

**Frequently Asked Questions**  
**Expanded School Mental Health grants**  
AFA 10-2016-CMH

**February 22, 2016 Update**

- The point values for the Proposal Narrative are as follows:

Scored Content	Points Available
Statement of Need and Population of Focus	15
Proposed Evidence-based Service/Practice	20
Proposed Implementation Approach	40
Staff and Organization Experience	10
Data Collection and Performance Measurement	10
References/Works Cited	5
<b>Total</b>	<b>100</b>

- Since the grant is described as \$30,000 “per school” or “per school system”, do we need to file a single application for all schools within a region (be it 1 or 10 or more) or a single application for ‘each’ school or school system within the region? In other words, one app for all or multiple apps (one app for each)?
  - The purpose of the proposal is to clearly demonstrate that key partners have an understanding of and commitment to a three-tiered model of intervention to promote learning and social- emotional well-being in the targeted school(s), e.g., identified needs, evidence based practices per tier, local steering teams. A combined narrative is acceptable if that case can be made within the narrative page limit, with a budget/budget narrative for each school.
- What is the rationale behind the required match from schools? Must the matching funds be paid for by the school system?
  - The purpose of the match is to demonstrate local sustainability and buy-in from key partners. The commitment needs to be substantial, meaningful and on-going.

Some in-kind may be permitted in the form of staffing. Staff time as “in kind” must clearly demonstrate collaboration and buy-in to the three tier model, and not reliance on BBHFF grant funded staff to be responsible for implementing the programs. Examples:

- Direct delivery of programming by school staff for Tier 2 (which also helps them comply with counselor standards in policy 2315).
- Collaboration between the school counselor (or other staff) and outside community programs/agencies to bring in Tier 2 programming, as long as they document the work.
- Attending LEA/Steering team meetings
- Attending planning meetings
- Identifying students for Tiers 2 & 3.
- Purchase of curriculum for evidence based/promising practice programming