

REQUEST FOR APPLICATION:  
ESSER II and GEER II State Funds

School-Based Mental Health Professionals Project

Application is Due:

**September 17, 2021, 5:00 pm**

Funding Period: Upon Approval of Subgrant Agreement by All Parties - June 30, 2022

Applications:

Each school district or charter school will submit **ONE** application on behalf of those schools that wish to apply for funding from the state portion of ESSER II and GEER II funds for the School-Based Mental Health Professionals Project. Applications should be submitted electronically to:

**Christy McGill**, Director

[cmcgill@doe.nv.gov](mailto:cmcgill@doe.nv.gov)

**Amber Reid**, Education Programs Professional

[areid@doe.nv.gov](mailto:areid@doe.nv.gov)

Issued by the:

Nevada Department of Education (NDE)  
Office for a Safe and Respectful Learning Environment (OSRLE)



Please address questions to:

Amber Reid

[areid@doe.nv.gov](mailto:areid@doe.nv.gov)

(775)-687-9161

Restrictions/Conditions:

This request for new funding application is open to all Nevada public school districts and charter academies.

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## PART I: Application Requirements and Guidelines

### A. Introduction

As is described in the [NDE ARP ESSER Planning Guide for LEAs](#), the purpose of federal relief funds is to help State educational agencies (SEAs) and local education agencies (LEAs) prevent, prepare for, and respond to the coronavirus pandemic. The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act requires the U.S. Department of Education (USED) to allocate Elementary and Secondary School Emergency Relief (ESSER) funds based on the proportion that each LEA received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in the most recent fiscal year. For ESSER II (CRRSA) purposes, the most recent fiscal year was 2020-21. ESSER II (CRRSA) awards were based on each LEA's 2020-21 Title I, Part A allocation. Although ESSER award amounts are calculated based on Title I, Part A allocations, they are not Title I, Part A funds. Title I requirements do not apply to ESSER funds. CRRSA also provided additional money for the Governor's Emergency Education Relief Fund (GEER) programs that were initially created by the Coronavirus Aid, Relief, and Economic Security Act (CARES) in March 2020; as such, these funds are referred to as GEER II.

The total amount of ESSER II funds awarded to Nevada was \$477,322,438. An SEA must allocate at least 90 percent of its total ESSER II fund grant by formula to LEAs. Ninety percent (\$429,590,194) of Nevada's ESSER II funds were allocated to LEAs in the same way as ESSER I, based on the proportion of Title I, Part A funds each LEA received in the most recent fiscal year at the time (2020-21). The remaining ten (10) percent of the ESSER II funds and the additional funds from GEER II for the School-Based Mental Health Professionals project are to be used by the SEA in alignment with the [purposes and priorities](#) identified by the Nevada Department of Education (NDE) for ESSER II and GEER II funds.

In partnership with the Nevada State Board of Education, NDE has established [eight \(8\) system priorities](#), including social and emotional support of student, educators, and staff. The System Priority table that begins on page 23 of the [NDE ARP ESSER Planning Guide for LEAs](#) seeks to help LEAs think about how they might address the central question "How can LEAs and schools monitor and support students' and educators' social, emotional, and mental health needs?"

The [Use of Funds Frequently Asked Questions](#) document published by USED makes it clear that ESSER funds may be used to provide increased access to mental health services and supports, including through the hiring of additional personnel to prioritize student well-being and health by increasing student access to school-based mental health professionals and through consideration of use of funds in ways that will build its short- and long-term capacity and be sustained after the funding is no longer available (see answers C-3 and D-2 in the FAQ referenced above).

During the 2021 Session of the Nevada Legislature, lawmakers approved the use of \$7.5 million from the state's portions of ESSER II and GEER II funds for the hiring of additional school mental health professionals to assist schools and students as the pandemic recovery continues,

including by responding to students who are in crisis. Funding from this project may be used to employ or contract with additional school mental health professionals, dependent on the policies and procedures of each LEA. Per Legislative directive, decisions regarding funding to school districts and charter schools for the School-Based Mental Health Professionals project must be determined through consideration and review of current ratios of pupils to school mental health professionals, indicators of need, and availability of licensed individuals within the LEA and the community.

As described in the [NDE ARP ESSER Planning Guide for LEAs](#), the School-Based Mental Health Professionals that may be employed or contracted with funding from this project include licensed:

- [school social workers](#)
- [school mental health workers](#)
- [school counselors](#), and
- [school psychologists](#)

Medicaid continues to be the most secure funding stream nationally for sustaining a comprehensive approach to school mental health services. A State Plan Amendment (SPA) for Nevada Medicaid was approved by the Centers for Medicare and Medicaid Services (CMS) in October 2019; this change took advantage of the Free Care Expansion ruling issued by CMS in 2014 and allows schools to bill Medicaid for **all** Medicaid eligible services provided to **all** Medicaid enrolled students, and not just those students who receive services under an Individualized Education Plan (IEP).

In its discussions on funding for the School-Based Mental Health Professionals project, Legislators referenced additional ESSER funding that has been awarded to NDE to support sustainability of school mental health services and providers through expanded Medicaid billing made possible by the recent SPA. In addition, NDE continues to encourage our LEA partners to think strategically regarding sustainability of their school mental health services and programs. As such, subrecipients of funds from the School-Based Mental Health Professionals project will be required to work toward the ability to bill Medicaid through the expansion of school-based health services during the funding period.

NDE's Office for a Safe and Respectful Learning Environment (OSRLE) has a number of resources and supports available to LEAs in their efforts to meet the requirement of the School-Based Mental Health Professionals project by moving toward sustainability through Medicaid.

- For more information on Medicaid in schools, please contact Dana Walburn at [dwalburn@doe.nv.gov](mailto:dwalburn@doe.nv.gov).
- Additional information on using ESSER funds to support sustainability through Medicaid can be found at the following link: [RESTART & RECOVERY: Leveraging Federal COVID Relief Funding & Medicaid to Support Student & Staff Wellbeing & Connection](#)

Finally, the state has also prioritized the implementation and use of a Multi-Tiered System of Supports (MTSS). Research consistently demonstrates that implementation of mental health supports through an MTSS framework leads to more effective and positive outcomes, less stress and overwhelm for educators and school leaders, and a more efficient use of limited resources. When implemented within a comprehensive, multi-tiered structure that includes an emphasis on teaming, data based decision making, and ongoing progress monitoring, school mental health supports necessarily include an emphasis on universal prevention and early intervention. Tier 1 programs and practices that support social, emotional, and academic learning and development, trauma informed schools, and restorative approaches to discipline help decrease the number of students requiring services at Tier 2 and Tier 3. [NRS 388.885](#) outlines the components of the state’s framework for integrated student supports.

LEAs must consider how the additional school-based mental health professionals will be integrated into existing student support systems while moving toward high fidelity implementation of MTSS, which is a requirement of this School-Based Mental Health Professionals project. More information on this requirement can be found in the Required Agreements section of this RFA. More information on MTSS can be found on NDE’s [website](#), which includes a link to the [Nevada Positive Behavior Interventions and Supports Technical Assistance Center](#) (PBISTA); the PBISTA Center provides direct supports and coaching to LEA teams as they work toward implementation of MTSS with fidelity.

## B. Eligible Applicants

This request for new funding application is open to all Nevada public school districts and charter academies on behalf of those schools that wish to apply for funding from the School-Based Mental Health Professionals project of the state’s ESSER II and GEER II accounts.

## C. Goals

Consistent with the state’s System Priority of social and emotional support of students, educators, and staff, the goal of the School-Based Mental Health Professionals project is to increase access to mental health services and supports through the hiring of additional school mental health professionals. Funding from this project may be used to employ or contract with additional school mental health professionals, dependent on the policies and procedures of each LEA. These funds must maintain or expand the number of school mental health professionals in your district or charter and cannot be used to increase existing costs for existing personnel (e.g., through unscheduled salary increases or bonuses; see information on the School Based Mental Health Services grant in Part IV of this document for information on funding recruitment, retention, and respecialization activities for school mental health providers).

It is expected that these professionals will support response to the impacts of the coronavirus pandemic through the implementation of the strategies and supports outlined in the System Priority table beginning on page 23 of the [NDE ARP ESSER Planning Guide for LEAs](#).

As a brief summary of the information provided in that table, the **specific strategies** these school mental health professionals may be utilized for include the following:

- Coordination and integration of student supports through an MTSS framework
- Implementation of evidence based social emotional learning (SEL) activities
- Implementation of evidence based mental health activities
- The provision of increased access to mental health services and supports
- Incorporation of trauma-informed pedagogy
- Addressing school safety, crisis, and emergency mental health needs
- The provision of social, emotional, and mental health supports, including professional development, to educators and school staff

More information on suggested **practices** and **design considerations** for each of the strategies outlined above can be found in the System Priority table beginning on page 23 of the [NDE ARP ESSER Planning Guide for LEAs](#).

Finally, a consideration of the disproportionate impact of the coronavirus pandemic on vulnerable learners is also required. The [NDE ARP ESSER Planning Guide for LEAs](#) and the [Use of Funds Frequently Asked Questions](#) document published by USED provide additional information regarding this priority for ESSER funds as identified by USED.

## D. Funding Information

### ***Available Funds***

The amounts for each program covered by the RFA and within the ESSER II and GEER II School-Based Mental Health Professionals project are listed below.

- ESSER II: \$3.75 million in FY 22
- GEER II: \$3.75 million in FY 22

### ***Duration of Subawards***

Awards resulting from this RFA will be for Fiscal Year (FY) 2022, beginning upon approval of the subaward agreement of all parties.

### ***Use of Funds and Unauthorized Activities/Expenses***

Funding from the School-Based Mental Health Professionals project may only be used to employ or contract with additional school mental health professionals, dependent on the policies and procedures of each LEA. Funding from this project may not be used for training, supplies, travel, etc.; as was noted in the introduction, LEAs are encouraged to seek funding from the state's School-Based Mental Health Services (SBMHS) grant to support efforts around recruiting, retaining, and supporting respecialization of school mental health professionals, as these activities are not eligible within the School-Based Mental Health Professionals project. More information on the SBMHS grant can be found in Part IV of this document.

Please see the Budget Instructions found in Part IV of this document for more information regarding acceptable uses of funds as well as unauthorized activities and expenses for the School-Based Mental Health Professionals project.

## E. Participation, Evaluation, and Reporting

### ***Participation***

Results from the Fall 2019 administration of the Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey or the approved district survey for Washoe and Clark County School Districts will be incorporated as one of the indicators of need for the purpose of distributing funding from the School-Based Mental Health Professionals project. If a newer school in a district or charter did not participate in the Fall 2019 survey due to not being open during the Fall 2019 semester, data from the Spring 2021 school climate survey will be used instead. Concerns regarding school climate survey data for newer schools that did not participate in either the Fall 2019 or the Spring 2021 survey will be considered on a case by case basis.

As identified in the grant Assurances, schools and districts accept School-Based Mental Health Professionals project funding in accordance with applicable Federal and State statutes, regulations, programs, plans, and applications, and agree to administer the programs in compliance with all provision of such statutes, regulations, applications, policies and amendments thereto, including but not limited to the drafting of job descriptions, job postings, recruitment efforts, public outreach, advocacy, collaborations and partnerships.

### ***Evaluation***

Multiple sources of data will be used to support evaluation of the implementation of the School-Based Mental Health Professionals project, including but not limited to school climate data, discipline, and behavior data, and end-of-year project survey data. Participation in any external evaluation conducted on behalf of NDE is also required of all subrecipients.

Service delivery data as captured on the SISP (Specialized Instructional Support Personnel) Module within Infinite Campus (IC) will also be used to evaluate implementation of the School-Based Mental Health Professionals project; it is therefore required that all school-based mental health professionals who are funded through the School-Based Mental Health Professionals project must report all service delivery data within that module in IC. Onboarding and training support for the use of the SISP Module will be provided by OSRLE staff.

### ***Reporting***

NDE staff will regularly monitor the implementation of the School-Based Mental Health Professionals project for each subrecipient, including tracking of fiscal processes and spending down of funds as well as compliance with all required project activities. More information regarding required project activities can be found in Part II of this document under Required Agreements.

These activities include but are not limited to:

1. all data collection and reporting requirements;
2. submission of required grant forms regarding the hiring or contracting of the school mental health professionals funded by this project;
3. compliance with all assurances and certifications associated with the project;
4. progress toward or improvement upon the implementation of a Multi-Tiered System of Supports (MTSS), and
5. progress toward sustainability of school mental health services and programs through Medicaid billing.

If it is determined that a school or district or charter is failing to meet expectations regarding the use of funds within the School-Based Mental Health Professionals project and as described in this application OSRLE staff will work directly with the subgrantee to create a collaborative action plan to support more effective implementation and use of funds.

## F. Grant Technical Assistance

All application materials and guidance documents regarding the School-Based Mental Health Professionals project can be found on NDE's website under the Grants Information tab. OSRLE staff will provide ongoing collaborative support to subgrantees throughout the funding period, including support for program implementation, the use of a multi-tiered system of supports, general fiscal support and guidance as needed, and the expansion of school based mental health services through Medicaid.

## G. Review Process

Applications will be reviewed by an external team comprised of stakeholders from the fields of education and mental health, and in accordance with NDE policies and protocols.

## H. Review Criteria

Information regarding the review of applications can be found in the Scoring Rubric included in Part IV. Additionally, approved expenses must fall within the constraints described in this RFA and all supporting documents, including the Budget Instructions in Part IV.

Applications must be completed thoroughly and accurately in order to be considered for review; applicants will be notified by OSRLE staff no later than September 22<sup>nd</sup> if any portions of the application are missing prior to review by an external team. Succinctness and clarity of information is encouraged in all narrative portions of the application questions.

Please note that there is no data reporting requirement for inclusion in this application, as OSRLE has pulled the data that will be used as indicators of need, along with the school climate survey results referenced in Section E (Participation), in guiding funding decisions for the current application. The data has been pulled for the 2019-2020 school year and includes, for each school in the LEA:



- Total enrollment
- Special populations (IEP, FRL, EL, Homeless, Migrant)
- Race/Ethnicity
- Discipline data available on Nevada Report Card:
  - Violence to Students
  - Violence to Staff
  - Possession of Weapons
  - Sale or Distribution of Controlled Substances
  - Possession of Controlled Substances
  - Possession of Alcohol
  - Habitual Discipline
  - Habitual Truants
  - Bullying and cyberbullying

## I. Proposed Timeline

| <b>Date</b>           | <b>Deadline</b>  |
|-----------------------|--|
| August 13, 2021       | Application and guidance released by NDE.  |
| September 17, 2021    | Applications due to NDE on or before 5:00pm on this date.                                    |
| September 20-22, 2021 | Application components reviewed by NDE staff.  |
| September 29, 2021    | Applications scored by external review team.   |
| October 1, 2021       | Applicants will be notified of award status.   |
| June 30, 2022         | Final deadline for expenditures or budget encumbrances against the subgrant award for FY 22. |
| Sept. 30, 2022        | Fiscal year 2022 Final Financial Report (FFR) due to NDE on or before this date.             |

## PART II: APPLICATION

### J. District/Charter Contact Information

District/Charter Academy:

Superintendent:

Address:

Email:

Phone number:

### Additional District Contact Information (as applicable):

District Contact Person:

Title/Role:

Address:

Email:

Phone number:

District Contact Person:

Title/Role:

Address:

Email:

Phone number:

## K. Required Agreements

### ***a. Braided Funding and Sustainability***

NDE has been tasked with building sustainability for school mental health services and programs, including through Medicaid funding. In an effort to maintain flexibility for districts/charters and build upon district strengths, OSRLE staff will work with each district and charter throughout the funding period to support the creation and implementation of a funding map which identifies additional funding streams that will be used to sustain and expand SISP services, including but not limited to other federal programs (such as title funding), other state funds, Medicaid, or community based partner organizations.

Subrecipients of the School-Based Mental Health Professionals project must further assure that any funds recouped from Medicaid through services provided by School-Based Mental Health Professionals project funded professionals must be used solely for the sustainability and expansion of SISP services within the district or charter.

District/Charter Academy is committed to partnering with NDE in efforts to braid funding and support sustainability through the identification of additional funding streams, including Medicaid.

**Signature of Superintendent or Authorized Representative**

### ***b. Data Collection and Reporting***

Subrecipients of the School-Based Mental Health Professionals project must ensure that all professionals who are funded with School-Based Mental Health Professionals project dollars record all services provided within the SISP Module of Infinite Campus, to allow for robust program evaluation, analysis, and reporting of outcomes. OSRLE will provide training on the use of the SISP Module to awarded districts and charters and will maintain additional mechanisms for ongoing support and training (i.e. recorded webinars, PowerPoints, user manuals, etc.).

District/Charter Academy will require all professionals funded with School-Based Mental Health Professionals project dollars to record service delivery data within the SISP Module of Infinite Campus and in compliance with all federal and state laws regarding student information and confidentiality (i.e. FERPA and HIPAA).

**Signature of Superintendent or Authorized Representative**

**c. Use of a Multi-Tiered System of Supports (MTSS)**

Subrecipients of the School-Based Mental Health Professionals project must ensure that 1) all professionals who are funded with School-Based Mental Health Professionals project dollars access trainings on MTSS, which will be provided by OSRLE and their partners at no cost to subrecipients, and 2) that they begin to implement services and intervention planning from within an MTSS framework as defined in NRS 388.885 as soon as possible, if they are not already doing so.

District/Charter Academy will require all professionals funded with School-Based Mental Health Professionals project dollars to attend trainings on MTSS provided by OSRLE and OSRLE partners and that service delivery from within an MTSS framework begins as soon as possible.

**Signature of Superintendent or Authorized Representative**

**L. Required Application Documents and Questions**

- *All questions in each portion of the application must be addressed completely.*
- *Unsolicited attachments will not be reviewed; please **do not** include any vignettes, case notes, etc. and do not include any personally identifiable information.*
- *NDE reserves the right to require awardees to amend any and all applications before sub-grant funding is awarded.*
- *Applications must be **received** by the individuals listed on the first page of this RFA **ON OR BEFORE Sept. 17, 2021, by 5:00 P.M. (PDT).***

**a. Application Questions (10 points each)**

1. Describe how your district or charter:
  - a. will use this funding to provide increased access to mental health services and supports for students, educators, and staff in response to the impacts of the coronavirus pandemic, and
  - b. plans to utilize Medicaid to sustain and expand you district or charter’s school-based mental health services and programs, as described in the Introduction and Required Agreements sections of this RFA:

2. Please describe how your district or charter:
  - a. approached decisions regarding which schools you ultimately identified for consideration of funding from the School Based Mental Health Professionals project,
  - b. including through consideration of the disproportionate impact of the coronavirus pandemic on vulnerable learners as described in Section C of this RFA:

3. For each of the schools you have identified for consideration of funding for additional school-based mental health professionals in the completed School List, provide a description of:
  - a. the needs of the school community specific to the impacts of the coronavirus pandemic, including relevant indicators and/or data regarding those needs, and
  - b. how you will utilize additional school-based mental health professionals to support ongoing response to and recovery from the coronavirus pandemic in alignment with NDE's System Priority of social and emotional support of students, educators, and staff, as described in the Introduction and Section C of this RFA:

4. Describe the following for the schools you have identified for consideration of funding for additional school-based mental health professionals:
  - a. the current structure or organization of student support service delivery in the school, and
  - b. how the additional school-based mental health professional(s) will be integrated within that system to support the implementation of the project goals and strategies identified in Section C of this RFA:



5. Describe the following for the identified schools:
  - a. any anticipated benefits to students, families, and staff that the additional school-based mental health professional(s) would bring to the schools you have identified in your completed School List and specific to the impacts of the coronavirus pandemic,
  - b. any potential or anticipated challenges or barriers to implementing the goals and strategies of the School Based Mental Health Professionals project in those schools, and
  - c. all actions that will be taken to address those challenges or barriers:

***b. Current Staffing Information***

Complete the information for your district or charter's Current Staffing Information on page 19 of this application, indicating the current level of staffing in your district or charter for each of the types of professionals listed.

***c. School List***

Complete the information on the School List Excel sheet portion of this application to provide information on the schools for which you are applying for additional school based mental health professionals through this RRA, using the instructions provided at the top of the page and on the spreadsheet. Please be sure to list the schools in **order of priority** for funding consideration.

**b. Current Staffing Information**

Please complete the following sections with information regarding your **current** levels of staffing for each of the types of professionals listed below. If funding is awarded based on this RFA, this information will be used as baseline data for demonstrating that funds from the School Based Mental Health Professionals project were utilized to increase access to mental health services and supports for students, educators, and staff in response to the impacts of the coronavirus pandemic.

You must provide information regarding the funding source for each of the types of professionals (i.e. general funds, name of grant, etc.) and the total number of professionals currently serving in that capacity within your district or charter, regardless of if those professionals are employees or contractors. For example, if your district has been awarded continued funding from Title IV-A for any of the professionals listed below you would list “Title IV-A” then enter the number of employees or contractors that funding provides for.

**Current School-Based Mental Health Professionals Staffing Levels**

**School Social Workers**

- 
- 
- 
- 
- 

**Other School Mental Health Workers (i.e. Safe Schools Professionals)**

- 
- 
- 
- 
- 

**School Counselors**

- 
- 

**School Psychologists**

- 
-

### **c. School List**

See the additional attachments included with this RFA and located under the School Based Mental Health Professionals Project on the [Grant Information](#) tab of NDE's website for School List Excel sheet. Please list in the Excel sheet each school for which you are seeking funding from the School-Based Mental Health Professionals project, in your order of priority. Provide the school **name** (including **level**, such as elementary, middle, or high) and the number value of **dedicated FTE** for each of the school based mental health professionals that school is assigned. Insert a zero (0) if the school does not have any the professionals in the column. If a professional is shared across multiple school sites, indicate the level of FTE at which they are expected to serve that school (e.g., 0.2 if the professional serves five different school sites).

## **PART III: ADDITIONAL REQUIRED DOCUMENTS**

See the additional attachments included with this RFA and located under the School Based Mental Health Professionals Project on the [Grant Information](#) tab of NDE's website for the following documents that are also **required** to be submitted with this RFA, including:

### **M. Statement of Certification Form**

- The Statement of Certification Form must be **signed** and **dated** or we will not be able to accept it.

### **N. General Federal Assurances**

- The General Federal Assurances must be **signed** and **dated** or we will not be able to accept it.

### **O. Budget Summary and Narrative**

- The Budget Summary and Narrative must be **signed** and **dated** on the Summary sheet or we will not be able to accept it.
- See Part IV for additional instructions regarding the accurate completion of the budget summary and narrative template that is required with this RFA.

### **P. RFA Checklist**

- All information on the RFA Checklist must be **accurately completed** or we will not be able to accept it.

## PART IV: GUIDANCE DOCUMENTS

### Q. Program Specific Guidance

#### ***Clarification Regarding Professional Titling and Licensing of School Based Mental Health Professionals***

- Please note that Nevada Revised Statutes prohibit individuals who are not licensed social workers from referring to themselves as social workers in any capacity, including in school settings (NRS 641B.500).
- Information regarding the endorsement as a [School Social Worker](#) (for licensed social workers) or as a [School Mental Health Worker](#) (for all other licensed mental health workers) can be found on the Department's webpage under [Educator Licensure](#).

### R. Additional Resources and Supports

The following additional resources are available through OSRLE projects and grants to support LEAs in planning for and meeting the social, emotional, and mental health needs of their school communities:

- The **School Based Mental Health Services (SBMHS)** grant was awarded to NDE by USED in September 2020 and provides \$10 million over a five-year period to support the **recruitment, retention, and respecialization** of school based mental health services providers (school social workers, school mental health workers, school counselors, and school psychologists). Allowable activities include significant amounts for signing bonuses, relocation bonuses, stipends for providing supervision to field students or clinical interns, and stipends for field students or clinical interns to complete their internships in a school setting.
  - For more information on the SBMHS grant, please contact Ruby Kelly at [kellyr@doe.nv.gov](mailto:kellyr@doe.nv.gov).
- The **Trauma Recovery Demonstration Grant (TRDG)** was awarded to NDE by USED in October 2019 and provides \$5 million over a five-year period to support **direct mental health services** to qualifying students who have experienced trauma. Funds from this grant cover therapeutic service appointments at no cost to the family.
  - For more information on the TRDG grant, please contact Candace Bortolin at [cbortolin@doe.nv.gov](mailto:cbortolin@doe.nv.gov)

### S. Budget Instructions

#### ***Policies and Procedures***

- Applicants **must** use the state's Budget Expenditure Summary and Narrative template; no other budget templates will be accepted.

- The attached Budget Expenditure Summary and Narrative should be completed in accordance with the guidelines established in the [NDE Chart of Accounts](#).
- The approved **maximum base amount** for each licensed school mental health professional is up to \$75,000.00 per year per professional. You should align the cost per professional as closely as possible to your existing salary schedules for the additional school based mental health professionals you hope to be able to employ or contract with through the School-Based Mental Health Professionals project.
- These funds may only be used toward salary and benefits of personnel, either through employment or contract by the LEA. You should only include information in Object Codes 100, 200, and/or 300 (salary, benefits, and/or purchased professional services) and Object Code 700 (approved indirect cost) in the budget summary and narrative you submit with this RFA. No other expenses are eligible uses of funds from the School-Based Mental Health Professionals project.

### **Instructions**

- You **must** complete all information at the top of **each** section of the attached budget template:
  - rows 3-13 on the **Summary** sheet
  - rows 2 and 3 on the **Support Services** sheet
  - note: you do not need to complete the information for the Job Number; if awarded, we will add that number after it has been assigned
- Please be sure that the information and values entered into columns C through G for each line item expense accurately reflects and aligns with the information that is provided in the narrative portion for each object code.
- We are required to ensure that all necessary details are provided for allowable expenses in both the line items as well as the narrative. As such, please provide a comprehensive description in the narrative that includes the number of schools, providers, and hours of service the funding will support.
  - if your district/charter **employs** your project funded positions, the funding should be split between Object 100 (Salaries) and Object 200 (Benefits) using your LEA's benefit categories and rates
  - if your district/charter **contracts** with your project funded positions, the funding should be reflected in Object 300 (Purchased Professional Services)
  - if your district/charter does a **combination** of both employment and contracting you should split it out between Object Codes 100, 200, and 300 according to the amount of funding needed in each
- LEAs may only claim their negotiated and approved **Indirect Cost** rate; that information must be included in the line item and narrative portions for Object Code 700.
- The budget must be **signed** and **dated** on the Summary sheet or we will not be able to accept it.

## T. Scoring Rubric: School Based Mental Health Professionals Project

Date: \_\_\_\_\_ District/Charter: \_\_\_\_\_ Reviewer #: \_\_\_\_\_

### **Scoring Guidelines for Reviewers**

Please use the information provided for each portion of each application question to assist you in determining the appropriate score for each applicants response to the questions. In general, the points awarded should align with the following:

- 5 points: An exemplary response that thoroughly and clearly answers each portion of the question prompt, including enough detail to demonstrate strong rationale
- 3-4 points: An adequate response that answers most of portions of the question prompt, including enough detail to demonstrate a good rationale
- 1-2 points: A response that needs improvement, in that it does not answer most portions of the question prompt and/or does not include enough detail to provide anything more than a weak rationale
- 0: No answer is provided, or the answer does not address the question prompt in any way.

| <b>Application Component</b>   | <b>Points Available</b> | <b>Scoring Range</b>  | <b>Points given</b> |
|--|-------------------------|---|---------------------|
| School List page   | 0                       | Must be included for application to be funded.  | 0                   |
| Current Staffing Information page  | 0                       | Must be included for application to be funded.  | 0                   |
| Completed Budget Summary and Narrative   | 0                       | Must be included for application to be funded.  | 0                   |
| <p><b>Application Question 1:</b></p> <p>Describe how your district or charter:</p> <p>a. will use this funding to provide increased access to mental health services and supports for students, educators, and staff in response to the impacts of the coronavirus pandemic, and</p> <p>b. plans to utilize Medicaid to sustain and expand you district or charter’s school-based mental health services and programs, as described in the Introduction and</p> | 10 points               | <p>Part (a):</p> <p><b>5 points</b> if the answer is complete and clearly describes how funding will be used to increase access to mental health services</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how funding will be used to increase access to mental health services lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address how the funding will be used to increase access to mental health service, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (b):</p> <p><b>5 points</b> if the answer is complete and clearly describes how the district or charter will utilize Medicaid funding to sustain and expand their mental health services and programs</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how the district or charter will utilize Medicaid funding to</p> |                     |

| Application Component   | Points Available | Scoring Range   | Points given |
|---|------------------|---|--------------|
| Required Agreements sections of this RFA  |                  | <p>sustain and expand their mental health services lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address how the district or charter will utilize Medicaid funding to sustain and expand their mental health services and programs, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p>  |              |
| <p><b>Application Question 2:</b></p> <p>Please describe how your district or charter:</p> <p>a. approached decisions regarding which schools you ultimately identified for consideration of funding from the School Based Mental Health Professionals project,</p> <p>b. including through consideration of the disproportionate impact of the coronavirus pandemic on vulnerable learners as described in Section C of this RFA</p> | 10 points        | <p>Part (a):</p> <p><b>5 points</b> if the answer is complete and clearly describes how the district or charter approach decisions regarding which schools to include for consideration in this RFA</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how the district or charter approach decisions regarding which schools to include for consideration in this RFA lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address how the district or charter approach decisions regarding which schools to include for consideration in this RFA, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (b):</p> <p><b>5 points</b> if the answer is complete and clearly describes how the district or charter considered the disproportionate impact of the coronavirus pandemic on vulnerable learners</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how the district or charter considered the disproportionate impact of the coronavirus pandemic on vulnerable learners lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address how the district or charter considered the disproportionate impact of the coronavirus pandemic on vulnerable learners, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> |              |
| <p><b>Application Question 3:</b></p> <p>For each the schools you have identified for consideration of funding for additional school-based mental health professionals, provide a description of:</p> <p>a. the needs of the school community specific to the impacts of the coronavirus pandemic, including relevant indicators and/or data</p>  | 10 points        | <p>Part (a):</p> <p><b>5 points</b> if the answer is complete and clearly describes the needs of the school community specific to the impacts of the coronavirus pandemic, including relevant indicators and/or data regarding those needs for each school on the School List</p> <p><b>3-4 points</b> if the answer is partially complete and the description of the needs of the school community specific to the impacts of the coronavirus pandemic, including relevant indicators and/or data regarding those needs for each school on the School List lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address the needs of the school community specific to the impacts of the coronavirus pandemic, including relevant indicators and/or data</p>   |              |



| Application Component  | Points Available | Scoring Range   | Points given |
|--|------------------|---|--------------|
| <p>regarding those needs, and</p> <p>b. how you will utilize additional school-based mental health professionals to support ongoing response to and recovery from the coronavirus pandemic in alignment with NDE’s System Priority of social and emotional support of students, educators, and staff, as described in the Introduction and Section C of this RFA</p>   |                  | <p>regarding those needs for each school on the School List, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (b):</p> <p><b>5 points</b> if the answer is complete and clearly describes how the additional professionals made possible by this project will be used in alignment with NDE’s System Priority of social and emotional support of students, educators, and staff</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how the additional professionals made possible by this project will be used in alignment with NDE’s System Priority of social and emotional support of students, educators, and staff lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not how the additional professionals made possible by this project will be used in alignment with NDE’s System Priority of social and emotional support of students, educators, and staff, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p>  |              |
| <p><b>Application Question 4:</b></p> <p>Describe the following for the schools you have identified for consideration of funding for additional school-based mental health professionals:</p> <p>a. the current structure or organization of student support service delivery in the school, and</p> <p>b. how the additional school-based mental health professionals will be integrated within that system to support the implementation of the project goals and strategies identified in Section C of this RFA</p> | <p>10 points</p> | <p>Part (a):</p> <p><b>5 points</b> if the answer is complete and clearly describes the current structure or organization of student support service delivery in the school</p> <p><b>3-4 points</b> if the answer is partially complete and the description of the current structure or organization of student support service delivery in the school lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address the current structure or organization of student support service delivery in the school, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (b):</p> <p><b>5 points</b> if the answer is complete and clearly describes how the additional school-based mental health professionals will be integrated within the system described in Part (a) to support the implementation of the project goals and strategies outlined in this RFA</p> <p><b>3-4 points</b> if the answer is partially complete and the description of how the additional school-based mental health professionals will be integrated within the system described in Part (a) to support the implementation of the project goals and strategies outlined in this RFA lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address how the additional school-based mental health professionals will be integrated</p> |              |

| Application Component   | Points Available | Scoring Range   | Points given |
|---|------------------|---|--------------|
|   |                  | <p>within the system described in Part (a) to support the implementation of the project goals and strategies outlined in this RFA, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p>  |              |
| <p><b>Application Question 5:</b></p> <p>Describe the following for the identified schools:</p> <p>a. any anticipated benefits to students, families, and staff that the additional school-based mental health professional(s) would bring to the schools you are applying for and specific to the impacts of the coronavirus pandemic,</p> <p>b. any potential or anticipated challenges or barriers to implementing the goals and strategies of the School Based Mental Health Professionals project in those schools, and</p> <p>c. all actions that will be taken to address those challenges or barriers</p> | <p>15 points</p> | <p>Part (a):</p> <p><b>5 points</b> if the answer is complete and clearly describes the anticipated benefits to students, families, and staff that the additional school-based mental health professional(s) would bring to the schools on the School List specific to the impacts of the coronavirus pandemic</p> <p><b>3-4 points</b> if the answer is partially complete and the description of the anticipated benefits to students, families, and staff that the additional school-based mental health professional(s) would bring to the schools on the School List specific to the impacts of the coronavirus pandemic lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address the anticipated benefits to students, families, and staff that the additional school-based mental health professional(s) would bring to the schools on the School List specific to the impacts of the coronavirus pandemic, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (b):</p> <p><b>5 points</b> if the answer is complete and clearly describes the potential or anticipated challenges or barriers to implementing the goals and strategies outlined in this RFA</p> <p><b>3-4 points</b> if the answer is partially complete and the description of the potential or anticipated challenges or barriers to implementing the goals and strategies outlined in this RFA lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address the potential or anticipated challenges or barriers to implementing the goals and strategies outlined in this RFA, or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale</p> <p><b>0 points</b> if no answer is provided</p> <p>Part (c):</p> <p><b>5 points</b> if the answer is complete and clearly describes all actions that will be taken to address the challenges or barriers identified in Part (b)</p> <p><b>3-4 points</b> if the answer is partially complete and the description of all actions that will be taken to address the challenges or barriers identified in Part (b) lacks clarity or adequate detail</p> <p><b>1-2 points</b> if the answer does not address any actions that will be taken to address the challenges or barriers identified in Part</p> |              |

| Application Component | Points Available | Scoring Range  | Points given |
|-----------------------|------------------|--|--------------|
|                       |                  | (b), or if the answer does not respond to most portions of the question and/or only includes enough detail to provide a weak rationale<br><b>0 points</b> if no answer is provided |              |

**Review for Completion**

- School List page included
- Current Staffing Information page included
- Budget Summary and Narrative is included and completed

**Points Awarded by Question:**

Question 1:

- a. \_\_\_\_\_ / 5 points possible
- b. \_\_\_\_\_ / 5 points possible

Question 2:

- a. \_\_\_\_\_ / 5 points possible
- b. \_\_\_\_\_ / 5 points possible

Question 3:

- a. \_\_\_\_\_ / 5 points possible
- b. \_\_\_\_\_ / 5 points possible

Question 4:

- a. \_\_\_\_\_ / 5 points possible
- b. \_\_\_\_\_ / 5 points possible

Question 5:

- a. \_\_\_\_\_ / 5 points possible
- b. \_\_\_\_\_ / 5 points possible
- c. \_\_\_\_\_ / 5 points possible

**Points Awarded for All Question Responses:**

\_\_\_\_\_ / 55 points possible

**Points Awarded for Indicators of Need/Data:**

\_\_\_\_\_ / 25 points possible

**TOTAL POINTS AWARDED FOR FULL RFA:**

\_\_\_\_\_ / 80 TOTAL POINTS