

MENTAL HEALTH SERVICE PROFESSIONAL DEMONSTRATION GRANT PROGRAM (MHSP)



CFDA 84.184X

**FY 2023 TECHNICAL ASSISTANCE WEBINAR FOR
PROSPECTIVE APPLICANTS**

AGENDA

- **Logistics for this Webinar**
- **Application Package**
- **Program Overview**
- **Program Priorities**
- **Selection Criteria**
- **Logic Model Resources**
- **Performance Measures**
- **Helpful Tips**
- **Overview of Review Process**
- **Frequently Asked Questions**
- **Questions**



LOGISTICS FOR THIS WEBINAR

- Please pose your questions using the “Q & A” feature.
- Some questions we cannot answer. Please read the Notice Inviting Applications (NIA), the Common Instructions, and Application Package closely. They include all the information you need to apply.
- A recording of this webinar as well the webinar slides will be available on the National Center on Safe Supportive Learning Environments (NCSSLE) website:
<https://safesupportivelearning.ed.gov/>
- If you have questions after the webinar has ended, please email Mental.Health@ed.gov.



APPLICATION MATERIALS

- The NIA for the MHSP grant program can be found at:
 - <https://www.federalregister.gov/documents/2022/11/28/2022-25824/applications-for-new-awards-mental-health-service-professional-demonstration-grant-program>
- The application package for the MHSP grant program is available at:
 - Grants.gov (www.Grants.gov) and
 - the program webpage at: <https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/mental-health-service-professional-demonstration-grant-program/applicant-information/>

**Please read through the NIA and application package in their entirety before attempting to apply!



PROGRAM OVERVIEW

Application Deadline: January 27, 2023

Application Submission: Applications must be submitted electronically via www.Grants.gov.

Project Period: Up to 60 months.

Estimated Available Funds: \$99,567,000

Estimated Number of Awards: 125 awards

Estimated Range of Awards: \$400,000 to \$1,200,000 per-year

Estimated Average Size of Awards: \$800,000 per-year

NOTE: A portion of these funds may be used for awards under the initial MHSP FY 2022 competition that will be completed by December 31, 2022, potentially reducing the actual amount available for new awards, as well as the estimated number of awards, under this notice.



PROGRAM OVERVIEW

Purpose: The purpose of the MHSP program is to provide competitive grants to support and demonstrate innovative partnerships to train school-based mental health services providers for employment in schools and local educational agencies (LEAs).



PROGRAM OVERVIEW

ELIGIBLE APPLICANTS

Eligible Applicants: High-need LEAs, state educational agencies (SEAs) on behalf of one or more high-need LEAs, and institutions of higher education (IHEs).

- An IHE can submit more than one application. However, the Department will make only one award that serves any individual LEA.
- The Department will only make an award to LEAs that are not current MHSP grantees.
- Non-profit organizations (other than those that meet the definition of eligible IHE) are not eligible applicants.



PROGRAM OVERVIEW

DEFINITIONS

Definitions for the following terms/phrases apply to the FY 2023 MHSP Program competition and any subsequent year in which we make awards from the list of unfunded applications from this competition. The definitions are available in the NIA.

- Eligible institution of higher education
- High-need LEA
- High-need school
- School-based mental health partnership
- Students/children from low-income backgrounds
- Local educational agency
- State educational agency
- School-based mental health services provider
- Institution of higher education
- Minority Serving Institution
- Tribal Colleges and Universities
- Historically Black Colleges and Universities
- Ambitious
- Baseline
- Logic model
- Project component
- Relevant outcome



PROGRAM OVERVIEW

APPLICATION REQUIREMENTS

Applicants must address the following application requirements:

- Identification of schools to be served by the proposed project.
- A description of the nature and magnitude of the problem.
- A plan to enhance LEA capacity to provide mental health services to students.
- A memorandum of understanding (MOU), a memorandum of agreement (MOA), or letter of agreement (LOA) between the LEA or SEA, and the IHE that is signed by the authorized representatives of each entity.
- A plan for collaboration and coordination with related Federal, State, and local initiatives.
- A description of the process to identify students for mental health services.



PRIORITIES

GENERAL

- This competition has 1 absolute priority and 3 competitive preference priorities.
- The total number of competitive preference points an applicant may receive is 12.
- An applicant must clearly identify in the project abstract and the project narrative section of its application the competitive preference priority or priorities it wishes the Department to consider for purposes of earning competitive preference priority points.



PROGRAM PRIORITIES

ABSOLUTE PRIORITY (ED SCORED)

Expand Capacity of High-need LEAs.

Projects that propose to expand the capacity of high-need LEAs in partnership with eligible IHEs to train school-based mental health services providers (as defined in this notice), with the goal of expanding the number of these professionals available to address the shortages of school-based mental health services providers in high-need schools.



PROGRAM PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 1 (PEER REVIEWER SCORED)

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

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



PROGRAM PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 2 (PEER REVIEWER SCORED)

Promote Inclusive Practices. (Up to 5 points)

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



PROGRAM PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 3 (ED SCORED)

Partnerships with HBCUs, TCUs, or other MSIs. (0 or 2 points)

Applicants that propose to implement their projects in partnership with one or more of the following entities:

- Historically Black Colleges and Universities (HBCUs) (*as defined in 34 CFR 608.2*).
- Tribal Colleges and Universities (TCUs) (*as defined in section 316(b)(3) of the HEA*).
- Minority-Serving Institutions (MSIs) (*as defined in sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA*).

[MSI designations](#) are available on the Department's website. IHEs that are a Strengthening Institutions Program (SIP) IHE and do not also meet one of the seven MSI designations are not eligible for this CPP.



SELECTION CRITERIA

Non-Federal peer reviewers will evaluate and score each application program narrative against the following selection criteria:

- Need for the Project and Significance (Up to 15 points)
- Quality of the Project Design (Up to 25 points)
- Quality of Project Services (Up to 30 points)
- Management Plan and Adequacy of Resources (Up to 20 points)
- Quality of the Project Evaluation (Up to 10 points)



LOGIC MODEL RESOURCES

Although not required, a logic model can help meet the requirements related to project design.

- Education Logic Model Application (a downloadable tool for creating a custom logic model) available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>
- Office of Special Education Programs Technical Assistance and Dissemination Network Logic Model and Conception Framework: <https://osepideasthatwork.org/resources-grantees/program-areas/ta-ta/tad-project-logic-model-and-conceptual-framework>
- Logic Model Workshop Toolkit <https://ies.ed.gov/ncee/rel/Products/Publication/3670>



PERFORMANCE MEASURES

The following four performance measures (also available in the NIA) have been established for the MHSP program:

- A. The unduplicated, cumulative number of school-based mental health services providers trained by the grantee under the project to provide school-based mental health services in high-need LEAs.
- B. The unduplicated, cumulative number of school-based mental health services providers placed in a practicum or internship by the grantee in high-need LEAs to provide school-based mental health services.



PERFORMANCE MEASURES

- C. The unduplicated, cumulative number of school-based mental health services providers hired by high-need LEAs to provide school-based mental health services.
- D. For grantees that address Competitive Preference Priority 1, the number of such grantees that met their goal of increasing the diversity of school-based mental health services providers.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.



PERFORMANCE MEASURES

- The applicant must propose annual targets in their application for these performance measures.
- The reviewers will score related selection criteria on the basis of how well an applicant has considered these measures in conceptualizing the approach and evaluation of the project.
- Each grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures. These data will be considered by the Department in making potential continuation awards.



HELPFUL TIPS

- Review the **Common Instructions** at www.federalregister.gov/d/2021-27979 for application and submission instructions
- Be sure to check your registration in the **System for Award Management (SAM)** (www.sam.gov)
- Be sure your organization has a **Unique Entity Identifier (UEI) number**
- Only an **Authorized Organization Representative (AOR)** can submit your application
- Please submit your application via <http://www.grants.gov>
- Please refer to the **Electronic Application Submission Checklist** included in the application package (p. 14)



OVERVIEW OF REVIEW PROCESS

Applications received by the deadline are screened by Federal staff for eligibility and to ensure requirements are met.

Eligible applications are read and scored by a panel of 3 external peer reviewers.

All applicants (successful and unsuccessful) will receive a copy of your scores and comments via email.

We anticipate making all awards by March 31, 2023.



FREQUENTLY ASKED QUESTIONS

Is there a page limit for the application narrative?

No. The application recommends limiting the narrative to 30 pages. However, this is not a requirement, and applicants will not be penalized for going over the suggested limit.



FREQUENTLY ASKED QUESTIONS

Is there a scoring rubric for this competition?

There are score range recommendations embedded in the peer reviewer Technical Review Form for the program. This form will be posted on the program website early next week if you wish to review it.



FREQUENTLY ASKED QUESTIONS

When is the grant start date and is the first year a planning year?

The Department will make awards by March 31, 2023. Successful applicants should plan to start immediately following receipt of their award.

The MHSP grant program does not provide for a planning year. Applicants are expected to start implementation immediately upon receipt of an award; however applicants may build in time to scale-up activities in their proposals.



FREQUENTLY ASKED QUESTIONS

May current MHSP grant recipients apply?

Current MHSP grant recipients that are LEAs will not receive an award. See "III Eligibility Information" in the Notice Inviting Applications, which provides: "b. The Department will only make an award to LEAs that are not current MHSP grantees."

Entities that applied in the fall for the FY 22 competition, may also apply for the FY 23 competition. However, please note the following:

- LEAs that are part of the FY 19 cohort or that receive an award as part of the FY 22 competition, will not receive an FY 23 award.
- IHEs that receive an award as part of the FY 22 competition, will not receive an FY 23 award unless they propose to partner with a different LEA (and they are successful) in the FY 23 competition.

The Department will make awards for the FY 22 competition on or before December 31, 2022.



FREQUENTLY ASKED QUESTIONS

Does an LEA have to meet (a) and (b) in the definition of high-need LEA?

Yes. In order to meet the definition of "high-need LEA" an LEA must meet (a)(1) or (a)(2) or (a)(3) or (a)(4), as articulated in the definition. AND, the LEA must meet (b), as articulated in the definition.



FREQUENTLY ASKED QUESTIONS

Is there an official database we need to use to determine if a local educational agency is high need?

No. To determine eligibility under paragraph (a) of the definition of high-need LEA, applicants may rely on free and reduced-price lunch data for their LEA or census poverty data for their LEA. If an LEA does not meet the thresholds based on either of these data sources, they may also check the data for children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act and the data for children eligible to receive medical assistance under the Medicaid Program. Separately, applicants must also meet the criterion in (b) of the definition of high-need LEA, a high student to qualified mental health service provider ratio as compared to other LEAs statewide or nationally.



FREQUENTLY ASKED QUESTIONS

Our LEA is high-need, but not all individual schools are high-need. When we apply as a LEA, may we only serve high-need schools or can we include all schools in our district?

Applicants may only propose to serve “high-need schools” as defined in the Notice Inviting Applications.



FREQUENTLY ASKED QUESTIONS

Can we include a LEA partner that does not qualify as high-need if they have a high-need school where we would place interns?

No. The Absolute Priority and Application Requirements indicate that each LEA in the partnership must meet the definition of “high-need LEA” from the Notice Inviting Applications.



FREQUENTLY ASKED QUESTIONS

Is it acceptable to submit a draft of the MOU and a date by which the document will be signed?

No. Application requirement (d) requires the MOU, MOA, or LOA to be signed. However, the MOU, MOA, or LOA may be subsequently updated to provide additional details as the entities involved continue to finalize the terms of agreement.



FREQUENTLY ASKED QUESTIONS

Is a letter of support from a LEA to the IHE acceptable? MOUs with our institution often take months to achieve, and there is only a short time between the publication date of this NIA and its due date.

A letter of support is not acceptable. However, a Letter of Agreement is permissible, consistent with application requirement (d) in the Notice Inviting Applications. The MOU, MOA, or LOA must be signed by the authorized representatives of each entity.



FREQUENTLY ASKED QUESTIONS

Are students who are training to become Board Certified Behavior Analysts or other mental health specialties considered “mental health service providers” per the grant’s definition?

This is dependent on the State. To the extent this field of study is preparing a student for a State credential as a “school-based mental health service provider,” as defined in the Notice Inviting Applications, it would count for this program.



FREQUENTLY ASKED QUESTIONS

Are individuals who receive stipends while continuing their studies or while completing required field work, credit hours, internships, or related training as applicable for the degree or credential program of each student required to work in the field for an amount of time?

According to application requirement (c), if an applicant intends to establish a program that directly benefits an individual graduate student, such as through a stipend and/or tuition credit, the applicant must describe its approach to implementing a service obligation for such graduate student as a school-based mental health services provider in a high-need LEA commensurate with the level of support the graduate student receives.



FREQUENTLY ASKED QUESTIONS

Is the service obligation for a stipend the graduate student is provided while interning or is it for a stipend provided in addition to the internship?

The service obligation is for any direct benefit provided to an individual graduate student, whether it's compensation for the internship or for student expenses. See Application Requirement (c) in the NIA



FREQUENTLY ASKED QUESTIONS

May childcare expenses be paid for with MHSP funds for graduate students while taking classes, or are childcare expenses only allowable when graduate students are completing their training in the high-need schools?

Childcare expenses may be allowable to facilitate a graduate student's attendance at class and while working at a high-need school in particular where the classes or training support Competitive Preference Priority 1 to increase the number of school-based mental health services providers who are from diverse backgrounds or who are from the communities served by the high-need LEA



FREQUENTLY ASKED QUESTIONS

Two of our partner institutions are located 116 miles (round trip) and 288 miles (round trip) away from our LEA. Can a housing stipend be provided for students completing internships?

Yes, a lodging stipend for qualified graduate students interning in high-need schools may be an allowable cost under the MHSP program consistent with applicable rules under the Uniform Guidance, 2 CFR 200 et seq.



FREQUENTLY ASKED QUESTIONS

Can applicants propose to use MHSP funds to train mental health staff that are currently working in high-need schools?

Yes, training for current mental health staff may be allowable. However, applicants should keep in mind that the purpose of the program is to increase the number of school-based mental health services providers in high-need LEAs. While some training could be provided to current school-based mental health staff working in high-need LEAs under Competitive Preference Priority 2, the applicant must meet the absolute priority of the program, and its application will be scored based on how well its proposed project meets the application requirements and selection criteria that are aligned with the absolute priority. Therefore, any such training for current mental health staff should not be the primary focus of the application



FREQUENTLY ASKED QUESTIONS

Can partnerships support both new candidates and candidates who are currently matriculating in the program?

Yes, partnerships can support both new candidates and current candidates.



FREQUENTLY ASKED QUESTIONS

Can grant funds support a student in year 1 of their program of study if the practicum and internship requirements fall in year 2 or year 3 only?

Yes. Expenses that facilitate a graduate student's attendance at class and while working at a high-need school, in particular where these activities support Competitive Preference Priority 1 to increase the number of school-based mental health services providers who are from diverse backgrounds or who are from the communities served by the high-need LEA, may be allowable.



QUESTIONS.....

- Please pose your questions using the “Q & A” feature.
- If for some reason your question is not addressed during this webinar, please email **Mental.Health@ed.gov**.





**Please contact
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THANK YOU



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