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School-based Mental Health Qualifying Grant Program (New Applicant)

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Applicant Organization

Form Completed

USU Edith Bowen Lab School

No

Please complete all required fields on the form. Be sure to click the 'Mark as Completed' button after completing the form.

Overview

Three-Year Plan Requirements

Parent and School Personnel Education & Finances

Assurances

▲ 1. Measurable Goals, Metrics, and Outcomes

Provide a three-year plan for your LEA's measurable goals, metrics, and outcomes approved by your LEA's governing board on improving student engagement, school culture, student safety, and/or academic achievement. (2 goals required)

See the *Goal Writing Guidance Document* (https://docs.google.com/document/d/1CJW6EHrgLIYRtwJY62s8Yw1pk-kX0fQc_ZWc9lhVLMA/edit?usp=sharing) for tips on writing a S.M.A.R.T. (specific, measurable, attainable, realistic, and timebound) goal.

Your goal must include these three elements:

- 1: Who is being served (what student population).
- 2: What is being achieved, which must be measurable.
- 3: By what time will the goal be achieved.

Example: ABC School district will increase the attendance rates of chronically absent students by 5% by the end of the 2026-2027 school year.

(See Sample Here) (<https://docs.google.com/document/d/1NsDSziZvmhsfu1Myfke7AwbvopgkSHPTtdZ6Zjdb-dE/edit?usp=sharing>)

Mental Health Support Goal #1 (category):

Academic achievement

Goal #1 (spanning three-year gr

Increase proficiency on end-of-year math assessments (RISE) to 85%.

Baseline data (data collected prior year(s)):

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73% of students in grades 3-6 are proficient

Projected Target Data for year 1:

77% of students in grades 3-6 will be proficient

Projected Target Data for year 2:

81% of students in grades 3-6 will be proficient

Projected Target Data for year 3:

85% of students in grades 3-6 will be proficient

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal.

Select all that apply.

- Clinical Mental Health Counselor
- Licensed Behavior Analyst/Board Certified Behavior Analyst
- Licensed clinical social worker/certified social worker
- Social Service Worker
- Marriage and Family Therapist
- Recreational Therapist
- School Counselor
- School Nurse
- School Psychologist
- Psychologist
- Psychiatrist
- Qualifying Personnel through contracted services

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

By providing mental health services, students will be able to focus more on academic achievement as their mental health needs are being met. Furthermore, as part of student educational planning and intervention, school based mental health professionals will provide services that our MTSS teams identify as potentially necessary. If students are flagged for needing mental/emotional support, they will be referred to our SBMH professionals who will then contact parents and make a plan with them moving forward to address students' needs.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal (if not applicable, write N/A).

N/A

Mental Health Support Goal #2 (category):

Academic achievement

Goal #2 (spanning three-year grant cycle):

Increase proficiency in English Language Arts (ELA) on end-of-year assessments (RISE) to 85%.

Baseline data (data collected prior year(s)):

74% of students in grades 3-6 are proficient

Projected Target Data for year 1:

77% of students in grades 3-6 will be proficient

Projected Target Data for year 2:

81% of students in grades 3-6 will be proficient

Projected Target Data for year 3:

85% of students in grades 3-6 will be proficient

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal.

Select all that apply.

- Clinical Mental Health Counselor
- Licensed Behavior Analyst/Board Certified Behavior Analyst
- Licensed clinical social worker/certified social worker
- Social Service Worker
- Marriage and Family Therapist
- Recreational Therapist
- School Counselor
- School Nurse
- School Psychologist
- Psychologist
- Psychiatrist
- Qualifying Personnel through contracted services

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

By providing mental health services, students will be able to focus more on academic achievement as their mental health needs are being met. Furthermore, as part of student educational planning and intervention, school based mental health professionals will provide services that our MTSS teams identify as potentially necessary. If students are flagged for needing mental/emotional support, they will be referred to our SBMH professionals who will then contact parents and make a plan with them moving forward to address students' needs.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal **(if not applicable, write N/A)**.

N/A

Mental Health Support Goal #3 (category):

Goal #3 (spanning three-year grant cycle):

Baseline data (data collected prior year(s)):

Projected Target Data for year 1:

Projected Target Data for year 2:

Projected Target Data for year 3:

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal.

Select all that apply.

- Clinical Mental Health Counselor
- Licensed Behavior Analyst/Board Certified Behavior Analyst
- Licensed clinical social worker/certified social worker
- Social Service Worker
- Marriage and Family Therapist
- Recreational Therapist
- School Counselor
- School Nurse
- School Psychologist
- Psychologist

Psychiatrist

Qualifying Personnel through contracted services

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Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal **(if not applicable, write N/A)**.

N/A

▲ 2. Implementation Plan

Part A: Write a brief narrative of how the qualifying personnel being hired and/or contracted with will increase students' access to mental health services; including how access is improved for students who are underserved or at risk.

(Limit your response to 300 words.)

As students' mental health needs are addressed, they will be in a better position to learn and engage with their classmates, teachers, and content in the area of mathematics and ELA. Contracted services will be used to identify and support individuals needing counseling for anxiety or other mental health disorders. Services will be provided either in small groups or individually. Specifically, a contracted, licensed school psychologist and/or social worker will provide these counseling services. She or he may also provide some universal, preventative services in addition to those being provided. Through this grant, we will be able to improve access to mental health services for at-risk students who face financial barriers to receiving services. We will make sure all parents are aware of mental health services available at our school and expect that students experiencing financial difficulty will especially benefit through this grant.

Part B: Write a brief narrative to demonstrate a process for utilization of qualifying personnel in your LEA's multi-disciplinary team as outlined in R277-400

(https://www.schools.utah.gov/administrativerules/_administrative_rules/_effective_rules/R277400EffectiveSeptember2023.pdf)-8(3) and (4).

Include the following:

- which category of personnel are part of the multi-disciplinary team
(https://www.schools.utah.gov/administrativerules/_administrative_rules/_R277100EffectiveAugust2023.pdf) for identifying students in need of mental health interventions.
- how you are using data to determine:
 - mental health interventions,
 - progress toward student goals, and
 - outcomes of mental health interventions.

(Limit your response to 300 words.)

Our multi-disciplinary team is composed of teachers, administrators, and a school counselor. Adding a school psychologist, LCSW, or clinical mental health counselor will provide needed expertise in determining students' mental health needs and required services. We will use parent or staff referrals and/or USBE-approved screener data to identify students with needs. Our tiered teams will also monitor student academic achievement data to watch for improvement or needed support. Specifically, we will track student behavior (office referrals, attendance, BIP data if applicable) and academic data (math and literacy proficiency) to monitor student well-being. SBMH providers will also use observational data to monitor student progress and well-being.

Part C: Does your LEA intend to collaborate on school-based mental health support with the local mental health authority (LMHA) of the county in which the LEA is located (Location Map (<http://smh.utah.gov/contact/location-map/>))?

No

Does your collaboration include establishing a contract with the LMHA of the county in which the LEA is located?

No

If you answered "Yes" to either of the first 2 questions of Part C, please provide the information below.

Name of the local mental health authority:

Name for primary point of contact at the local mental health authority:

Email for primary point of contact at the local mental health authority:

List of intended school-based mental health services:

If "Yes" to either of the above, attach a letter of support, in the Attachments section of the Utah Grants Management System, from the local mental health authority of the county in which the LEA is located.

No, a letter of support is not needed because I am not collaborating or contracting with the LMHA.