this NGO.

The NJDOE incorporated P.L.2021 c.322 (See Appendix D) into a comprehensive grant program design, which includes this SBMHS Grant program.

Through a separate grant opportunity, the NJDOE will select an external evaluator for this program. The evaluator will assess the impact of the project as a whole and support the development of the annual performance reports that are required by the United States Department of Education (USDE).

The USDE, requires that certain measures be evaluated through this program. For this NGO, the Measures of Effectiveness are defined as follows:

- Decreasing the ratio of students to school-based mental health providers decreasing in participating LEAs.
- Total number of students receiving school-based mental health services increase in participating LEAs.
- Increase the number of students receiving school-based mental health services by at least 25% in all participating LEAs.
- Participating LEAs increase capacity to recognize and employ promising practices for building school-based mental health provider pipelines.
- Retention of school-based mental health providers increase in LEAs demonstrating need.
- All participating LEAs implement promising identification and recruitment strategies within 6 months of the start of the grant
- All partner IHEs begin training at least one cohort of aspiring school-based mental health providers within 6 months of beginning project participation.
- When applicable, high school and/or local community college students are exposed to the mental health profession and will start to integrate themselves in the local school community.
- Ethno-racial linguistic diversity of school-based mental health providers more closely resembles that of the students in the LEA

The following measures of effectiveness will need to be included in the final cumulative report at the end of project period 5; progress towards these measures should be included in each yearly report.

- Long term measure- All LEAs demonstrating need build a sustainable school-based mental health provider pipeline with locally trained candidates that meet LEA staffing needs
- Long term measure: Number of LEAs statewide participating in training to recruit and retain school-based mental health professionals doubles.
- Long term measure: LEAs have access to a menu of models to consider for building a pipeline of school-based mental health providers
- Long term measure: the ratio of students to school-based mental health providers in participating LEAs meets national averages for at least two of three mental health provider positions.

As part of the final report each year and as part of the final cumulative report, the grant recipient must evaluate the overall effectiveness of training and technical assistance activities. Federal legislation requires that the local evaluation is based on the factors included in the listed Measures of Effectiveness. For this NGO, the Measures of Effectiveness are defined as follows:

- Ratio of students to school-based mental health providers decreasing in participating LEAs
- Total number of students receiving school-based mental health services increase in participating LEAs
- Participating LEAs learn about promising practices for building school-based mental health provider pipelines
- All participating LEAs implement promising identification and recruitment strategies within 6 months of the start of the grant
- All partner IHEs begin training at least one cohort of aspiring school-based mental health providers within 6 months of beginning the project participation.
- When applicable, high school and local community college students are exposed to the mental health profession and will start to integrate themselves in the local school community

The following measures of effectiveness will need to be included in the final cumulative report at the end of project period 5; progress towards these measures should be included in each yearly report.

- All LEAs demonstrating need build a sustainable school-based mental health provider pipeline with locally trained candidates that meet LEA staffing needs
- Ethno-racial linguistic diversity of school-based mental health providers more closely resembles that of the students in the LEA
- Ratio of students to school-based mental health providers in participating LEAs meets national averages for at least two of three mental health provider positions
- Total number of students receiving school-based mental health services increase by at least 25% in all participating LEAs
- Retention of school-based mental health providers increase in LEAs demonstrating need
- Number of LEAs statewide participating in training to recruit and retain school-based mental health professionals doubles

- LEAs have access to a menu of models to consider for building a pipeline of school-based mental health providers

Additionally, the results of the evaluation must be used to refine, improve, and strengthen project activities. More information will be available to the grant recipient. The NJDOE reserves the right to request returned funds if the report is deemed insufficient and unsatisfactory.

Reimbursement Requests

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grant recipient has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information. Payments cannot be processed until the award has been accepted in EWEG. The last date to submit a modification request in EWEG is September 29, 2023.

This grant program is both state and federally funded. The funding for this program have an expiration date after which grant funds, even appropriately spent, cannot be reimbursed. It is the responsibility of the awarded agency to avoid forfeiting grant funds by creating and submitting reimbursement request and report by the requested deadlines. The date to submit the last reimbursement request is October 10, 2023. If approved, the last reimbursement request should be paid by end of November or early December. Please keep in mind that the EWEG system cannot process both Reimbursement Requests and Final Reports simultaneously.

Only one (1) request may be submitted per month. Grant recipients must submit their request no later than the 10th of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grant recipient’s request is approved by the NJDOE program officer, the grant recipient should receive payment around the 8th–10th of the following month.

Electronic Payments

In order to receive electronic payments from the State of New Jersey, the New Jersey Department of Treasury requires the grantee to submit the *Electronic Payment Authorization for Automatic Deposits (ACH Credits) form* and the *W-9/Vendor Questionnaire form* directly to the Department of Treasury. These forms can be found on the [Department of Treasury website](#). Please contact vendor control at (609) 633-8183 or via email to AAIUNIT@treas.nj.gov or contact the Office of Budget and Accounting at 609-292-1865 with any questions regarding these forms. Forms must be submitted to Treasury concurrently with the EWEG application; however, please DO NOT submit these forms with this NGO.

Note: The NJDOE will not approve any reimbursement request(s), if the grantee has any outstanding report(s), including but not limited to the interim reports and final reports.

Section 2: Project Guidelines

Project Design Considerations

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO along with P.L. 2021, c.322, to ensure a full understanding of the state's vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant's understanding of the requirements that are to be considered and/or addressed in their project. When submitting an application, the agency must use the EWEG online application system located here. Please refer to section 1 for further details.

NOTE: The passage of N.J.A.C 6A:23A-7 placed additional administrative requirements on the travel of school LEA personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of LEA personnel to participate in activities sponsored by the grant program.

Through the SBMHS Grant Program, the NJDOE's grant recipient will address students' mental health needs by increasing the number and diversity of credentialed school-based mental health service providers in LEAs with demonstrated need. Through this opportunity the LEAs should consider New Jersey's research-based Mental Health Resource Guide as a roadmap to conceptualize the development, implementation, and evaluation mental health supports and services in schools. To implement the framework, schools need well trained educators and professionals equipped with social and emotional skills, cultural competency, mental health literacy, and enough specialized mental health support personnel (e.g., school counselors, school psychologists, school social workers) who are qualified to support the mental health needs of students in the school setting.

The opportunity will provide LEAs with a research-based framework for recruiting and retaining school-based mental health professionals for employment or placement in their LEA. LEAs that receive a grant award will use the funds to create partnerships with institutes of higher education that train students who are attending graduate school to become school-based mental health services providers (See Appendix E for a list of graduate programs). Prior to applying for this program, LEAs must form a partnership with one or more IHEs that offer graduate programs in school-based mental health fields in accordance with P.L. 2021, c.322. A sample letter to IHE partners can be found in Appendix F. The partnership shall allow a student enrolled in an institution of higher education's graduate program to perform applicable fieldwork credit hours, internships, externships, or other related training as applicable for the academic program of the student. Students placed into participating LEAs through this grant opportunity must be compensated, regardless of level of training (i.e., practicum, extern, intern).

The applying LEA will describe in detail the partnership formed between the LEA and the IHE, including plans for supervising the graduate students in school settings, reducing internship costs and other financial barriers, and ensuring that the students are trained in providing mental health supports and services to students in the LEA. The applying LEA will provide a description of the following:

- how the lack of school-based mental health services providers is affecting students in the LEA,
- the anticipated impact on the LEAs students if awarded the funds,
- the number of graduate students that will be trained under the proposed program,
- the number of graduate students the LEA intends to retain after the students complete their graduate program, and

- its plans to sustain supports afforded through project participation beyond the project timeline.

Additionally, in the partnership agreement between LEAs and their IHE partners must include a description of their programming and ensure that graduate students are meeting the requirements for certification and graduation within their respective fields of study. Once a partnership has been established, the IHE and LEA partner must complete the IHE/LEA Documentation Form, which can be found in Appendix G.

Considerable thought and planning between the LEA and IHEs must occur to ensure alignment between the NJDOE's purpose (presented in Section 1.1) and the applicant's design of this project.

It is the intention of this NGO to increase the number of credentialed school-based mental health service providers by implementing plans that address recruitment and retention of service providers in local education agencies (LEAs) with demonstrated need. The grant program intends to increase the number of credentialed school-based mental health service providers in LEAs with demonstrated need who reflect the ethno-racial-linguistic diversity of the LEAs students over time. Additionally, this grant program seeks to increase the retention of school-based mental health providers in the LEAs with demonstrated need.

A separate NGO opportunity will be used to select an external evaluator to explicitly evaluate the impact of the use of depression screenings, as well as, conduct an evaluation reports describing this entire grant program.

In addition to the measures above, partner IHEs, the external evaluator, and/or the NJDOE Leadership Team will conduct site visits to each LEA, meet at least quarterly to review target data and discuss each grantee's progress, and deliver technical assistance and support to each LEA to ensure they are on track to meet all recruitment, training, and retention goals. If an LEA is showing a weakness in one metric, the NJDOE will pair technical assistance from an IHE, or professional organization to provide support in partnership with the NJDOE project coordinator and external evaluator.

When possible, grantee LEAs will be expected to invest in long-term strategies to engage high school students and/or students who recently graduated from the LEA and are attending a community college. LEAs may also develop pipeline pathways with their partnering IHE and a local community college so prospective mental health service providers can be supported as they earn an associate degree through their graduate program. LEAs may provide undergraduates with small scholarships or paid intern or work-based learning opportunities. Such supports require long-term investments but have the potential to reduce financial barriers to enable diverse practitioners who reflect the diversity of the LEA's students and community.

The subgrant will require that school-based mental health professionals that are placed in the LEA as a result of being awarded a sub-grant will spend at least 70% of their time involved in mental health or related services for students. Any school-based mental health professional placed as a result of being awarded this grant opportunity shall spend at least 70 percent of their staff time providing mental health and related services that shall include, but not be limited to:

- addressing needs relating to the academic, career, social, and emotional development of all students;
- providing individual student academic planning and goal setting;
- counseling of students (short-term);
- collaborating with families and community members to foster student success; and

- analyzing data to identify student issues, needs, and challenges.

Student interns who complete their site-based program requirements in one of the participating LEAs, will have the opportunity to receive continued support if hired by one of the 203 eligible LEAs while this grant is funded. For example, if a student completes their internship during project period 2 of this grant and is then hired upon graduation by an eligible high-needs LEA, they will be able to receive support during their first year as a certified staff member, which would take place during project period 3 of this grant. Support will be provided by the New Jersey State professional organization that is applicable to the respective field of the individual (e.g., a school psychologist would receive their support from The New Jersey Association of School Psychologists [NJASP]).

To support their success, LEA staff and partnering IHEs will receive professional development and membership in Communities of Practice as described below. Additionally, LEA grantees will be provided priority access to NJDOE-sponsored, regional career-fairs as well as technical assistance.

NJDOE, in partnership with, IHEs, professional associations, and model LEAs will host quarterly Leadership Academy professional development sessions for LEA grantees' leadership. It will be critical for LEA decision makers to have the skills, knowledge, and understanding of what resources are necessary to effectively provide the school and community-based mental health supports students need. The School/LEA Leadership Academy will provide administrators, including business administrators and school board members, training to address at a minimum, topics such as how to:

- Establish and operate a comprehensive school-based mental health system based on the MTSS model described in the Mental Health Resource Guide.
- Use student and staff data to identify mental health provider needs, create innovative, mental health provider roles (e.g. bilingual counselors) and expand roles to empower providers to provide the highest possible care for their students.
- Prioritize resources to reduce student to mental health provider ratios.
- Implement effective practices in recruiting, hiring, and retaining high quality, diverse mental health providers including building mental health provider mentorships, affinity groups, and supervisor structures.
- Sustainably fund expanded mental health provider teams and workforce pipelines.

Each LEA selected for participating in the grant program will be required to prepare and submit to the Commissioner a report on its experience with, and the effects of, the grant program, in collaboration with their IHE partner. This activity may require the LEA in partnership with their partnering IHE to develop templates and populate narratives that best articulate its performance and progress in their implementation of school-based mental health services. The LEA reports describing the development, refinement, and implementation of school-based mental health services being implemented will inform the Commissioner's recommendation whether to expand the school-based mental health program to other LEAs in the state.

Each interim report and the final report shall include:

- The unduplicated, cumulative number of new school-based mental health providers hired for each LEA with demonstrated need as the result of the grant

- The unduplicated, cumulative number of school-based mental health services providers retained in LEAs with demonstrated need as a result of the grant.
- The ratio of students to school-based mental health services providers for each LEA with demonstrated need served by the grant, and the numbers of school-based mental health services providers and students used to calculate the ratio.
- The attrition rate of school-based mental health services providers for each LEA with a demonstrated need that is participating in the grant.
- The total number of students who received school-based mental health services as a result of the grant.
- The number of diverse school-based mental health services providers.
- A description of the LEAs progress towards implementing their proposal.
- A log and description of the trainings provided through this grant program that were attended by graduate interns/externs and other LEA personnel.
- A description of the school-based mental health services provided by interns/externs placed through this grant program.
- An interim and summative evaluation of the benefits of the program provided by the clinical supervisor.
- A description of which graduate programs the graduate students are attending; and
- A detailed description of the role and responsibilities of newly placed school-based mental health professional staff that demonstrates a minimum of 70% of their time is allocated to the provision of mental health and related services.

As this project intends to increase the capacity for LEAs demonstrating increased need to address student health challenges and research demonstrates a correlation between increased poverty levels and increased mental health needs, bonus points will be awarded to applicants based on the percentage of students receiving FRL in the LEA. Bonus points will be awarded as follows:

Percent of students receiving free or reduced lunch	Bonus Points
20 - 28.4%	1 point
28.9 - 41.6%	2 Points
41.7% - 59.3%	3 Points
59.4% or greater	4 points

Project Requirements

Project Abstract: [0 points]

The Project Abstract is a 250 to 300-word summary of the proposed project’s local need, purpose, and projected outcomes. The Proposed project and outcomes must cover the full grant period. Do not include information in the abstract that is not included elsewhere in the application.

An optional abstract supplement can be found in Appendix H. This document is not required, however will be beneficial to support your project design.

Project Description: [35 points]

Describe in a detailed narrative the complete 5-year project design (June 5, 2023 – December 31, 2027), which will correspond to each of the project periods and the plan for implementing the project. Include an anticipated schedule and description of how the number of mental health providers from the local community will be increased and the student to provider ratio through recruitment and retention efforts will be reduced. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all participating schools within the LEA. Provide evidence that the project is appropriate for and will successfully address the identified needs of the participating LEA. Describe the effect the project will have on the LEA upon completion. In this section, LEAs should clearly describe how the increased workforce will attend to student mental health needs and how this increased capacity will support the overall operations of the LEA.

LEAs selected for participation will work with their partner IHEs to address:

- a) The number of new school-based mental health services providers hired (certificated staff).
- b) The number of school-based mental health services providers retained (certificated staff).
- c) The number of interns who become certified staff and are then hired by the participating LEA after completing their internship through this grant.
- d) The number of interns who become certified staff and are then hired in a different high-needs LEA after completing their internship.
- e) The ratio of students to school-based mental health services providers for each LEA and the numbers of school-based mental health services providers in each LEA.
- f) The attrition rate of school-based mental health services providers.
- g) The number of mental health services providers who reflect the ethno-racial-linguistic diversity of the students in the LEA.

Prior to submitting this application, the LEA or LEA consortia applying for a grant award under the program shall form a partnership with one or more institutions of higher education that offer graduate programs in school-based mental health fields. The partnership shall allow a student enrolled in an institution of higher education's graduate program to perform applicable field work, credit hours, internships, externships, or other related training as applicable for the academic program of the students. The LEA will need to provide evidence that they have staff that are both capable (i.e., meet all necessary supervision requirements for each respective program) and willing. A list of qualified IHE partners can be found in Appendix E and a sample email to be sent can be found in Appendix F. Once a partnership has been established, the LEA and IHE partner must complete Appendix G and upload it into EWEG.

Each LEA selected for participating in the pilot program will be required to prepare and submit to the Commissioner a report on its experience with, and the effects of, the pilot program. This progress shall be created in consultation with the LEA's partnering IHE. To ensure your district is positioned to develop an sufficient performance, the NJDOE advises selected LEAs to consult the NJDOE's program coordinator to ensure the program reports includes sufficient information. The district reports, along with a comprehensive report developed by the grantees will describe the development, refinement, and implementation of the recruitment, placement, training, hiring and retention practices implemented as a result of the LEAs participation in this grant program.

In the Project Description the applying LEA must address the following:

- a) Provide evidence of an agreement between the LEA and partnering IHE to cooperate in the implementation of the proposed project (see Appendix G);
 - a. If the applying LEA has previously worked with an IHE partner, please describe the successes of the past partnership.
- b) Provide a description of which graduate programs the graduate students are attending (e.g., school psychology program, school counseling program, etc.);
- c) Evidence that the LEA has a commitment from existing staff members or a plan to hire new staff to provide supervision of graduate students
 - a. Describe the plan for providing supervision and support to the interns
 - b. Describe the LEAs capacity to support interns of diverse ethnic or linguistic backgrounds
- d) A detailed description of the role and responsibilities of newly placed school-based mental health professional staff that demonstrates a minimum of 70% of their time is allocated to the provision of mental health services.
 - a. Clearly describe the roles and responsibilities of the school-based mental health interns;
 - b. Describe the school-based mental health services that the LEA will be able to provide if awarded;
 - c. Describe how the roles will be sustained after this grant program has ended; and
 - d. Describe the areas of focus and support interns will receive for the remaining 30% of their time

Each interim report and the culminating report shall include:

- The ratio of students to school-based mental health providers and comparison data describing how the ratio has changed;
- Comparative data describing the change in students receiving school-based mental health services;
- Comparative data charts describing attendance, suspension rates, discipline referral rates, school climate assessment data, school-level student achievement (i.e. course average grades, local cumulative assessments, state assessments) at the start of the grant compared to current data;
- Narrative describing the implementation of school-based mental health services program including updates describing the required partnership between the LEA and IHE (i.e., supplemental training);
- Narrative detailing perception of and challenges to implementing school-based mental health services;

- Descriptions of district personnel and their roles in supporting the project’s implementation (e.g., clinical supervisor, school principal, Director of Student Services, etc.);
- A log and description of trainings attended by interns, externs, and or newly certificated school-based mental health services professionals that have joined the LEA;
- Quantitative (e.g., survey data, observation data, etc.) and qualitative data (e.g., focus group data, anecdotal data, etc.) describing the perceived effectiveness of the increased support; and
- A conclusion describing a plan for improving and/or progressing upon the implementation of school-based mental health supports, indicators they are using to measure their progress and/or their rationale for modifying already established services.

Additionally, the grant recipient agrees to:

- Utilize assessment tools in conjunction with the external evaluator to assess the quality and depth of the program;
- Provide necessary and anonymized data to the external evaluator to complete required evaluation of project activities and their impact
- Meet with NJDOE staff, IHE, and/or the external evaluator on a quarterly basis;
- Allocate adequate time for participating staff to attend communities of practice sessions at least **twice** a year;
 - Participating staff can include placed interns, practicum students, placement supervisors, and existing school-based mental health staff.
- Allocate adequate staff time for District Leadership Team members representing decision-makers influencing the district’s specialized services and student services programs (i.e., Director of Special Education, Director of Pupil Services, Assistant Superintendent of Student Support Services) to attend bi-annual leadership trainings.
- Meet with IHE partners to engage in a minimum of **4** consultative/technical assistance sessions or planning meetings;
- Provide a secure office for school-based mental health professionals to conduct sessions with students;
- Provide a space and resources for school-based mental health professionals to conduct general business; and
- In collaboration with the external evaluator and IHE partner, develop a report that details information on the activities, outcomes, and impact resulting from the school district’s participation in the School-Based Mental Health Services Grant
- If the applying district serves grades 7 through 12, the selected district agrees to complete the application to receive additional funds to conduct the depression screening activities incorporated in a related grant program.

The applicant must address the following supporting goals within the Project Description section:

A. Improve recruitment, retention, and diversity of school-based mental health providers in LEAs demonstrating increased needs.

The intent of this grant program is to assist school LEAs in the training of school-based mental health services providers and other LEA personnel, to expand the pipeline of high-quality, trained providers, and to address the shortages of mental health professionals in schools.

To increase the number of school-based mental health professionals in LEAs demonstrating increased need, the LEA will partner with an IHE creating a pipeline of prospective service providers. Additionally, the LEA will capitalize on the knowledge and skills of partnering IHEs to increase the diversity of educators in schools and programs designed to reduce barriers of entry into the school-based mental health professional field. To support the efforts of recruitment and retention, the LEA will be able to utilize the following strategies in their project design:

Recruitment Strategies	Retention Strategies
<ul style="list-style-type: none"> ● Stipends for practicums and internships ● Student loan partial repayment ● Licensing/exam fees ● Employment signing bonus ● Relocation bonus ● Referral bonuses ● Covering onboarding costs (e.g., background check, medical clearances, etc.) ● Marketing for diverse populations ● Career and job fair costs 	<ul style="list-style-type: none"> ● Tuition reimbursement for advanced coursework and training ● Costs for evidence-based strategies used to increase work satisfaction. ● Student loan partial repayment ● Costs associated with professional development opportunities ● Retention stipend ● Dues and fees for annual professional memberships

***This is not an exhaustive list and the LEA may build in additional strategies as long as it does not fall under an ineligible cost, which is outlined in this grant application.**

New Jersey student populations are tremendously diverse, thus SBMHP recruited, should reflect the population of students they serve. Of the 203 LEAs that are eligible for this grant, the average percentages of students in the four highest demographic groups in each LEA are as follows: 5.3% Asian, 19.3% Black, 38.3% Hispanic, and 33.6% White. Despite the demographic diversity of its students, currently in New Jersey, 741,522 students attend schools with a 100% White administrative team. Currently there are not enough culturally and linguistically diverse SBMHP to fill the needs of LEAs in order to create a staff-base which is representative of the population it is servicing.

NJDOE will tap into the expertise of IHEs and the professional associations throughout this grant program to support participating LEAs and other LEAs to improve upon recruitment, retention, and training of new and existing SBMHPs. Participating LEAs and their IHE partners will have the opportunity to attend networking and hiring events so that the practicum student and/or interns trained through this grant opportunity will be able to be retained in high-needs LEAs. It should be noted that any of the 203 qualifying LEAs may attend these networking events, even if they were not awarded funding through this grant. The NJDOE recognizes that all graduate students placed in LEAs participating in this grant program will not be hired by those respective LEAs. Therefore, the NJDOE will support participating graduate students by convening networking and hiring events

where other LEAs demonstrating increased needs will be able to engage prospective SBMHPs in career opportunities within their LEAs.

B. Build capacity for establishing more mental-health-conscious stakeholders in LEAs through professional development opportunities and leadership academies

Through this grant opportunity, the NJDOE is providing professional development supports for school and LEA leaders who have the decision-making authority to (1) build successful comprehensive systems of mental health services and (2) to recruit, hire, and retain mental health providers.

The NJDOE expects that if more leaders who are in a position to hire, create, or approve budgets have training in how to assess and address the mental health needs of their students, they will be more likely to successfully reduce the student to mental health professional ratios and increase the amount of services to students. In addition, NJDOE will provide these LEAs with resources to recruit new professionals, retain current professionals, and diversify the pipeline of future school-based mental health professionals.

NJDOE, in partnership with Rutgers, IHEs, professional associations, and model LEAs will host quarterly Leadership Academy professional development sessions for LEA grantees' leadership. It will be critical for LEA decision makers to have the skills, knowledge, and understanding of what resources are necessary to effectively provide the school and community-based mental health supports students need. The School/LEA Leadership Academy will provide administrators, including business administrators and school board members, training to address at a minimum, topics such as how to:

- Establish and operate a comprehensive school-based mental health system based on the MTSS model described in the Mental Health Resource Guide.
- Use student and staff data to identify mental health provider needs, create innovative, mental health provider roles (e.g. bilingual counselors) and expand roles to empower providers to provide the highest possible care for their students.
- Prioritize resources to reduce student to mental health provider ratios
- Implement effective practices in recruiting, hiring, and retaining high quality, diverse mental health providers including building mental health provider mentorships, affinity groups, and supervisor structures.
- Sustainably fund expanded mental health provider teams and workforce pipelines.

The Leadership Academy will increase school leaders' understanding of the roles and benefit of mental health providers and it will enhance leaders' ability to implement effective and innovative mental health provider staffing models so more students receive mental health services. Pre- and post-training measures will show that 75% of attendees demonstrate increased knowledge of mental health providers' roles, understanding of new data-based strategies to improve services to students, increased ability to design effective staffing models and strategies to effectively recruit and retain diverse mental health providers.

Leaders who attend these sessions will gain a better understanding of how SBMHPs (e.g., school counselors, school psychologists, and school social workers), can be utilized in a variety of ways to address gaps in school-based mental health support through the hiring of qualified staff, budgetary planning and justification, and

maintaining caseloads that allow for effective delivery of service. The Leadership Academies will also provide leaders meaningful networking opportunities and exposure to model programs to support post-grant sustainability.

In addition to the training provided to LEA leaders, research shows that professionals who receive supports, training, and peer connections are more likely to be retained if they participate in relevant professional learning. The NJDOE will host Communities of Practice across New Jersey's identified 15 regions, which participating LEA school-based mental health professionals (SBMHP) will be expected to go to. These communities of practice will allow SBMHP to stay up-to-date on best practices and to engage in professional networking opportunities.

To address the goal of diversifying the pipeline and to expand on the lessons learned from the grantees of State-based grants developed to diversify the educator pipeline and from the USDE Mental Health Provider Demonstration grants, the participating LEAs will be convened at least bi-annually by the NJDOE and partnering agencies to learn about evidence-based practices, developing research, and testimonials from IHE and other LEA representatives. LEA grantees and their IHE partners will be required to attend. These events will also act as a networking opportunity for the participating practicum students and interns to learn about potential openings in other participating high-needs LEAs in order to support goal A.

LEAs will need to allocate time and resources (i.e., clinical supervision, stipends for time after hours for existing SBMHP, interns, and school/district leaders). The LEAs will need to make sure that necessary grant-related staff are able to attend the professional development opportunities that the SEA is providing. Two administrators from each participating LEA (one special education representative and one general education representative) MUST attend each of the leadership academies.

In the application, the applying LEA must address the following to demonstrate preparedness to implement learning achieved through this goal's supporting activities:

- Provide a plan demonstrating how the LEA will differentiate district professional development for SBMHPs from other educators in the LEA;
- Provide a description of how the LEA intends to implement the learning into the district's strategic plan;
- Provide the district's Vision Statement and of how this project supports that vision

Please review Appendices H (Organizational Chart) and I (FAQs) for support in developing your project design.

Goals, Objectives and Indicators: [10 Points]

The NJDOE has mandated the following goals for this grant program. Using the mandated goals below, applicants are required to develop corresponding objectives and performance indicators to support the goals. The applicant must describe how it will evaluate progress towards attaining the goals, objectives, and indicators.

Mandated Goals:

- Goal 1: Improve recruitment, retention, and diversity of school-based mental health providers in LEAs demonstrating increased need.
- Goal 2: Build capacity for establishing more mental-health-conscious stakeholders in LEAs through professional development opportunities and leadership academies

In this section, applicants are required to develop corresponding objectives and performance indicators. Both the objectives and the indicators must be developed using **S.M.A.R.T.** methodology:

- **Specific.** That is, they tell *how much* (e.g., 40%) *of what* is to be achieved (e.g., what behavior of whom or what outcome) by *when* (e.g., by 2023)?
- **Measurable.** You have identified the level of performance expected in order to indicate successful achievement of the objective and indicator.
- **Achievable.** Not only are the objectives and indicators themselves possible, it is likely that your organization will be able to achieve them.
- **Relevant.** Your organization has a clear understanding of how these objectives and indicators fit in with the overall vision of this contract.
- **Timed.** Your organization has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.

Responses must be submitted in the **Goals and Objectives section**.

Applications must also include a plan to evaluate the project's success in achieving its goals and objectives. Indicators of success must be established for each project objective. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the associated goal and objectives, as well as the overall grant project outcomes. Well-constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the project. They will also help to determine whether to refine an aspect of the project to ensure overall success.

- Define the population to be served. Please be certain to clarify if a project activity addresses multiple populations (i.e. students, parents, school staff members, etc.)
- Identify the timeline for implementing and completing each objective.
- Identify the level of performance expected in order to indicate successful achievement of the objective.
- Make certain to construct measurable indicators of success that directly link to and support project objectives.

Project Activity Plan: [20 points]

The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. **The Activity Plan is for the current grant period (June 5, 2023 – December 31, 2023).** Activities represent the steps that the grant recipient will take to achieve each identified objective. Also, the activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. The Project Activity Plan must directly support the budget, as it will serve as the basis for the proposed expenditures. Activities described must be specific and measurable and directly relate to the goal and objective. For example, the following is an *unacceptable activity*: "Meetings with community partners, community entities, collaborators." A more *acceptable activity* would be: "The project consultant will meet with school leadership and community entities on a bi-annual basis." Review the Goal(s) and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

- State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.
- Describe all of the tasks and activities planned for the accomplishment of each goal and objective.
- List all the activities in chronological order.
- Space the activities appropriately across all report periods of the grant project.
- Identify the staff directly responsible for the implementation of the activity. If the individual conducting the activity is not referenced appropriately on the Project Activity Plan, it may not be possible to determine an allocation of the requested cost, and costs may be disallowed.
- List the documentation that tracks the progress and confirms the completion of each activity, such as agenda, minutes, curriculum, etc.
- In the Report Period Column on the Project Activity Plan, indicate with a checkmark the period in which the activity will be implemented. If the activity is ongoing or recurring, place a checkmark in the boxes under each period in which the activity will take place.
- Do not list the project director or other person with general oversight authority for the project as the “person responsible” for carrying out all activities.

Organizational Commitment and Capacity: [25 points]

After identifying the conditions and/or needs and the plan to address them, next describe the agency and its capacity to take on the project. First, applicants must describe and document their commitment and authority to implement the project, as well as the agency’s resources and experience with comparable initiatives that will support successful project implementation.

Applicants are required to respond to the following prompts:

1. Describe why the project you propose is important to you.
2. Describe your commitment to addressing the conditions and/or needs you identified in the needs section, including the organizational support that exists for implementing your proposed project.
3. Describe the partnership between the LEA and IHE and how the LEA intends to support the partnership over the duration of this grant program.
4. Describe experience you have had in implementing similar types of projects, as well as the outcomes of those projects. What worked, what didn’t, and why?
5. Describe how you will use your previous experience to ensure successful implementation of your proposed project.
6. Describe your organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation. Consider your LEAs capacity to provide adequate supervision for the graduate students placed through this program. Applicants should include any in-kind services or costs that the agency will contribute to this project, as well as, support from partners that will enhance the project.

Responses must be submitted in the **Organizational Commitment and Capacity section**.

There are two statement of assurances pages that must be submitted with this application and uploaded into EWEG. They can be found in Appendix J and Appendix K.

Management Plan

Within the Organizational Capacity and Commitment section, applicants must provide a description of the intended management plan. Grant recipients have some flexibility in the establishment of their staffing patterns; however, the NJDOE will review and approve the management plan, including staffing, based on what is necessary and reasonable to implement the project and adhere to program requirements. Applicants are required to identify a project director that will serve as the agency's primary point of contact with the NJDOE program coordinator responsible for the grant program. This person must be employed by the applying LEA and will be responsible for managing the administrative functions of this program. In order to effectively perform the administrative responsibilities of this grant program, the NJDOE requires that applicants submit a management plan that indicates all agency staff that will be working on this project, with specific time allocated to this project. When developing the management plan, the NJDOE advises the applying LEA to consult with their partnering IHE to ensure graduate program requirements for internship and externships are being met within the applying LEAs project design.

Budget: [10 points]

Budget Design Considerations

Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity.

The applicant's budget must be well-considered, necessary for the implementation of the project, remain within the funding parameters contained in this NGO, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity.

The applicant must provide a clear explanation describing how each cost is aligned to the goals, objectives, and activities in the Project Activity Plan. In addition, the applicant must provide documentation and details sufficient to support each proposed cost.

Please see Appendix M for Budget Development instructions.

Guidance on constructing a grant budget may be found in the [Pre-award Manual for Discretionary Grants](#)

The budget submitted as part of the application is for the current grant period only (June 5, 2023–December 31, 2023).

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. The actual amount awarded will be contingent upon the applicant's ability to provide support for its proposed budget upon application and ultimately will be determined by the NJDOE through the pre-award revision process. The applicant's opportunity to make pre-award revisions will be limited by the NJDOE which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed. The LEA will receive a partial award upon selection for this grant opportunity by the SEA and the remaining award will be made available after the New Jersey State Budget is approved.

Budget Requirements

Budget requests should be linked to specific project activities and objectives of the SBMHS Grant Program. The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all grant recipients. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging)
- No reimbursement for meals on in-state travel
- Mileage reimbursement is capped at \$.47/mile

LEA Maximum Award Amounts

Student body under 1,000 students	Student body between 1,001 and 3,999	Student body over 4,000
\$125,000	\$250,000	\$375,000

Eligible Costs

Funds may cover:

1. Salaries and benefits for project staff;
2. Purchase of project materials and supplies for grant-funded project activities;
3. Identification, selection, and orientation of grant-funded staff;
4. Computer(s) for the purpose of program administration and implementation;
5. NJDOE approved training or professional development for grant-funded staff;
6. Other grant related expenses (e.g., printing, telephones, postage, travel) that are necessary to perform grant administrative functions; and
7. Administrative costs equaling no more than 10% of the total budget.
8. Costs associated activities described in the table titled "Allowable Activities for LEAs".

Note: Out-of-state travel not documented in the approved grant application requires prior approval from the applicant’s program officer.

Ineligible Costs

Funds provided under this grant may not be used for the following costs:

1. Food, including snacks and refreshments, for any professional development training or workshop;
2. Vehicle purchases;
3. Construction or capital improvements;
4. Religious practices or programs;
5. Costs that are not directly related to the implementation of grant activities;
6. Membership to associations or organizations;
7. In-state overnight meals and/or lodging;
8. Meals on in-state travel;

- 9. Mileage reimbursement in excess of \$.47 per mile; and
- 10. Indirect costs.

Note: Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

A list of allowable activities for the grant recipient’s program implementation may include:

List of Allowable Activities for LEAs

Description	Explanation
Stipends for practicums and clinical internships	This stipend allows for a payment to each student completing their practicum or clinical internship requirements to complete program work experience to reduce barriers for pre-service providers who cannot afford to work during the day without pay.
Licensing/exam fees	Stipends or reimbursements may be requested for licensing and exam fees for school counselor, school psychologist, school social workers, and supervisor of those providers as required by New Jersey Department of Community Affairs and New Jersey Department of Education (NJDOE) State Board of Examiners.
Student tuition	Reimbursements may be requested for undergraduate and graduate courses related to the mental health providers and their supervisor at a partnering institute of higher education.
Dual enrollment and work-based learning tuition or credit costs	Reimbursements may be requested for dual enrollment and work-based learning related to the mental health field from an institute of higher education to promote interest and awareness of school-based mental health professions.
Stipends for supervision of practicum or intern student	The stipends are for supervision of practicum or intern students completing a practicum or internship in their respective fields.
Student loan partial repayment	The student loan partial repayment is for new or already-employed school counselors, school social workers, or school psychologists.
Professional development	Reimbursements may be requested for professional development approved by NJDOE and related to New Jersey Tiered System of Support (NJTSS), depression screeners, School Health Assessment and Performance Evaluation (SHAPE) System and/or the framework in the New Jersey Comprehensive School-based Mental Health Resource Guide.

Employment signing bonus	Employment signing bonus may apply to a social worker, school counselor, or school psychologist.
Relocation bonus	Provide a one-time payment for any school-based mental health service provider relocating to an LEA demonstrating need.
Retention stipend	Provide an annual stipend for any school-based mental health services providers who maintain an active national certification or supervisor license
Partial salary	Reimbursements may be requested for up to 50% partial salary for each new full-time social worker, school counselor, or school psychologist hired within project period one of the grant if the LEA can demonstrate a plan to cover complete salary and benefits for each requested position by the fourth project period of the grant.
Marketing for diverse populations	LEA marketing services for professional advertising, public relations services and other costs for personnel recruitment.
Dues and fees	Dues and fees for annual membership in professional associations for school counselors, school psychologists, or school social workers may be provided as networking and professional development opportunities.
Career and job fair costs	LEA Reimbursements may be requested for career and job fair costs independent of the NJDOE-hosted regional career and job fair costs.

Section 3: Completing the Application

General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application. The application must be a response to the State’s vision as articulated in Section 1: Grant Program Information of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. The applicant may wish to consult additional guidance found in the Pre-Award Manual for Discretionary Grants. You must submit your application using the online EWEG system found at NJ Homeroom. Paper copies of the application **will not be accepted**.

Review of Applications

Applications will be reviewed and scored by a panel of three readers. Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review and rate the application according to how well the content addresses Sections 1 and 2 in this NGO.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding this process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

Applications will also be reviewed for completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO. The total point value is 100.

Application Component	Point Value
Abstract	0
Project Description	35
Goals, Objectives, and Indicators	10
Project Activity Plan (Project Period One)	20
Organizational Commitment and Capacity	25
Budget (Project Period One)	10
Bonus Points	1 - 4

All applications must score a minimum of 70 points out of 100 and meet the intent of the NGO to be considered eligible for funding.

If an application has been selected for pre-award revisions (PARs), the successful applicant will be notified by the EWEG system via email. Only the personnel listed on the contact page will receive a notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment for the application and submitting the amendment through EWEG to the NJDOE. You will not be able to make

changes on any of the application pages at this time. Questions on how to submit an amendment should be directed to the [EWEG help desk](#).

Application Component Checklist

The following components are required (see “Insert (X) if included” column) to be included as part of the application. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see “Insert (X) if included” column) to ensure that all required components have been completed in the application.

Required Components in EWEG

EWEG Tab/Subtab	Insert (X) if included
Admin (Contacts, Allocation, Assurance, Board Resolution)	
Budget	
Narrative (Update, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity)	

Required Components to Upload in EWEG

Component	Insert (X) if included
“Entity Overview” page from the applicant’s SAM profile.	
Documentation of Eligibility (Appendix B)	
Appendix G: IHE/LEA Documentation Form(s)	
Appendix J: Statement of Assurances Form 1	
Appendix K: Statement of Assurances Form(s) 2	

Section 4: Appendices

APPENDIX A: QUALIFYING HIGH NEEDS LEAs BY COUNTY

Eligible LEAs by County

ATLANTIC	BERGEN	BURLINGTON	CAMDEN
<ul style="list-style-type: none"> Absecon Public Schools Atlantic City School District Atlantic County Vocational School District Buena Regional School District Chartertech High School for the Performing Arts* Egg Harbor City School District Egg Harbor Township School District Galloway Township Public Schools Greater Egg Harbor Regional High School District Hammonton School District Mullica Township School District Northfield City School District Pleasantville Public School District Somers Point School District Ventnor City Public School District 	<ul style="list-style-type: none"> Bergen Arts and Science Charter School* Bergenfield Borough School District Bogota Public School District Carlstadt-East Rutherford Regional High School District Cliffside Park School District East Rutherford School District Elmwood Park School District Englewood Public School District Fairview Public School District Garfield Public School District Hackensack School District Little Ferry Public School District Lodi School District North Arlington School District Ridgefield Park Public School District Ridgefield School District Teaneck School District Wallington Boro School District 	<ul style="list-style-type: none"> Burlington County Institute of Technology School District Burlington Township School District Eastampton Township School District Edgewater Park Township School District Florence Township School District Lumberton Township Board of Education Maple Shade School District Mount Holly Township Public School District North Hanover Township School District Rancocas Valley Regional High School District Riverside Township School District Willingboro Public School District 	<ul style="list-style-type: none"> Barrington School District Bellmawr Public School District Berlin Township School District Black Horse Pike Regional School District Brooklawn Public School District Camden City School District Camden County Technical School District Camden's Promise Charter School* Clementon Elementary School District Collingswood Public School District Gloucester City Public School District Gloucester Township Public Schools Lindenwold Public School District Mt. Ephraim School District Pine Hill School District Runnemede Public School District Sterling Regional School District Stratford School

	<ul style="list-style-type: none"> District • Team Academy Charter School ** • Waterford Township School District • Winslow Township School District
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CAPE MAY	CUMBERLAND	ESSEX	GLOUCESTER
<ul style="list-style-type: none"> • Lower Cape May Regional School District • Middle Township Public School District • Wildwood City School District 	<ul style="list-style-type: none"> • Bridgeton City School District • Cumberland County Board of Vocational Education • Cumberland Regional School District • Deerfield Township School District • Fairfield Township School District • Hopewell Township School District • Millville School District • Upper Deerfield Township School District • Vineland Public School District 	<ul style="list-style-type: none"> • Belleville Public School District • Bloomfield Township School District • Dr. Lena Edwards Academic Charter School* • East Orange School District • Essex County Schools of Technology • Great Oaks Legacy Charter School* • Irvington Public School District • Newark Public School District • North Star Academy Charter School* • Orange Board of Education School District • Robert Treat Academy Charter School* • Team Academy Charter School** • University Heights Charter School* • West Orange Public Schools 	<ul style="list-style-type: none"> • Clayton Public School District • Deptford Township Public School District • Glassboro School District • Monroe Township School District • Paulsboro School District • Township of Franklin School District • Woodbury City School District

HUDSON	HUNTERDON	MERCER	MIDDLESEX
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<ul style="list-style-type: none"> • Bayonne School District • Beloved Community Charter School * • Central Jersey College Prep Charter School * • Harrison Public Schools • Hoboken Public School District • Hudson Arts and Science Charter School * • Hudson County Schools of Technology School District • Jersey City Golden Door Charter School* • Jersey City Public Schools • Kearny • North Bergen School District • Secaucus School District • Union City Public Schools • Weehawken Public School District • West New York School District 	<ul style="list-style-type: none"> • South Hunterdon Regional School District 	<ul style="list-style-type: none"> • Area Vocational Technical School District of Mercer County • Ewing Township School District • Foundation Academy Charter School * • The Village Charter School * • Trenton Public School District 	<ul style="list-style-type: none"> • Carteret Public School District • Dunellen Public School District • Highland Park Boro School District • Jamesburg Public School District • Middlesex Borough School District • Middlesex County Vocational and Technical School District • New Brunswick School District • North Brunswick Township School District • Perth Amboy Public School District • Piscataway Township School District • Sayreville School District • South Amboy School District • South Plainfield School District • South River Public School District • Woodbridge Township School District
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MONMOUTH	MORRIS	OCEAN	PASSAIC
<ul style="list-style-type: none"> • Asbury Park School District • Freehold Borough School District • Keansburg School District • Keyport School District 	<ul style="list-style-type: none"> • Boonton Town Public School District • Dover Public School District • Morris School District 	<ul style="list-style-type: none"> • Barnegat Township School District • Berkeley Township School District • Brick Township Public School District • Central Regional School District 	<ul style="list-style-type: none"> • Bloomingdale School District • Clifton Public School District • College Achieve Paterson Charter School * • Haledon Public

<ul style="list-style-type: none"> • Long Branch Public School District • Matawan-Abderdeen Regional School District • Neptune Township School District • Red Bank Borough Public School District • Township of Ocean School District • Union Beach Public School District 	<ul style="list-style-type: none"> • Jackson Township School District • Lacey Township School District • Lakewood Township School District • Little Egg Harbor Township School District • Manchester Township School District • Pinelands Regional School District • Stafford Township School District • Toms River Regional School District • Tuckerton Borough School District 	<ul style="list-style-type: none"> • Hawthorne Public School District • Passaic Arts and Science Charter School * • Passaic City School District • Passaic County Manchester Regional High School District • Passaic County Technical-Vocational School District • Passaic Valley Regional High School District #1 • Patterson Arts and Science Charter School * • Patterson Charter School for Science and Technology * • Paterson Public School District • Phillip's Academy Charter School * • Prospect Park Public School District • Woodland Park School District
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SALEM	SOMERSET	SUSSEX	UNION
<ul style="list-style-type: none"> • Pennsgrove-Carneys Point Regional High School District • Pennsville School District • Pittsgrove Township School District • Salem County Vocational Technical School District 	<ul style="list-style-type: none"> • Bound Brook School District • Franklin Township Public School District • Manville School District • North Plainfield School District • Somerville Public School District 	<ul style="list-style-type: none"> • Franklin Borough School District • Newton Public School District • Sussex-Wantage Regional School District 	<ul style="list-style-type: none"> • College Achieve Central Charter School * • Elizabeth Public Schools • Hillside Public School District • Linden Public School District • Plainfield Public School District • Rahway Public

School District

- Roselle Park Public School District
- Roselle Public School District
- Township of Union School District

WARREN

- Hackettstown Public School District
- Mansfield Township Elementary School District
- Phillipsburg School District
- Washington Borough School District
- Washington Township School District

APPENDIX B: DOCUMENT OF ELIGIBILITY

Applicants are required to complete, sign, and upload this document into EWEG.

The NJDOE has identified 203 LEAs (see Appendix A) with higher than the recommended student to mental health service provider ratio for at least two types of mental health provider positions (i.e., school counselor, psychologist, or social worker) and where more than 20% of the student population receives free and reduced lunch (FRL). All eligible LEAs will be able to apply for the programmatic supports of this grant meant to increase the number of diverse, multilingual mental health providers in our schools.

By submitting this form, the applicant assures that their organization meets the eligibility criteria specified in this grant opportunity.

Name of LEA	
Name of Chief School Administrator	
Signature of Applicant (Chief School Administrator)	
Date	

APPENDIX C: ELECTRONIC WEB-ENABLED GRANTS SYSTEM (EWEG) TIPS

The following are tips for working in the EWEG system. Please take note as these will ease submission of your application.

1. Do not use the "Back" button. This will cause a system error.
2. It is always recommended that long narrative sections be typed in either Word or Note Pad and copied and pasted into EWEG. Doing this, will prevent you losing the text that you worked hard to create, should something go wrong when you save the page.
3. When copying and pasting from Word or Note Pad, be sure to check for special characters. Most notably, quotation marks, apostrophes, bullets and hyphens are the biggest culprits. Avoid using all of the other special characters (!@#\$%^&*()~"/<>{} and bullets). Do not try to use fancy formatting. It will only give you problems. Just be sure that the content is there in a concise and clear manner.
4. The EWEG system is not compatible with the way Microsoft Word formats quotation marks, apostrophes, bullets and hyphens. Use the following procedure to resolve this problem. Remove the quotation marks, apostrophes, bullets and hyphens in the text that you want to copy and paste. Paste the text into EWEG. Working in EWEG, ***before you try to save the page***, put the bullets, hyphens, apostrophes and quotation marks back in. You will notice that the apostrophes and quotation marks will now look different indicating that the problematic formatting has been removed. You should be able to save the page without getting an error message.
5. When you click on a Tab to open a page, do not click on it more than once. Some of our pages take a while to open. If you click on the tab more than once, you will get a system error.
6. Certain systems are just not compatible with EWEG. Most notably: MAC, hand-held devices, Notebooks, Safari, Google Chrome, and Firefox. If you have these systems, please try to locate a different PC to use to enter your data.
7. Also note that Internet Explorer versions higher than 7.0 should access the EWEG site in "Compatibility Mode" or you may have unexpected errors and will not be able to view all application pages.

APPENDIX D: GOVERNING STATUTE FOR CONSIDERATION

P.L.2021 c.322 (Chapter 322)

Assist school districts in training of SBMHP

- Prior to applying for this program, LEAs must form a partnership with one or more IHEs that offer graduate programs in school-based mental health fields. The partnership shall allow a student enrolled in an institution of higher education's graduate program to perform applicable fieldwork credit hours, internships, externships, or other related training as applicable for the academic program of the student.
- Details of the partnership shall include:
 - Plans for supervising the graduate students in school settings and ensuring that the students are trained in providing mental health supports and services to students in the school district or districts
 - Description of how the lack of school-based mental health services providers is affecting students in the school district or districts
 - The school district or districts' unmet need for student mental health supports and services
 - The number of school-based mental health services providers (SBMHSP) currently employed by the school district or districts and their caseloads
 - The existing ratio of SBMHSP to students enrolled in the district or districts
 - The schools and student populations that will benefit from the grant funding
 - The objectives for the number of graduate students the school district or districts anticipate training under the grant program
 - Plans to collaborate with federal, state, regional, and local entities to expand the pipeline of school-based mental health services providers and achieve partnership goals and objectives
- During project period 3 of the grant, the district shall submit a report to the Commissioner of Education containing information on the use of grant funds. This shall include:
 - Information on number of graduate students who were hired as SBMHSP using grant funds
 - Increases or improvements in the provision of student mental health supports
 - Services as a result of the grant
 - Any notable changes in school climate, attendance rates, student achievement, school discipline, or other measures since receiving the grant.

***Please note that the statute refers to school-based mental health services providers (SBMHSP) which is referred to as a school-based mental health provider (SBMHP) throughout this grant opportunity**

APPENDIX E: IHE PARTNERS AND AVAILABLE PROGRAMS

Accredited Programs by Specialty in New Jersey

School Psychology	School Counseling	Social Work
<ul style="list-style-type: none"> • <u>Fairleigh Dickinson University</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>Georgian Court</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>Kean University</u> <ul style="list-style-type: none"> ○ Specialist Level ○ Doctoral Level • <u>Montclair State University</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>New Jersey City University</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>Rider University</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>Rowan University</u> <ul style="list-style-type: none"> ○ Specialist Level • <u>Rutgers University</u> <ul style="list-style-type: none"> ○ Doctoral Level 	<ul style="list-style-type: none"> • <u>Caldwell University</u> • <u>Kean University</u> • <u>Monmouth University</u> • <u>Montclair State University</u> • <u>New Jersey City University</u> • <u>Rider University</u> • <u>Rowan University</u> • <u>Rutgers University</u> • <u>The College of New Jersey</u> • <u>William Paterson University</u> <p>*All School Counseling programs</p>	<ul style="list-style-type: none"> • <u>Kean University</u> • <u>Monmouth University</u> • <u>Montclair State University</u> • <u>Rutgers University</u> • <u>The Richard Stockton College of New Jersey</u> <p>*All MSW programs</p>

*Please note that this list is not exhaustive, but rather a reference point for starting collaboration with IHE partners

APPENDIX F: SAMPLE LETTER TO IHE

The following information should be explained in narrative format:

1. Plans for supervising the graduate students in school settings and ensuring that the students are trained in providing mental health supports and services to students in the LEA or LEAs
2. Description of how the lack of school-based mental health providers (SBMHP) is affecting students in the school LEA or LEAs
3. The LEA or LEAs' unmet need for student mental health supports and services
4. The number of SBMHP currently employed by the LEA or LEAs and their caseloads
5. The existing ratio of SBMHP to students enrolled in the LEA or LEAs
6. The schools and student populations that will benefit from the grant funding
7. The objectives for the number of graduate students the LEA or LEAs anticipate training under the grant program
8. Plans to collaborate with federal, State, regional, and local entities to expand the pipeline of school-based mental health services providers and achieve partnership goals and objectives

***Note: The sample letter below is provided to support the applicant in efficiently, communicating with IHE's. The content SHOULD be modified to align with the applicant's project design and the needs of the LEA's school-based mental health system.**

INSERT SALUTATION TO IHE PARTNER HERE:

I am writing to you on behalf of the (INSERT SCHOOL DISTRICT NAME HERE). Our district has been identified as a high needs LEA as outlined in the School Based Mental Health Services (SBMHS) Grant Program that was recently released from the New Jersey Department of Education (NJDOE) and funded through the United States Department of Education (USDE). We are hoping to partner with your institution so that we may submit an application and wanted to give you a brief background on our district.

Currently, we are a K-12 school district in (North, Central, Southern) New Jersey. Following the pandemic, we are seeing a significant increase in need for school-based mental health services, but due to the high caseload of our current eligible staff members who could provide those services, we have been strained to meet that need, which has led to a significant increase in the number of students requiring significant mental health services. We have also seen a significant increase in the number of student conduct referrals which may indicate a need for strengthening coping skills to navigate peer conflicts in a more acceptable manner.

The average caseload of our child study team members is over () students and due to staff shortages, they are also being pulled for administrative duties such as class coverage and lunch duties. Our school counselors are also being pulled for similar reasons. While we currently employ () school psychologists, () school counselors, and () school social workers, none of them function solely as a school-based mental health provider. Our current ratio of mental health professionals to students is as follows: school psychologists: (X:Y); school counselors (X:Y); and social workers (X:Y). This is significantly disproportionate from the recommended ratios of 500:1 for school psychologists; 250:1 for school counselors; and 250:1 for school social workers.

We feel that our most significant level of need in our district is at the elementary and high school levels- and hope to hire one (1) full-time/part-time (FT/PT) (school psychologist, school counselor, or school social worker) with at least 3 years of experience if awarded this grant opportunity. This FT staff member will act as a school-based mental health service provider spending at least 70% of their time providing mental health services to students. We plan for them to accept at least 2 interns who will be trained in counseling strategies and see students identified as at-risk through either I&RS or a universal. (This section should provide specific time allocated in placements and responsibilities. Please note, that designation of responsibilities should not reflect less than 70% time allocated to mental health activities.)

Our district plans to collaborate in whatever way we can to continue to expand the pipeline of school-based mental health service providers throughout this 5-year program opportunity and are open to feedback on how that can be achieved. We hope that you are willing to create a partnership so that we can move forward with this application and create a more responsive and supportive environment in the (INSERT SCHOOL DISTRICT NAME HERE).

Best,

(INSERT SIGNATURE HERE)

APPENDIX G: IHE/LEA DOCUMENTATION FORM

IHE Information

IHE Partner Name	
Programs for Partnership	
Point of Contact Name	
Point of Contact Email	
Point of Contact Phone Number	

LEA Information

LEA Name	
Point of Contact Name	
Point of Contact Email	
Point of Contact Phone	
Grades Served	
County	
School Year	

School Psychologist Information

Number of School Psychologists	
Average Caseload	
Ratio of School Psychologists to Students	

School Counselors Information

Number of School Counselors	
Average Caseload	
Ratio of School Counselors to Students	

School Social Worker Information

Number of School Social Workers	
Average Caseload	
Ratio of School Social Workers to Students	

Plans for supervising the graduate students in school settings and ensuring that the students are trained in providing mental health supports and services to students in the school district or districts	
Description of how the lack of school-based mental health providers (SBMHP) is affecting students in the school district or districts	
The school district or districts' unmet need for student mental health supports and services (provide data if possible)	
The schools and student populations that will benefit from the grant funding	
The objectives for the number of graduate students the school district or districts anticipate training under the grant program	
Plans to collaborate with federal, State, regional, and local entities to expand the pipeline of school-based mental health services providers and achieve partnership goals and objectives	
Additional comments	

Signature of IHE Representative	
---------------------------------	--

Date	
Signature of LEA Representative	
Date	

APPENDIX H: ABSTRACT SUPPLEMENT

Please note that this questionnaire is not a requirement and does not count towards the total points of this application but will be used to help get a better picture of the needs within your district. This information can be presented in whichever manner you feel best portrays your district and its corresponding needs (e.g., bulleted, narrative, etc.). This information will be helpful to have when reaching out to your prospective IHE partner.

Section I: School Social Workers

1. How many full-time school social workers does your district have?
2. How many part-time?
3. Describe the cultural and linguistic diversity of your social workers
4. What is the average role of your school social workers?
5. Do you have any school social workers in a non-traditional role? If yes, please explain.
6. Approximately what percentage of their day is centered around addressing mental health needs?
7. Please list breakdown of number of students in each of your school buildings and how many social workers are assigned to each building. If your staff is considered a district employee, please still denote their building responsibilities.
8. Additional comments:

Section II: School Psychologists

1. How many full-time school psychologists does your district have?
2. How many part-time?
3. Describe the cultural and linguistic diversity of your school psychologists
4. What is the average role of your school psychologists?
5. Do you have any school psychologists in a non-traditional role? If yes, please explain.
6. Approximately what percentage of their day is centered around addressing mental health needs?
7. Please list breakdown of number of students in each of your school buildings and how many psychologists are assigned to each building. If your staff is considered a district employee, please still denote their building responsibilities.
8. Additional comments:

Section III: School Counselors

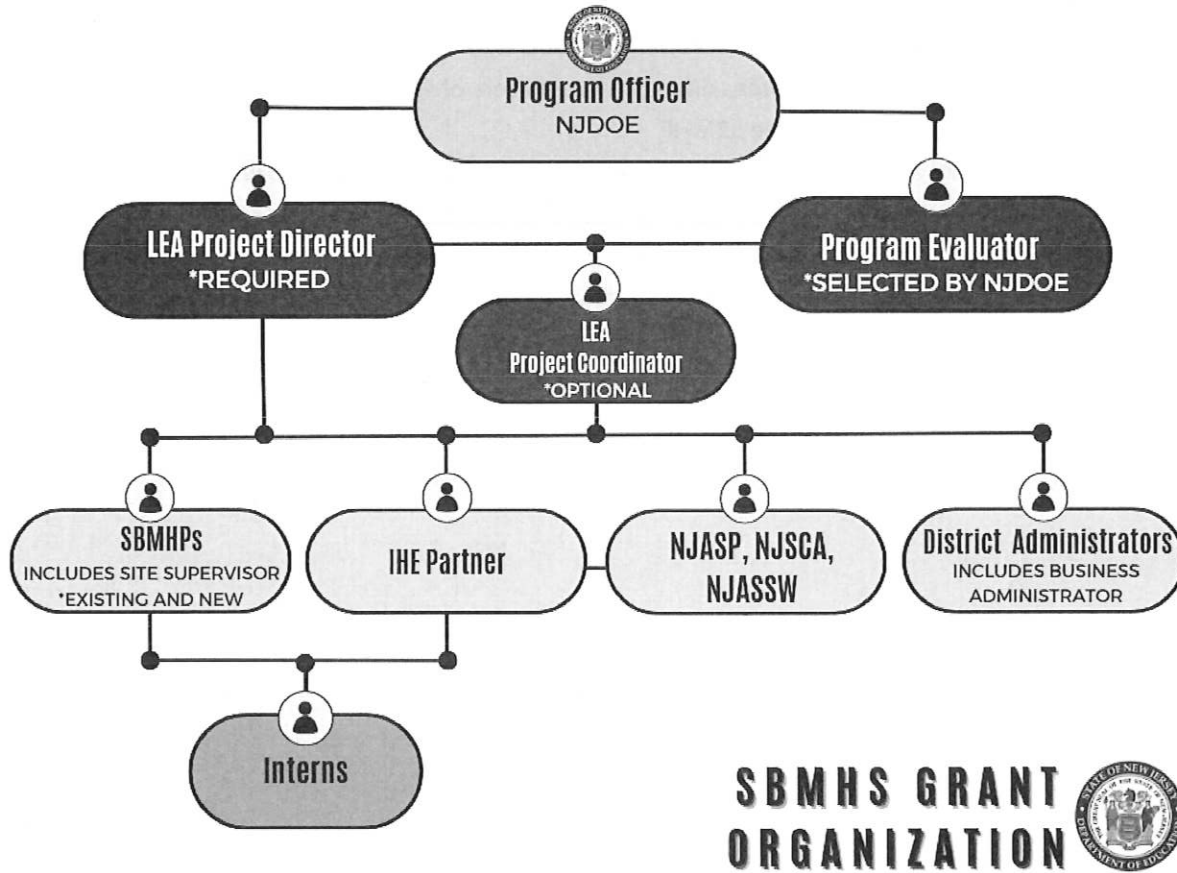
1. How many full-time school counselors does your district have?
2. How many part-time?
3. Describe the cultural and linguistic diversity of your school counselors
4. What is the average role of your school counselors?
5. Do you have any school counselors in a non-traditional role? If yes, please explain.
6. Approximately what percentage of their day is centered around addressing mental health needs?

7. Please list breakdown of number of students in each of your school buildings and how many counselors are assigned to each building. If your staff is considered a district employee, please still denote their building responsibilities.
8. Additional comments:

Section IV: District overview

1. List the number of schools in your district and break down of how many service-providers are allocated per/building
2. What is the average caseload of EACH service provider
3. What has your district done to address mental health?
4. What is your school district currently doing to address mental health?
5. Where do you envision your district getting to in regards to school-based mental health?
6. What would you say your districts biggest area of need is in regards to school-based mental health?
7. Additional Comments:

APPENDIX I: ORGANIZATIONAL CHART FOR LEAs



Please note that the following descriptions are merely suggestions and these roles may look different depending on the unique needs of your respective LEA:

- **Program Officer (SEA):** NJDOE point of contact who works with the SEA leadership team to facilitate grant-related services and activities
- **Grant Director (LEA):** Individual responsible for overseeing the grant-related activities within the LEA; this individual will report to IHE partners and SEA
- **Grant Coordinator (LEA):** An optional staff member who can help with overseeing the LEAs implementation of the grant activities; their role will typically be less extensive than the grant director
- **School-Based Mental Health Professionals (SBMHP):** School psychologist, school counselors, and school social workers who are either existing staff or who have been hired through the grant.
 - This includes the SBMHPs responsible for supervising each intern
 - This can also include a **School-based mental health consultant** (optional) who may be utilized if outside agencies are contracted for services or if the district does not have enough certified staff to help facilitate grant activities and supervision of the interns

- **Institute of Higher Education (IHE) partner:** This is the individual who will serve as the point of contact between the IHE and LEA; they will be responsible for the oversight of the partnership and will help to communicate with the SEA program officer if needed.
- **Professional Associations:** New Jersey Association of School Psychologists (NJASP), New Jersey School Counselors Association (NJSCA), and New Jersey Association of School Social Workers
- **District Administrators:** This includes directors/supervisors of special education and/or student support services who directly supervise the SBMHP
 - This should also include the Business Administrator/Accountant who will oversee the use of funds and should be checked in with frequently as funds are being spent
- **Intern:** The students from the IHE partner who are placed in the LEA to provide mental health supports and services. These students are either prospective school psychologists, school counselors, or school social workers.

APPENDIX J: FREQUENTLY ASKED QUESTIONS (FAQS)

1. Who is a school-based mental health professional (SBMHP)?
 - This includes any certified or non-certified (e.g., student level) staff hired through this grant that is capable of supporting the mental health needs of students. This can be a school psychologist, school counselor, or a school social worker.
2. Do I have to pay the interns?
 - Yes; all interns regardless of experience level (e.g., practicum, intern, extern, doctoral candidate) needs to be paid. The stipend you provide is at your discretion.
3. Can I only accept certain levels of students (i.e, only intern level school psychologists who have completed a practicum)?
 - Yes; based on the needs of your district and the site supervisor, the LEA can determine that they only have the capacity to support more advanced-level students.
4. What happens to a SBMHP that I hire after the completion of the grant?
 - Unless your district has allocated district funds or a position opens up, the position will have to be dissolved. No additional funding will be provided once the grant period has ended. Professionals who participate in this grant, in any capacity (intern or certified staff), will have the opportunity to attend networking events where all qualifying LEAs can advertise open SBMHP positions. Qualifying LEAs will be encouraged to hire and retain individuals who have participated in this grant opportunity.
5. Is someone hired through this grant the only person who can supervise an intern?
 - No! Anyone with the necessary experience level, knowledge, and willingness to take an intern can supervise. This means that your established staff in district can take an intern. If you do not have the necessary staff, you can use your funding to hire someone. It should be noted that school psychology interns need someone with at least 3 years of experience.
6. Can someone who does not work in the district receive a stipend to supervise interns?
 - While we do not recommend this, this is allowable. This should be used as a last resort because an external supervisor will not know the school system and the intricacies that are sometimes necessary to understand to be an effective supervisor.
7. We want to maximize how we are spending and allocating our requested funds. Can we hire part-time SBMHP?
 - Yes; it is at the discretion of the district how frequently staff will be needed to support the needs of students
8. Can school psychology interns still help with child study team evaluations?
 - Yes; interns may still help with traditional child study team roles, however, it should be noted that at least 70% of their time should be spent participating in mental health related services. This will limit the amount of time spent testing that can be expected of the interns.
9. I don't see any school social worker programs. Can you explain that?

- Any individual who graduates from a Master of Social Work (MSW) program is eligible to become a social worker in the state of New Jersey. Some programs may have different tracks that specialize in certain areas and some may not. Students have internship requirements, which may vary by program and can range between 900 and 1200 hours.
10. Do I have to take interns from all three programs?
 - No; it is at the discretion of the district with which IHE program or programs they choose to partner.
 11. If our district has the capacity, can we take interns from multiple programs?
 - Yes; you can take school psychology, school counselor, and school social work interns concurrently if you have the appropriate supervising staff. This would mean however, that you would need to have an agreement with multiple field placement coordinators from each respective program, even if they are all from the same IHE.
 12. Can I partner with more than one IHE?
 - If you think your district has the capacity to support students from multiple programs you can discuss that with your IHE partner. Please remember prior to submitting this application you will need the agreement form completed in order for your application to be considered completed.
 13. The IHE has a supervision form our site supervisors would have to sign off on. Can that be submitted in place of the agreement form?
 - No; the agreement form is a requirement for the purpose of the NGO. That form can be submitted in addition to, however, if you would like.
 14. How do I know what IHE's in New Jersey have the program I am looking for?
 - As a reference, please see Appendix E. Please note this is not an exhaustive list and partnering IHE's must be New Jersey-based programs.
 15. Our district has taken interns before and they were not required to be paid. They were also only onsite 1-2 days per week. How can we justify paying an intern who isn't here full-time?
 - While interns have MINIMUM requirements that they need to reach per their program, you are entering into an agreement with them and the IHE since they are being compensated. If that means that your requirement means that they need to be there more frequently since they are getting paid, that is allowable. We recommend discussing this with your IHE partner in the respective program to flesh out what this will look like and how it would differ from a traditional internship.
 16. What qualifies as a "mental health activity"
 - Counseling (individual, small group, whole class, parent trainings);
 - Administering a screener;
 - Participation in the school's intervention and referral services system, response to intervention system, or multi-tiered system of supports;
 - Conducting needs assessments to identify school-specific needs related to its capacity to deliver school-based mental health services;
 - Scoring a mental health screener;
 - Selecting students for services;
 - Supervising interns/receiving supervision
 - Office hours during free times (e.g., study hall, lunch) where students can come receive support;

- Crisis management (risk assessment, behavioral episode, referrals to the Department of Children and Families, etc...);
 - Developing mental health resources for the school community;
 - Helping families connect with outside mental health agencies;
 - Addressing needs relating to the academic, career, social, and emotional development of all students;
 - Providing individual student academic planning and goal setting;
 - Collaborating with families and community members to foster student success; and
 - Analyzing data to identify student issues, needs, and challenges.
17. What does NOT qualify as a “mental health activity”
- Conducting child-study team specific evaluations (psychological, psycho-educational, adaptive, psycho-social, social history, etc...). This does not include conducting a mental health screener as part of an identification process for treatment and/or other mental-health related services.
 - Lunch/bus/other duty
 - Covering classes
 - Any activities related to the administration of student discipline. SBMHP should not be included in disciplinary meetings because that could impact the rapport they have with their students. They SHOULD however be informed if a student receiving services is involved in an incident of misconduct.
18. Can I partner with an IHE that is not in New Jersey?
- No; this grant is to increase the pipeline of SBMHP in New Jersey and therefore partnering IHE’s must also be New Jersey-based.
19. Does it matter if we receive State funding or Federal funding if we are awarded?
- All funds are being treated equally so whether a district is receiving State or Federal funds, it will not impact their project activities.

APPENDIX K: STATEMENT OF ASSURANCES (1)

Applicants are required to complete, sign, and upload this document into EWEG.

Please review the following and sign below to indicate that you are aware of the terms of this grant opportunity and what will be required from your respective LEA in order to continue receiving funding throughout the duration of this grant program.

By signing below, I understand that each interim report and the culminating final report shall include the following information:

- The ratio of students to school-based mental health providers and comparison data describing how the ratio has changed;
- Comparative data describing the change in students receiving school-based mental health services;
- Comparative data charts describing attendance, suspension rates, discipline referral rates, school climate assessment data, school-level Each interim report and the culminating report shall include:
- The ratio of students to school-based mental health providers and comparison data describing how the ratio has changed;
- Comparative data describing the change in students receiving school-based mental health services;
- Comparative data charts describing attendance, suspension rates, discipline referral rates, school climate assessment data, school-level student achievement (i.e. course average grades, local cumulative assessments, state assessments) at the start of the grant compared to current data;
- Narrative describing the implementation of school-based mental health services program including updates describing the required partnership between the LEA and IHE (i.e., supplemental training);
- Narrative detailing perception of and challenges to implementing school-based mental health services;
- Descriptions of district personnel and their roles in supporting the project's implementation (e.g., clinical supervisor, school principal, Director of Student Services, etc.);
- A log and description of trainings attended by interns, externs, and or newly certificated school-based mental health services professionals that have joined the LEA;
- Quantitative (e.g., survey data, observation data, etc.) and qualitative data (e.g., focus group data, anecdotal data, etc.) describing the perceived effectiveness of the increased support; and
- A conclusion describing a plan for improving and/or progressing upon the implementation of school-based mental health supports, indicators they are using to measure their progress and/or their rationale for modifying already established services.

Additionally, by signing below, we agree to:

- Utilize assessment tools in conjunction with the external evaluator to assess the quality and depth of the program;
- Provide necessary and anonymized data to the external evaluator to complete required evaluation of project activities and their impact
- Meet with NJDOE staff, IHE, and/or the external evaluator on a quarterly basis;

- Allocate adequate time for participating staff to attend communities of practice sessions at least **twice** a year;
 - Participating staff can include placed interns, practicum students, placement supervisors, and existing school-based mental health staff.
- Allocate adequate staff time for District Leadership Team members representing decision-makers influencing the district’s specialized services and student services programs (i.e., Director of Special Education, Director of Pupil Services, Assistant Superintendent of Student Support Services) to attend bi-annual leadership trainings.
- Meet with IHE partners to engage in a minimum of **4** consultative/technical assistance sessions or planning meetings;
- Provide a secure office for school-based mental health professionals to conduct sessions with students;
- Provide a space and resources for school-based mental health professionals to conduct general business; and
- Collaborate with the external evaluator and IHE partner, to develop a report that details information on the activities, outcomes, and impact resulting from the school district’s participation in the School-Based Mental Health Services Grant

Please circle one of the following:

- A. My LEA does not serve students in grades 7 through 12
- B. My LEA does serve students in grades 7 through 12

If you selected (B), by signing below you also agree to:

- Apply to complete a separate application through a related grant program to receive additional funds, which will be used to conduct a depression screening and any related activities.
- Collaborating with the external evaluator to collect necessary information describing the impact of the depression screening activities incorporated in a related grant program.

This separate, but related program will only be available to LEAs who are funded through the SBMHS Grant.

Name of LEA	
Name of CEO/Dean/Head of Agency	
Signature of Applicant (Chief School Administrator)	
Date	

APPENDIX L: STATEMENT OF ASSURANCES (2)

This form should be completed by **EACH** existing SBMHP that will potentially supervise an intern for the upcoming school year.

If you **DO NOT** have an existing SBMHP to complete this form and plan to hire for a new position indicate below.

This form is being completed by an existing SBMHP	Yes or No
We DO NOT currently have an existing SBMHP but plan to hire for a new position	Yes or No
Name of Person Completing this Form	
Date	
Years in Current Roll	
Years in Current District	
Position(School Psychologist, School Counselor or School Social Worker)	

Please answer the following questions regarding your capacity to accept an intern	Yes	No
Do you have the necessary experience according to your respective professional organization to supervise an intern?		
Do you have time in your day to dedicate to training and supporting an intern? Please review program requirements for minimum face-to-face supervision hours that will be required.		
Do you have space in your office or is there space available for the intern to go?		
Will the intern have access to a space that can be used for private counseling sessions? (i.e, a room that has a door and is not a shared space where people are likely to interrupt)		
Are you willing to collaborate with university supervisors to ensure the success of the student?		

Are you able to establish healthy boundaries when supervising?		
Have you been self-reflective to make sure you are capable of taking on a student who will need to frequently ask questions and be shown how to do things, which may decrease your daily productivity at first?		
Are you willing to have hard conversations with your interns and/or their IHE supervisor if a situation warrants it?		
I feel that I can balance my current caseload as well as taking on the responsibility of an intern.		
Have you ever had an intern prior to this grant opportunity?		

By signing below, I acknowledge that I have reviewed the above questions and attest that I have the capacity to supervise an intern for the upcoming school year.

Name of Site Supervisor	
Signature of Site Supervisor	

The administrator responsible for the direct supervision of the SBMHP signing this form should sign below and verify that it is accurate to the best of their knowledge.

Name of Administrator	
Title of Administrator	
Signature of Administrator	

APPENDIX M: BUDGET DEVELOPMENT INSTRUCTIONS

To reduce the number of pre-award revisions, please follow instructions below:

- In EWEG under the Salary tabs and in the Title of Position box, be sure to list the other benefits by type and percentage amount for positions that have other benefits such that the total of the individual other benefit percentage amounts equal the percentage amount shown in the Other Benefits box.
- For budget entries that represent administrative costs, be sure to check “Administrative” in the Cost section of that budget entry.
- For any budget entry that has both a program and administrative portion, create two budget entries, one for each. Be sure to check Program or Administrative in the Cost section. For example, the Project Director’s salary is based on providing both program and administrative services to the grant.
- Be sure to explain what the amounts in the ‘How Many’ and ‘Cost per Unit’ boxes represent for the Supply, Equipment, and Other tabs budget entries. If the amounts in those boxes represent a calculation, describe that calculation in the Description box.
- Be sure the Description boxes also describe the cost of the item, the need for the item, and the item’s relation to the grant program.
- Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify the relation of the grant to each traveler. (There should be a corresponding conference registration entry.) Insert this statement: “gsa.gov rates will be used at the time of travel” for all conference travel costs. Be sure to itemize the cost per person as follows:
 - meals = cost per day times the number of days,
 - round-trip coach air or rail fare = per person times the number of grant staff, and
 - lodging = per room per night basis times the number of rooms times the number nights.
 - Note that car rental at a conference is generally not allowed.