

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

Applicant Organization
Excelsior Academy

Form Completed
No

Overview

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The state board shall distribute money appropriated under this section to local education agencies (LEAs) to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care, through employing or entering into contracts for services provided by qualifying personnel or employing behavioral health support personnel.
Please direct all questions to SBMHQualifyingGrant@schools.utah.gov

Supporting Documents

Frequently Asked Questions (FAQ) Document

[Utah Code 53F-2-415](#)

[USB E Rule R277-622](#)

[School-based Mental Health Qualifying Grant Program Website](#)

[School-based Mental Health Qualifying Grant Program Resources Folder](#)

Key Definitions

1. Additional Allocation (outlined in USB E Rule R277-622-5(8)(9)):

An allocation available to LEAs if there is an excess of funding available after the applications and annual plan updates are approved. It should be considered one-time funding.

2. Behavioral Health Support Personnel (defined in 53F-2-415(1)(a)):

An individual who:

- (i) works under the direct supervision of qualifying personnel to:
 - (A) Support and track a student's progress and access to and completion of school curriculum; and
 - (B) Support students by prompting, redirecting, encouraging, and reinforcing positive behaviors;
- (ii) is not certified or licensed in mental health; and
- (iii) meets the professional qualifications as defined by state board rule.

3. Qualifying Personnel (defined in Subsection 53F-2-415(1)):

A school counselor or other counselor, school psychologist or other psychologist, school social worker or other social worker, or school nurse who:

- (a) is licensed; and
- (b) collaborates with educators and a student's parent on:
 - (i) early identification and intervention of the student's academic and mental health needs; and
 - (ii) removing barriers to learning and developing skills and behaviors critical for the student's academic achievement.

4. Related Services:

Mental-health or school nursing services provided by:

- (a) Qualifying personnel within the scope of their practice; or
- (b) The local mental health authority; or
- (c) A private provider through a contract; or
- (d) Training is funded only through carry forward funds that are provided by qualifying personnel for school personnel.

5. Telehealth Services (defined in Subsection 26B-4-704(1)(h)):

The transmission of health-related services or information through the use of electronic communication or information technology.

LEA Overview

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Business Administrator

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Three-Year Plan Requirements

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](#) 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.

[\(See Sample Here\)](#)

Mental Health Support Goal #1 (category):

Student safety

Goal #1 (spanning three-year grant cycle):

Reduce the percentage of office referrals from students with more than one referral by 10% each year from the previous year's baseline.

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

During the 2025-2026 school year, there were 111 total office referrals in grades K–5. Twenty one students received more than one office referral, accounting for 81 of the total referrals. This is 51% of the total number of students who received referrals

Projected Target Data for year 1:

Reduce the percentage of referrals from students with more than one referral from 51 percent to 45.9 percent.

Projected Target Data for year 2:

Reduce the percentage to 41.3%.

Projected Target Data for year 3:

Reduce the percentage to 37.2%.

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

School Counselor

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

The school counselor provides SEL lessons to each grade level throughout the school year. The counselor also provides SEL instruction to small groups as needed throughout the school year. The school counselor provides one-on-one interventions with students who have ongoing behavior issues. The school counselor works with parents through one-on-one appointments to offer support, resources, and encouragement toward consistent behavior that allows a student to stay in the classroom and not visit the office.

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).

Not applicable

Mental Health Support Goal #2 (category):

Student engagement

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

Decrease the number of chronically absent students in grades K-5 by one percent each year.

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

During the 2025–2026 school year, 117 of the 894 enrolled students had 18 or more absences, representing approximately 13% of the student population.

Projected Target Data for year 1:

Reduce the percentage of students with 18 or more absences to 12%.

Projected Target Data for year 2:

decrease to 11%

Projected Target Data for year 3:

decrease to 10%

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

School Counselor

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

The school counselor will provide individualized interventions for students with excessive absences by working closely with families through regular phone communication and one-on-one meetings. These efforts will focus on identifying barriers to attendance, connecting families with appropriate resources, and providing ongoing support to improve consistent school attendance. The counselor will also work directly with students experiencing anxiety or other mental health challenges that impact their ability to attend school regularly.

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).

Not applicable

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.

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)**.

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.)

The school counselor rotates through each elementary class to teach lessons on a variety of subjects regarding mental health, character education, bullying, and much more.

Parent education will come through newsletters, emails, and parent meetings to educate parents on the impact that regular attendance has on forming good habits, behavioral success, and academic success.

The school counselor is available for individual meetings with parents and students. These meetings provide resources and a support system for families who struggle with regular school attendance and students who struggle with behavior. We see that a number of absences are due to anxiety and mental health issues. The school counselor is available to individual students throughout the school day to coach and talk through concerns allowing for the student to stay in class. By building trusting relationships with students who struggle, a student will feel more comfortable being at and staying at school. The school counselor will communicate with parents and students about the effects that missing school has on behavioral and academic success.

Students who are underserved or at risk oftentimes do not have access to mental health services. The school counselor will be available for those families, and will provide resources where more extensive services may be available.

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 R277-400-8(3) and (4).

Include the following:

- which category of personnel are part of the [multi-disciplinary team](#) 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.)

The multi-disciplinary team at Excelsior Academy will include administration, front office personnel, homeroom teachers, special education staff, and the school counselor. Team members will collaborate to identify students who may be struggling with absenteeism, academic failure, anxiety, or other mental health concerns and refer students for appropriate interventions and support.

The team will use attendance records, academic performance, teacher observations, behavioral data, parent communication, and student survey results to determine mental health interventions and monitor student progress. Students identified may include those with excessive absences, students at risk academically, students with ineffective 504 accommodations, and students experiencing anxiety, depression, or difficulty coping. Outcomes will be measured through improvements in attendance, behavior, academic performance, and overall school engagement.

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)?

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.

Parent and School Personnel Education & Finances

Parent and School Personnel Education

1. Parent Education - Mental Health, Bullying, and Safety

In accordance with 53G-9-703, describe how your LEA is meeting the requirements related to parent education.

If your LEA opted out of parent education for mental health, bullying, and safety, please explain why.

(Limit your response to 300 words.)

Excelsior Academy will host a parent night led by a school counselor to educate families on student mental health and wellness. Topics will include recognizing signs of anxiety and stress, suicide prevention, supporting emotional well-being at home, and accessing school and community mental health resources.

2. School Personnel Education - Impact of Childhood Trauma on Student Learning

Provide a description of the timeline and process for training ALL school personnel on the impact of childhood trauma on student learning (R277-622(3)(2)(e)).

(Limit your response to 300 words.)

The school counselor will train all school personnel with an in-person class as part of the training at the beginning of the school year.

Finances

1. Funding Request

Granted funds can only be used for targeted school-based mental health support, including clinical services and trauma-informed care, through employing (salary and benefits) and/or entering into contracts for services provided by qualifying personnel and/or employing behavioral health support personnel. Grant funds cannot replace previously allocated monies to employ or contract qualifying personnel or behavioral health support personnel. Grant recipients will be awarded an allocation for up to three years of the qualifying grant.

NOTE: The distribution of these funds are awarded in the Utah Grants Management System through reimbursement with the unrestricted indirect cost rate applied.

*Funding for this grant is provided for 3 years. Budgets will change each year based on the fiscal projections for each year.

Part A: Requested Award (Request up to the full amount designated in the Fiscal Projection document. See application overview for projection amount.)

Year 1

\$61,237.59

Year 2* No entry needed. (Based on fiscal projections)
Year 3* No entry needed. (Based on fiscal projections)

Part B: Additional Funding

If you are planning to collaborate with the local mental health authority (LMHA) in which your LEA is located, would you be interested in receiving an additional allocation (funds) for the next school year? This is ONLY available for LEAs who collaborate with the LMHA as indicated in Part C of your Implementation plan.

No

*Notification of an available allocation will be sent following the close of the application cycle. This additional allocation will be available by October 1st and is considered one-time funds.

Assurances

Assurances

1. Each year the LEA will submit the Qualifying Personnel & Contracts Survey, including the required information for all qualifying personnel, contracted services, and behavioral health support personnel for which the LEA is utilizing this grant funding.
2. The LEA will submit the Accountability and Data Report by July 19th.
3. The LEA will comply with 53G-9-203, for training all school personnel on advising educators against practicing medicine, giving a diagnosis, or providing treatment.
4. The LEA will comply with 53E-9-203, to obtain parental consent for all services provided.
5. The LEA will comply with 53F-2-415 and R277-622 to ensure behavioral health support personnel funded with this grant are supervised by a qualifying personnel and receive the required training.

By submitting this application through the Utah Grants Management System, I do hereby certify that all assurances listed above, and all committed resources to this program, will be provided for the implementation of systemic school-based mental health programs for at least three (3) years. Submission of this document signifies that all relevant parties have reviewed and approved this proposal.