



Competitive Grants for Mental Health Supports for Public PK-12 Schools Application Content

Governor’s Emergency Education Relief Fund II

Introduction

Competitive applications should prioritize mental health services and supports that directly impact students and families. For more information about each of the qualifying areas of mental health services and grant application process, please see [Competitive Grants for Mental Health Supports for Public PK-12 Schools](#).

Questions and Contact Information

For questions regarding the application, contact Barb Anderson at (515) 664-6732 or barb.anderson@iowa.gov.

CONTACT FOR MENTAL HEALTH GRANT

	First Name	Last Name	Email	Phone
District Contact				

DISTRICT COVID-19 RELATED MENTAL HEALTH NEEDS

1. What mental health needs do students/families have in your district that are due to COVID-19 and unique for your district?* Be sure to summarize evidence/data to support this need. (Limited to 500 characters)
2. How would the resources from this grant help you meet this need?*(Limited to 500 characters)

GOALS/IMPACT

1. What is intended impact of this proposal? (Check all that apply)
 - Increase the social-emotional behavioral skills of students to cope and be resilient
 - Increase social-emotional behavioral skills of underrepresented student groups (i.e., each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness, children and youth in foster care)
 - Increase community-based mental health supports available to youth and families
 - Increase help seeking and wellness support for students
 - Early identification and intervention—Increase adults’ ability to recognize and respond appropriately to learners who may be struggling with a mental health or substance abuse challenge
 - Increase family/community supports for COVID-19 related stressors (e.g., food insecurity, job loss, grief, homelessness)
 - Increase Conditions for Learning (CfL)
 - Increase youth referred to behavioral-health services

- Increase youth access to behavioral-health services
 - Increase the youth with school-based wellness plans developed in collaboration with mental health partners and families
 - Increase attendance; youth and family engagement in school
 - Other _____ (Limited to 150 characters)
2. Write a district improvement goal related to this mental health grant. Be sure to include: your current state, desired state, and how you will measure progress toward this desired state. (Limited to 500 characters)

ACTION PLAN - MENTAL HEALTH SERVICES

Directions: Select the services/activities your district is intending to support or establish as part of this grant. Districts must identify services/activities in at least one of the below mental health service categories.

1. **MENTAL HEALTH SERVICE COORDINATION:** Are you intending to purchase/expand mental health service coordination using the GEER II grant?*
- Yes
 - No
2. **MENTAL HEALTH SERVICE DELIVERY:** Which direct mental health services is your district planning to purchase using the GEER II grant?* (Check all that apply; all services are youth focused unless otherwise stated)
- Social-emotional-behavioral health screening (e.g., at-risk, in need of supports, in need of referral)
 - Individual mental health diagnostic services
 - Individualized mental health treatment
 - Medication management
 - Psychiatric consultation
 - Behavioral-health consultation
 - Individualized mental health services for students and their family/caregivers
 - We are not seeking funds for direct mental health services
 - Other _____ (Limited to 150 characters)
3. **WRAPAROUND SERVICES:** Which wraparound services does your district plan to establish or continue to support as part of the GEER II grant?* (Check all that apply)
- Case management - support or expand existing services
 - Case management - establish new services
 - Mental health therapy - support or expand existing services
 - Mental health therapy - establish new services
 - Educational services (i.e., school-based programming with a focus on academic and social-emotional-behavioral health programming) - support or expand existing services
 - Educational services - establish new services
 - Crisis care - support or expand services
 - Crisis care - establish new crisis care services
 - Medical care - support or expand existing services
 - Medical care - establish new services
 - Family resource centers - support or expand center services
 - Family resource centers - establish new center/s
 - We are not seeking to support/establish a set of wraparound services

Other _____

4. YOUTH/CHILD MENTAL HEALTH FIRST AID (YMHFA/Child MHFA): What activities do you intend to purchase/engage in as part of the GEER II grant?* (Check all that apply)
- Hire YMHFA/Child MHFA project director/coordinator position
 - Youth Mental Health First Aid Instructor Certification for one or more district employees
 - Train district educators of students ages 12-18 in YMHFA (e.g., teachers, administrators, support personnel)
 - Train district educators of students ages 5-12 in Child MHFA
 - Train community partners (e.g., mental health agencies, law enforcement)
 - Establish partnerships with local mental health agencies
 - Establish partnerships with local law enforcement, first responders, and other community stakeholder organizations and groups (e.g., faith-based, community service)
 - Establish partnerships with families/caregivers
 - School leadership team planning to align YMHFA/Child MHFA training content with the school/district suicide prevention and crisis response plans
 - We are not seeking to engage in YMHFA/Child MHFA
 - Other _____
5. YOUTH SUICIDE PREVENTION: What activities do you intend to purchase/engage in as part of the GEER II grant?* (Check all that apply)
- Development of comprehensive suicide prevention and postvention plan, including communication of plan to stakeholders
 - Development of protocols for helping students at-risk of suicide
 - Development of protocols for responding to suicide
 - Collaboration(s) with community partners to support suicide prevention or response
 - Actions to enhance protective factors (e.g., mentoring, social supports, relationship building, connectedness)
 - Training on assessing, referring, and follow-up with students identified as at-risk of suicide
 - Training to support student's successful transition to/from hospitalization or residential treatment
 - Resources/supports for families (e.g., about suicide/related behavioral health issues, suicide prevention programming)
 - Curriculum or training for students in mental health awareness, stigma reduction, and development of help seeking behaviors
 - Awareness campaign
 - Suicide screening
 - Actions to engage and support students in leading awareness campaigns and other suicide prevention efforts
 - We are not seeking to engage in specific suicide prevention activities
 - Other _____

ACTION PLAN - ACTION STEPS

*Directions: Describe your action steps to accomplish your goals. All actions should be necessary to provide mental health services/activities to students and/or families. (Each entry is limited to 500 characters)**

1. Action:*(Drop-down category that requires action to fall into one of the 5 categories: Direct Services - Mental Health Service Coordination, Direct Services - Mental Health Service Delivery, Direct Services - Wraparound, Youth/Child Mental Health First Aid, or Suicide Prevention.)
2. How will the action address your district's unique COVID-19 related mental health needs?*

3. Measurable Goal:*
4. Timeline to Meet Goal:*
5. Evidence of implementation and progress on actions:*

ACTION PLAN - EQUITY AND COLLABORATIONS

Describe the steps the district will take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the mental health services/supports proposed as part of this grant program as required by Section 427 of GEPA, 20 U.S.C. 1228a. (Limited to 500 characters.)*

1. Attach a pdf of letter/s of support/commitment from agencies (e.g., AEA, community mental health agencies, community service agencies) that you intend to collaborate with to strengthen the mental health services and supports outlined in your action plan. (OPTIONAL)

PROPOSED BUDGET

Enter each proposed expenditure necessary to implement the mental health supports in your action plan. Please see the [Competitive Grants for Mental Health Supports for Public PK-12 Schools](#) for recommended grant expenditures. To skip an expenditure category or categories that do not match your action plan, please put in \$0 for each row.

While districts may include expenditures for such things as training, stipends, pay for substitutes that indirectly impact students and families, competitive applications should prioritize expenditures that provide mental health services and supports to students and families.

Expenditure Category	Expenditure Amount	Expenditure Description
Mental Health Service Coordination		
Mental Health Service Delivery (e.g., screening, diagnostics, treatment)		
Wraparound Services		
Youth/Child Mental Health First Aid		
Youth Suicide Prevention		
Capital Expenditures (e.g., technology for telehealth, etc.; may not exceed 5% of budget)		

ASSURANCES

1. The GEER II funds awarded by this grant will be used to develop mental health supports for PK-12th grade students as outlined in the grant application and in alignment with the budget items as proposed.
2. The LEA may use GEER II funds to cover mental health supports and services not covered by existing insurance—uninsured or underinsured including consultation not billable to insurance.
3. No more than five percent of the GEER II award under this grant will be used for capital expenditures and all capital expenditures related to this award will be necessary to allow students access to mental

health supports (e.g., technology for telehealth). The LEA will seek Department pre-approval of all capital expenditures over \$5,000.

4. Mental health services and supports provided by the LEA or as part of an agreement/contract with an agency are provided by appropriately licensed and certified personnel. LEA employees will have an appropriate license and certification from the Iowa Board of Educational Examiners to provide such services, and contracted mental health providers will have appropriate license to provide such services under contract with the LEA.
5. If the LEA enters into an agreement with a contracted mental health provider to provide telehealth or behavioral health screening, the LEA and contracted mental health provider will follow additional requirements as outlined in [Iowa Code Chapter 280A, Behavioral Health Services - School Settings](#).
6. Records pertaining to the GEER II award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from an entity's GEER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
7. The LEA that receives GEER II funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of the CRRSA Act.
8. The LEA will comply with all reporting requirements, including quarterly reporting requirements in Section 15011 of the CARES Act, and any other reporting the secretary of education may require in the future.
9. The LEA will:
 - a. Administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 - b. Control of funds provided to the LEA and title to property acquired with those funds;
 - c. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 - d. Make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
 - e. Provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
 - f. Make any application, evaluation, periodic program plan or report relating to each program readily available to parents and other members of the general public;
 - g. Make any construction project consistent with overall State plans for the construction of school facilities and give due consideration to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 - h. Adopt effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 - i. Not use funds to acquire equipment (including computer software) in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
10. The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and

Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.