Grants to Integrate Schools and Mental Health Systems
CFDA #84.215M

Information and Application Procedures for Fiscal Year 2009
OMB No. 1894-0006   Expiration Date: 09/30/2011

Application Deadline: February 23, 2009

Frequently Asked Questions
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U.S. Department of Education

Office of Safe and Drug-Free Schools

January 12, 2009

Dear Colleague:

Thank you for your interest in applying for the Grants to Integrate Schools and Mental Health Services program (84.215M) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to state educational agencies, local educational agencies, and Indian tribes to improve students' access to mental health services by creating innovative linkages between school systems and mental health systems. Each program will enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; enhance crisis intervention services; provide professional training; provide technical assistance to systems and families; ensure linguistically appropriate and culturally competent services; and evaluate the effectiveness of the program.

We look forward to receiving your application for support under the Grants to Integrate Schools and Mental Health Services program. Thank you for your interest in this important program.

Sincerely,

/S/

Deborah A. Price
Assistant Deputy Secretary

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TRANSMITTAL INSTRUCTIONS

Optional Submission of Electronic Applications
Application Transmittal Instructions

Applications for grants under this competition may be submitted electronically or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit an application electronically, you must use the site listed below. Note: You may not submit your application by e-mail or facsimile.

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically
You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (www.grants.gov) by 4:30:00 p.m. (Washington, DC time) on the application deadline date.

If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the Federal Register, the Grants.gov Submission Procedures and Tips document found in the application package instructions, and visit www.grants.gov.

You may access the electronic application for the Grants for the Integration of Schools and Mental Health Systems at the following websites: www.grants.gov or www.ed.gov/programs/mentalhealth/applicant.html.

Applications Sent by Mail
If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of the application on or before the deadline date to the address below. To help expedite our review of your application, we would appreciate you voluntarily including an additional 3rd copy of your application.

Please mail copies to:
    U.S. Department of Education
    Application Control Center
    Attention: CFDA# 84.215M

**LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202 - 4260**

You must show one of the following as proof of mailing:

(1) A legibly dated U. S. Postal Service Postmark.
(2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
(3) A dated shipping label, invoice, or receipt from a commercial carrier.
(4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1)   A private metered postmark.
(2)   A mail receipt that is not dated by the U.S. Postal Services.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier:
Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed to the:

> **U.S. Department of Education
> Application Control Center
> Attention: CFDA# 84.215M
> LBJ Basement Level 1
> 400 Maryland Avenue, SW
> Washington DC 20202 - 4260**

Applications Delivered by Hand
You or your courier must hand deliver the original and two of copies requested of the application by 4:30:00 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate you voluntarily including an additional 3rd copy of your application.

Please hand-deliver copies to:

> **U.S. Department of Education**
> **Application Control Center**
> **Attention: CFDA# 84.215M**
> **550 12th Street, SW**
> **Potomac Center Plaza - Room 7041**
> **Washington, DC   20202 – 4260**

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30:00 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays.

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

Attention – Microsoft Vista and Word 2007 Users

Please note that Grants.gov does not currently support the new Microsoft Vista Operating system. The PureEdge software used by Grants.gov for forms is not compatible with Vista. Grants.gov will be reviewing this new product to determine if it can be supported in the future.

In addition, the new version of Microsoft Word saves documents with the extension .DOCX. The Grants.gov system does not process Microsoft Word documents with the extension .DOCX. When submitting Microsoft Word attachments to Grants.gov, please use the version of Microsoft Word that ends in .DOC. If you have any questions regarding this matter, please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

1) **REGISTER EARLY** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: www.grants.gov/applicants/get_registered.jsp. Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.

2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 pm (Washington, DC time) on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when your organization registered with the CCR (Central Contractor Registry).

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. (Washington, DC time) on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 4:30:00 p.m. (Washington, D.C. time), on the closing date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: www.grants.gov/help/submit_application_faqs.jsp#10. For more detailed information on why an application may be rejected, you can review Application Error Tips www.grants.gov/section910/ApplicationErrorTips.pdf. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or use the customer support available on the Web site: www.grants.gov/applicants/applicant_help.jsp.

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m. Washington, DC time, unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide on your application the DUNS number that was used when your organization registered with the CCR.**

Please go to www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov Web site www.grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection (e.g., cable modem/DSL/T1). While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. **(See the Federal Register notice for detailed instructions.)**

MAC Users

If you do not have a Windows operating System, you will need to use the Citrix solution discussed on Grants.gov or a Windows Emulation program to submit an application using Grants.gov. For additional information, review the FAQs for non-windows users www.grants.gov/resources/download_software.jsp#non_window. Also, to view white paper for Macintosh users published by Pure Edge go to the following link: www.grants.gov/section678/PureEdgeSupportforMacintosh.pdf, and/or contact Grants.gov Customer Support (www.grants.gov/contactus/contactus.jsp) for more information. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Additional Tips - Attaching Files

As described above, applicants should not upload a Word 2007 (.DOCX) file when attaching narrative files to their application. In addition, please ensure that you only attach the ED approved file types detailed in the Federal Register application notice (.DOC, .PDF or .rtf). Grants.gov cannot process an application that includes two or more files which have the same name within a grant submission. Finally, when attaching files, applicants should limit the size of their file names. Lengthy file names

could result in difficulties with opening and processing your application. We recommend that you keep your file names to less than 50 characters.

PROGRAM BACKGROUND INFORMATION

General Information

Overview
We will award grants under this competition to develop innovative approaches that link school systems with the mental health systems to ultimately increase student access to high-quality mental health care.

Eligibility
Eligible applicants are state educational agencies (SEAs), local educational agencies (LEAs), and Indian tribes. LEAs or consortia of LEAs that have ever received funds or services under the Safe Schools/Healthy Students Initiative (CFDA Number 84.184L), or will receive FY2009 funds for CFDA Number 84.184L, are not eligible for funding under this program.

Authority
This grant program is authorized under Title V, Part D, Subpart 14, Section 5541 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).

Note to Applicants
This is a complete application package for Grants for the Integration of Schools and Mental Health Systems. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official documents governing this competition are the Notice Inviting Applications published in the Federal Register on January 12, 2009 and Notice of Final Requirements published in the Federal Register on May 30, 2006 (71 FR 30780). This notice also is available electronically at: www.ed.gov/legislation/FedRegister and **www.gpoaccess.gov/nara/index.html**.

Applicants should clearly indicate in Block # 11 of the Standard Form 424, the CFDA number and alpha suffix of this competition **84.215M**.

Technical Assistance
The Office of Safe and Drug-Free Schools will offer a 1 ½ hour technical assistance call during which staff will take questions from prospective applicants on topics including eligibility requirements, application requirements, and the peer review process. Specific information on when this call will be held will be posted on our website at: www.ed.gov/programs/mentalhealth/index.html.

Project Period
The project period for this grant is for up to 24 months. Budgets should be developed for a single award with a project period of up to 24-month period. No continuation awards will be provided

Estimated Range of Awards
The Administration's budget request for FY 2009 does not include funds for this program. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program. Should we receive funds, we estimate that we will make 15 awards, ranging from approximately $150,000 to $400,000, depending on a project's scope. These figures are estimates; the Department of Education is not bound by any estimates in this notice.   Contingent upon the availability of funds and the quality of application, we may make additional awards in FY 2010 from the list of unfunded applicants from this competition.

Application Due Date
All applications must be postmarked on or before February 23, 2009 to be eligible for review. The U.S. Department of Education's Application Control Center must receive applications delivered by hand no later than 4:30:00 PM (Washington, DC time) on February 23, 2009. Applications may also be submitted electronically through the Grants.gov system. Applications may not be emailed or faxed.

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under electronic submission of applications.

Unique Applications
Information submitted in response to the scoring criteria should be specific to the applicant's state, district, or Indian tribe and should not be identical or substantially similar to other applications. Identical or substantially similar applications are not responsive to the scoring criteria.

Grantee Meetings

All applicants must budget for attendance at the following meetings during the project period for:

- One person at a new grantee meeting, lasting one day.
- Two people at the annual OSDFS National Conference, lasting three days.
- Two people at a grantee-specific technical assistance meeting, lasting two days.

These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

Definitions

The following definitions apply to this competition:

Local Educational Agency (LEA) is defined as:
- (a) A public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for public elementary or secondary schools in:
  - (1) A city, county, township, school district, or other political subdivision of a State; or
  - (2) Such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or
- (b) Any other public institution or agency that has administrative control and direction of a public elementary or secondary school.

- (c) An elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.

- (d) Educational service agencies and consortia of those agencies.

- (e) The State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

State Educational Agency (SEA) is defined as the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law.

Other terms:
A local mental health authority: legally constituted (directly or through contract with the State mental health authority) to provide administrative control or oversight of mental health services delivery within the community.

A juvenile justice authority: an agency or entity at the local level that is officially recognized by State or local government to address juvenile justice system issues in the communities to be served by the grant. Examples of juvenile justice agencies include, but are not limited to, juvenile justice task forces; juvenile justice centers; juvenile or family courts; juvenile probation agencies; and juvenile corrections agencies.

Program Contact
Sarah Allen, Office of Safe and Drug-Free Schools; (phone) 202-245-7875, (e-mail) sarah.allen@ed.gov, U. S. Department of Education, Potomac Center Plaza – Office 10079, 550 12th Street, SW, Washington, DC 20202-6450.

The Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

The Secretary has established the following key performance measures for assessing the effectiveness of the Grants for the Integration of Schools and Mental Health Systems:

(a) The percentage of schools served by the grant that have comprehensive, detailed linkage protocols in place; and

(b) The percentage of school personnel served by the grant trained to make appropriate referrals to mental health services.

These two measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these two measures in conceptualizing the approach and evaluation of their proposed project. If funded, applicants will be required to collect and report data in their interim and final reports about progress toward these measures. Recipients will be expected to collect multiple data points, including at the beginning of the project (baseline data), during the project (interim data), and at the end (final data). The Secretary will use this information to respond to the evaluation requirements concerning this program established in Section 5541(f) of the ESEA.

Background and Introduction

Research shows that almost 21% of American youth ages 9-17 years suffer a diagnosable mental health problem or addictive disorder that impairs their everyday functioning, which may include academic achievement.[1] These serious mental health problems can manifest in many ways and range in the severity of symptoms and levels of functioning, which can also fluctuate over time. Children may suffer from only one condition at any given time or may have simultaneous co-occurring conditions. Common problems include attention-deficit disorder and attention-deficit/hyperactivity disorder, anxiety disorders (a category that includes social phobia, and general anxiety disorder), disruptive disorders (a category that includes conduct disorder and oppositional defiant disorder), and depression and other mood disorders that can increase a child's risk for suicide. [2]

While some disorders are less common, affecting less than five percent of the population, 20% of young adolescents in a recent study reported having symptoms of depression.[3] Other population studies have shown that at any point in time 10 to 15 percent of the population suffers from some symptoms of depression.[4] Depressed children are at a significantly increased risk for committing suicide than their non-depressed peers.[5]

Mental health issues are not limited to those who have a diagnosed disorder or whose symptoms fit specific diagnostic criteria. There is a continuum of problems, which children can move through at different times and different ages with varying levels of severity. According to the 2005 YRBS, almost 30% of youth report feeling so sad or hopeless every day for at least two weeks that they stopped some of their normal activities.[7] Bullying, often portrayed as a social or behavioral problem, can be a predictor of more serious problems. A recent study showed that youth who were involved in bullying, either as the aggressor or the victim, were twice as likely to report depressive symptoms than other youth.[3] Likewise, substance abuse can indicate depression; in the same study, youth who used substances reported more depressive symptoms than their counterparts.[3]

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1 Shaffer D, Fisher P, Dulcam M, et al. The second version of the NIMH Diagnostic Interview Schedule for Children Version 2.3 (DISC-2.3): Description, acceptability, prevalence rates, and performance in the MECA study. Methods for the Epidemiology of Child and Adolescent Mental Disorders Study. *Journal of the American Academy of Child and Adolescent Psychiatry*. 1996;35(7):865-877.
2 US Department of Health and Human Services. Mental Health: A report of the Surgeon General. Children and Mental Health. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health, 1999.
3 Saluja G, Iachan R, Scheidt P, et al. Prevalence of and risk factors for depressive symptoms among young adolescents. *Archives of Pediatric and Adolescent Medicine*. 2004;158(8):760-765.
4 Smucker M, Craighead W, Craighead L, Green B. Normative and reliability data for the Children's Depression Inventory. *Journal of Abnormal Child Psychology*. 1986;14:25-39.
5 Shaffer D, Fisher P, Dulcan M, et al. The second version of the NIMH Diagnostic Interview Schedule for Children (DISC-2). *Journal of the American Academy of Child and Adolescent Psychiatry*. 1996;35(7):865-877.

Mental health problems and their associated behaviors can have serious and far-reaching consequences for children and adolescents, on areas such academic achievement and social interactions. These problems may persist into adulthood. Seventy percent of depressed children will have a relapse by adulthood.[2] Children who are frequently bullied have higher rates of depression as young adults than their non-bullied peers[6] and bullies are more likely to be involved in crimes as adults.[7] Unless addressed, many children's mental health issues are not cured, improved, or reversed as they age. Many will carry issues into adulthood, affecting educational opportunities, future job prospects and performance, relationships, and family dynamics.

Just as children have a continuum of mental health problems and needs, a comprehensive array of services on a continuum is required to address these problems and needs. A preventive, or public health, framework to mental health services provides a multi-layered approach to children's mental health services, recognizing the importance of the continuum of needs and services, which may include primary prevention and education, screening and detection, treatment, follow-up and crisis services, and case management if necessary. The President's New Freedom Commission on Mental Health (the Commission) advocated for this approach in its report.[8]

Despite the need for an array of services, many children's mental health needs go unmet. A recent study showed that 80% of children and adolescents aged 6-17 years defined as requiring mental health services did not receive the necessary services.[9] Others who do not qualify as needing services may also be neglected, potentially allowing problems to escalate or cause persistent school disruptions. A public health approach to mental health services would provide professionals the tools to recognize and address not only the demands of the highest need students, but to create a climate in which the school can respond to a range or needs or problems as they arise. This approach allows for schools to make changes to systems and policies, allowing maximum flexibility for tailoring approaches specific to student and faculty needs.

Schools play and have the potential to play a large role in helping students and families prevent, detect and address mental health problems. For students who do access mental health services, one study showed that between 70 to 80 percent of them did so through the education sector.[10] Teachers and school staff can help identify children

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6 Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morton B, Scheidt P. Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*. 2001;285(16):2094-100. Also see: Snyder J, Brooker M, Patrick MR, Snyder A, Schrepferman L, Stoolmiller M. Observed peer victimization during early elementary school: continuity, growth, and relation to risk for child antisocial and depressive behavior. *Child Development*. 2003;74(6):1881-98.
7 Centers for Disease Control and Prevention. Youth Risk Behavior Survey, 2005.
8 President's New Freedom Commission on Mental Health. Achieving the Promise: Transforming Mental Health Care in America. Accessed from http://www.mentalhealthcommission.gov/reports.
9 Kataoka S, Zhang L, Wells K. Unmet need for mental health care among US children: Variation by ethnicity and insurance status. *American Journal of Psychiatry*. 2002;159:1548-1555.
10 Burns B, Costello E, Angold A, et al. Children's mental health service use across service sectors. *Health Affairs*. 1995;14(3):147-159.

with mental health problems that can affect school performance and behavior.[11] Yet, teachers may know neither when an issue is of major concern nor how to address that issue.[6] Teachers may also be unaware of community resources available outside the school setting.[12]

Indeed, the Commission, in its 2003 report *Achieving the Promise: Transforming Mental Health Care in America*, found that schools "are in a key position to identify mental health problems early and to provide a link to appropriate services." The Commission recommended that school-based mental health programs be improved and expanded, not only to ease pain and suffering but also to help children improve academic achievement. They also cite the imperative that "…our Nation adopts a comprehensive, systematic approach to improving the mental health status of children."[8]

Historically, children's mental health in schools has been a fragmented service-delivery model, as opposed to a broad public health framework. The goal of this framework, which is broad systems change, is described by the University of California, Los Angeles' Center for Mental Health as a move from:

"(1) serving the few to ensuring an equal opportunity to succeed for the many;
(2) fragmented practices to integrated approaches;
(3) narrowly focused, discrete, problem specific, and specialist-oriented services to comprehensive, multifaceted, cohesive systems approaches;
(4) an efficacy research-base toward effectiveness research as the base for student support interventions, with articulated standards that are reflected in an expanded approach to school accountability;
(5) projects and pilot demonstrations toward sustainable initiatives that are designed to go to scale."[13]

These themes reflect a new approach and recognize that schools cannot alone address the complex mental health needs of students. The Grants for the Integration of Schools and Mental Health Systems program will enable schools to improve their approaches to meeting the mental health needs of children by increasing linkages to qualified community partners, such as local mental health and juvenile justice authorities, improving professional training, and accelerating and increasing the development and translation of evidence-based research into practice. These systemic changes will transform the way that schools currently understand and address children's mental health and will reflect a broader approach at the community and state levels. Through a comprehensive, integrated approach to children's mental health, the United States can better address the mental health needs of all children.

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11 Puura K, Almqvist F, Tamminen T, et al. Children with symptoms of depression—What do the adults see? *Journal of Psychology and Psychiatry*. 1998;39(4):577-585.
12 Ford T, Nikapota A. Teachers attitudes towards child mental health services. *Psychiatric Bulletin*. 2000;24:457-461.
13 Center for Mental Health in Schools. *The Current Status of Mental Health in Schools: A Policy and Practice Analysis.* University of California Los Angeles, March 2006.

Priority and Application Requirements

Absolute Priority

For FY 2009 and any subsequent year in which we make awards based on the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority. This priority is:

Increasing student access to quality mental health care by developing innovative approaches to link local school systems with the local mental health system. A program funded under this absolute priority must include *all* of the following activities:

(1) Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.

(2) Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.

(3) Providing training for the school personnel and mental health professionals who will participate in the program.

(4) Providing technical assistance and consultation to school systems and mental health agencies and families participating in the program.

(5) Providing linguistically appropriate and culturally competent services.

(6) Evaluating the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the Secretary about sustainability of the program.

<u>Additional Requirements</u>:

<u>Coordination of Activities</u>

Recipients of a grant under the Grants for the Integration of Schools and Mental Health Systems program are required to coordinate project activities with projects funded under the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration's Mental Health Transformation State Infrastructure Grants (MHTSIG) program (CFDA 93.243), if a grantee's State receives a MHTSIG award. If a recipient of a grant under the Grants for the Integration of Schools and Mental Health Systems program has received or receives a grant under the Department of Education's Emergency Response and Crisis Management (ERCM) program (CFDA 84.184E) or will receive a grant under the Department of Education's Readiness and Emergency

Management for Schools (REMS) in FY 2009, the recipient must coordinate mental health service activities under this grant with those planned under its ERCM or REMS grant. Projects funded by this program must complement, rather than duplicate, existing or ongoing efforts.

Interagency Agreements (IAA)

Preliminary IAA

Applicants for an award under the Grants for the Integration of Schools and Mental Health Systems program must develop and submit with their applications a preliminary interagency agreement (IAA). The IAA must contain the signatures of an authorized representative of at least (1) one or more State or local educational agencies or Indian tribes; (2) one or more juvenile justice authorities; and (3) one or more State or local public mental health agencies. This preliminary IAA would confirm the commitment of these partners to complete the work under the proposed project, if funded.

Applications that do not include the proposed preliminary IAA with all of the required signatures would be rejected and not considered for funding. For those using Grants.gov, this form can be signed and uploaded to the Other Attachments Form section.

Final IAA

If funded, recipients will complete a final IAA as required by section 5541(e) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The final IAA must be completed and submitted to us, signed by all parties, no later than 12 months after the award date.

Necessary IAA Contents

At a minimum, the preliminary IAA submitted with the application **must** include the following information that details the work to be completed should the applicant receive a grant award under this competition:

(1) The designation of a lead agency that will direct, in compliance with section 5541(e) of the ESEA, the establishment of the grantee's final interagency agreement among LEAs, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities and parents and guardians of students; and
(2) The commitment of the parties in the applicant's preliminary IAA to participate in the development of the final interagency agreement described in (1). The final interagency agreement must specify, with regard to each participating agency, authority, or entity—
   • Financial responsibility for the services that it will provide as part of the program;

- Conditions and terms of responsibility for the services, including quality, accountability, and coordination of services;
- Conditions and terms of reimbursement with and among the other agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution; and
- Policies and procedures that would ensure appropriate parental or caregiver consent for any planned services, pursuant to State or local laws or other requirements.

A template showing the minimum required information that must be included in the Preliminary IAA is found on page 77.

Program-Specific Assurance

Applicants **must** sign a program-specific assurance, located on page 76, that guarantees:

- Persons providing services under the grant will be adequately trained to provide such services;
- Services provided under the grant will be consistent with the six requirements in the absolute priority;
- Teachers, principal administrators, and other school personnel will be made aware of the program; and
- Parents of students participating in services under the program will be involved in the design and implementation of the services.

For those submitting on Grants.gov, these forms can be loaded in the Other Attachments Forms section.

Provision of Direct Services

Grant funds under this program will not be used to provide direct services to students.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. The maximum score for each criterion is indicated in parentheses.   [Note: *The criteria contain weighted subcriteria. Applicants must* address each subcriterion to qualify for the maximum number of points for each criterion.]

1.   Significance (25 points)

In determining the significance of the proposed project, the following factors will be considered:

> (a) **The likelihood that the proposed project will result in system change or improvement**. (15 points)

> (b) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population**. (10 points)

Note: Under this criterion, we are looking for a description of the extent to which the applicant addresses the potential for ultimate system change or improvement regarding the linkages between schools and mental health systems. The applicant must describe the extent to which its program will ultimately increase access to quality mental health services for students.

The applicant is encouraged to describe how their project will create an infrastructure or build capacity to address the various components of a public health framework, including primary, secondary, and tertiary prevention. In this section, the applicant may also describe the target population and needs, as well as the current mechanisms for addressing mental health problems for students and the existing assets and resources available in the community.

2.   Quality of the Project Design (35 points)

> (a) **The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population**. (20 points)

> (b) **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance**. (15 points)

Note: Under this criterion, we are looking for a thorough description of the project, including how the applicant will meet **all** required components of the absolute priority:

1) Enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; 2) Enhance the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services; 3) Provide training for the school personnel and mental health professionals who will participate in the program; 4) Provide technical assistance and consultation to school systems and mental health agencies and families participating in the program; 5) Provide linguistically appropriate and culturally competent services; and 6) Evaluate the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the Secretary about sustainability of the program.

In describing the planned program to be funded, the applicant must explain how it will establish a crisis intervention program to provide immediate mental health services to the school community when necessary. In this description, the applicant must also explain how the program will support students and the school in maintaining an environment conducive to learning.

The applicant must describe how their approaches and framework would support, expand, or integrate existing school-based services with the program to provide appropriate mental health services for students.

The applicant is encouraged to describe how the persons overseeing the grant and those providing services under the grant are adequately trained for their jobs. The applicant may describe personnel's experience, qualifications, and credentials, if appropriate.

The applicant is encouraged to explicitly describe its plan for involving other partners, specifically parents and caregivers, in the design and implementation of the program. The applicant may describe its approaches to integrate with the mental health and juvenile justice systems to enhance the school's functioning and ability to address these issues in concert with their partners. The applicant may also describe the complete continuum of services to be provided through the planned linkages. **Please note, grant funds cannot be used to pay for direct services to students or families** (see FAQ, p. 34 for more details). In this section, the applicant should describe the role and function of each of their partners, as described in the preliminary Interagency Agreement. We expect that the preliminary Interagency Agreement submitted with the application will outline commitment of the partners to building comprehensive and integrated approaches that will ultimately build local capacity, which will be delineated in the final Interagency Agreement. Other partners may include institutions of higher education or community groups. The applicant may describe how the partners providing services will use evidence-based programs and practice.

3.   **Quality of Management Plan (15 points)**

   (a) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks**. (7 points)

   (b) **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate**. (8 points)

Note: Under this criterion, we are seeking a thorough presentation of how the project will be structured and managed. This management plan may also briefly describe how the lead agency plans to collaborate with partners and how this management structure will allow for the incorporation of a diversity of perspectives. Applicants are encouraged to address how parents will be consulted in the design of the program.

4.   **Quality of the Project Evaluation (25 points)**

   (a) **The extent to which the methods of evaluation are appropriate to the context within which the project operates**. (15 points)

   (b) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes**. (10 points)

Note: Under this criterion, we will look at the quality of the applicant's plan to collect valid and reliable data on the GPRA performance measures established by the Grants for Integration of Schools and Mental Health Systems Program and to report on the grant's impact on the applicant's systems and approaches for addressing mental health issues. The results from program evaluations will be used by the Department of Education to evaluate each program and disseminate the findings to appropriate public and private entities.

In addition to the required GPRA performance measures, which focus on the process of the project, other measures may be considered. Process measures can provide an ongoing assessment of performance towards program outcomes and should assist the applicant in continuous program improvement. Outcome measures should focus on systems change, rather than on children's services or better mental health outcomes for children, as these can neither be measured during the program period, nor paid for with grant funds.

The absolute priority for the program requires that the applicant plan for a long-term outcomes-based evaluation that will extend beyond the grant period. Plans for how this

type of evaluation will be carried out should be described in this section of the application.

Applicants may consider collaboration with other entities to perform an external evaluation on their efforts; however, an external evaluation is not required.

FREQUENTLY ASKED QUESTIONS

General (p. 28)

- What steps can I take to maximize my chances of receiving a grant?
- This competition has a "supplement, not supplant" provision. What does this mean?
- What is an indirect cost rate?
- How do I obtain a negotiated, indirect cost rate?
- Who in my organization may be able to provide information about our negotiated, restricted indirect cost rate?
- For my GEPA 427 statement, is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?
- What should I use as the project start date?
- Do I have to get bids for goods and services under this grant?
- What is the project and budget period for these grants?
- What is the deadline date for transmittal of applications under this grant?
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Electronic Application (p. 30)

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- Does Grants.gov support the new Microsoft Vista Operating System?
- Does Grants.gov support Word 2007?
- What if I have not received a validation by the closing date?
- What are some of the reasons I will not receive a validation from Grants.gov?
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- How do I know if our district has received SS/HS funds before?
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Program-Specific Budget Questions (p. 36)

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- How much detail should be included in the budget narrative?
- Where can I find guidance on developing a budget narrative?
- Is there a match requirement for this program?
- Are there certain items that cannot be purchased with these funds?
- I am a SEA applicant and would like to provide mini-grants to local sites. Is this allowed?

General

What steps can I take to maximize my chances of receiving a grant?
- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you are uncertain about any aspects of this application package, please first review the Frequently Asked Questions section. Most commonly asked questions are answered in this section. If your questions are not addressed, please contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority or the additional requirements for this grant competition, it will not be considered for funding.
- A panel of three persons from the mental health, child trauma, crisis recovery, or child and adolescent development and/or other related fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not permitted to give you "the benefit of the doubt;' therefore, if information is not in your application, reviewers cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification.
- Transmit your application on or before the deadline date of February 23, 2009.

This competition has a "supplement, not supplant" provision. What does this mean?
This provision requires that applicants not use grant funding to pay for any services or functions that would be covered as an ordinary function or service. Based on Federal regulations, if a grantee decides to charge indirect costs to a program that has a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds, the grantee must use a **negotiated restricted indirect cost rate**. Your organization must submit proof of a **negotiated restricted indirect cost rate** with the application if you are planning to claim indirect costs.

What is an indirect cost rate?
An indirect cost is an expense that you incur that is necessary to implementing the grant, but may be difficult to identify directly with your grant. For example, indirect costs may include money spent for heat, light, rent, telephone, security, accounting, and Internet use.

If your organization prefers to use all of its grant funds for direct project costs, you are not required to charge the grant for indirect costs. If you wish to charge indirect costs, however, *you must use a **negotiated restricted indirect cost rate** for this competition.* This rate permits grantees to distribute indirect costs across grants so that grantees are able to recover these costs for grant funds without supplanting the grantee's own funds.

For more information, please see:
www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html.

How do I obtain a negotiated, restricted indirect cost rate?
Your organization may already have a negotiated, restricted indirect cost rate with a Federal government agency. If your organization has not negotiated this rate in the past, please contact Katrina McDonald with the Department of Education's Indirect Cost Group at 202-377-3838 or Katrina.Mcdonald@ed.gov.

Who in my organization may be able to provide information about our negotiated, restricted indirect cost rate?
If you do not know your negotiated, restricted indirect cost rate, please contact your business office. Please note you will need to submit proof of this cost rate, such as a signed letter or a page from a state web site.

For my GEPA 427 statement (see page 69), is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?
No. An organization's non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity's potential barriers and solutions to equal access, specific to the proposed project.

What should I use as the project start date?
Should you receive a grant, the start date for a project may have to be flexible, depending on when funds can be awarded and funds obligated. If necessary, your proposed project start date will be modified to a date shortly after the award date.

Do I have to get bids for goods and services under this grant?
Generally, all procurement transactions must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.   (EDGAR is available online at: www.ed.gov/policy/fund/reg/edgarReg/edgar.html; see Section 80.36 for details about these procurement standards.)

Because grantees must use appropriate procurement procedures to select contractors, applicants **should not** include information in their grant applications about specific contractors that will be used to provide services for the proposed project.

Consistent with the limitations in Section 75.515 of EDGAR concerning the use of consultants, contractors or consultants may be used to help prepare grant applications, but their participation in the application development process should not be presumed to result in the receipt of a contract for work under the project if a grant is awarded. Applicants may include a sum for grant writing costs in their grant's proposed budget provided that the amount requested is necessary and reasonable.

What is the project and budget period for these grants?
Up to 24 months.   The project period for this grant is up to 24 months. Please also submit a budget and budget narrative that reflects one budget period for up to 24 months.

What is the deadline date for transmittal of applications under this grant competition?
February 23, 2009.

May I get an extension of the deadline date?
Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described under the section on Grants.gov (pp. 7-10). Under very extraordinary circumstances, the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

What are the formatting requirements for this application?
Narratives should be no more than 30 double-spaced pages with 1-inch margins. Font size of text should be no smaller than 11-point type. Smaller font sizes are allowable, within reason, in charts or graphs.

Who do I contact for more information about this grant competition?
Sarah Allen, Program Specialist, U.S. Department of Education, Potomac Building Center – Office 10079, 550 12th Street, SW, Washington, DC 20202 - 6450, Phone: 202-245-7875, Fax: 202-485-0041, E-mail: sarah.allen@ed.gov.

Electronic Application

Do I have to submit my application electronically?
No; this program does not require electronic submission.

How do I submit my grant electronically?
If you would like to submit your grant electronically, please use www.grants.gov to do so. Instructions on electronic submission can be found on pages 7-10 of this application package. Please follow the instructions carefully.

I submitted my application by the deadline via Grants.gov. Am I finished?
No, do not assume that you are finished. If you submit your application via Grants.gov, there is a two-step validation process. Within two days of submitting your grant application, you will receive two e-mail messages. The first e-mail will confirm receipt of your application by the Grants.gov system. The second e-mail will indicate whether your application was successfully validated by the system or if it was rejected due to errors. You should track your application via the Grants.gov system to determine the progress of your application until the system shows a validated or rejected status or until you have received the e-mail indicating that it has been successfully validated or rejected.

How do I register to submit my grant electronically?
You are required to register on Grants.gov prior to submitting your application, as well as with the Central Contractor Registry. Both of these systems require that you have a valid D-U-N-S number. Registration may take several days or weeks so please begin early. Additional information about registering can be found on page 7 of this application package.

If I am submitting my application electronically, how should I submit the Interagency Agreement and Program-Specific Assurance?
If you are submitting an electronic application, you are required to fax the signed Interagency Agreement and Program-Specific Assurance to the Department of Education in accordance with the instructions listed elsewhere in this application package. After reviewing the instructions, please fax assurances to: (202) 485-0041.

Does Grants.gov support the new Microsoft Vista Operating System?
Grants.gov uses two viewer products – Adobe Acrobat Reader and PureEdge – that predate the release of Windows Vista. Adobe Reader 7.0.9 may work with Vista, but Adobe does not fully support this configuration. PureEdge Viewer v.6.0.2 is only compatible with Vista when using a Citrix server connection. Grants.gov is anticipating the release of Adobe Reader 8.1.1 shortly, which will be compatible with Microsoft Vista. Until Adobe Reader 8.1.1 is released, you have two choices: Use an operating system other than Vista or use Citrix, which has been identified as an option for any applicant that is using Vista. The Grants.gov Web site (www.grants.gov/help/general_faqs.jsp#18) has been updated to provide applicants with instructions on how to utilize the Citrix solution.

Does Grants.gov support Word 2007?
The new version of Microsoft Word saves documents with the extension .DOCX. The Grants.gov system does not process Microsoft Word documents with the extension .DOCX. When submitting Microsoft Word attachments to Grants.gov, please use the version of Microsoft Word that ends in .DOC. If any of the documents included in the application are saved with the .DOCX extension, the entire application will be rejected by Grants.gov. If you have any questions regarding this matter, please e-mail the Grants.gov Contact Center at Support@grants.gov or call 1-800-518-4726.

What if I have not received a validation by the closing date?
If you submit your application within two days prior to the application transmittal deadline, you may not receive your validation or rejection notification until after the closing date. We recommend that if you have not received the two e-mail notifications indicating receipt and validation by 4:30:00 p.m. (Washington, DC time) on the application deadline date print your application and mail a hard copy of it, adhering to the hard copy application submission procedures and requirements written in this application.

What are some of the reasons I will not receive a validation from Grants.gov?
- You submitted your application after the application deadline date and time.
- The E-Business Point of Contact at your organization did not respond to the registration e-mail from Grants.gov and authorize you as an Authorized Organization Representative (AOR).
- You did not provide the D-U-N-S number on your application (SF 424 form) that was used when you registered as an AOR.
- You uploaded a file type that is not compatible with Grants.gov.
- You did not fill out all the mandatory fields in the application package. Additional reasons Grants.gov may reject an application can be found on the Grants.gov Web site: www.grants.gov/applicants/applicant_faqs.jsp#54.

We also suggest reading all the FAQs on Grants.gov (www.grants.gov/help/submit_application_faqs.jsp#10) to provide you with additional information to assist with your submission.

If I am submitting my application electronically, how should I submit forms with signatures?
If you are submitting an electronic application, you may either upload signed versions of the forms, in a .PDF format, to Grants.gov or you may fax the signed forms to the Department of Education. These documents may be faxed to (202) 485-0041 to the attention of Sarah Allen and must be received within three days of your application submission.

Do I need to provide the Funding Opportunity Number (Item #12) and the Competition Identification Number (Item #13) on the SF 424?
If you are submitting your application electronically via Grants.gov, then you will need to provide these numbers. They can be located on Grants.gov Web site on the application download page and also on the application package page once the package has been downloaded. If you are submitting a hard copy of your application, then you do not need to provide these numbers as they are used strictly for an electronic application package submitted via Grants.gov.

Eligibility

Who is eligible to apply*?*
This grant competition is open to State educational agencies (SEAs), local educational agencies (LEAs), and Indian tribes.

May I submit an application on behalf of my local school?
The only eligible recipients are SEAs, LEAs, and Indian Tribes. One of these entities must be the applicant for funding. An application submitted by an individual school will not be considered unless it meets the definition of a local educational agency.

My college or university would like to apply for this grant. Are they eligible?
Colleges and universities are generally not considered SEAs, LEAs, or Indian tribes and thus are not eligible for this grant. Only entities that meet the definition of one of these entities may receive funding under this program.

Are charter schools eligible for this program?
Yes. Charter schools that are considered LEAs under state law are eligible to apply for funding under this program.

Are Area Educational Districts or other similar entities eligible for this program?
Yes. If these entities are considered LEAS under state law, they are eligible to apply for funding under this program.

What are some of the circumstances that might cause a grant application to be deemed ineligible for review?
An application submitted for funding under this competition will be deemed ineligible for funding if it does not meet the absolute priority and/or does not include the required preliminary Interagency Agreement. Also, any LEAs or consortia of LEAs that have received funds or services under the Safe Schools/Healthy Students Initiative (SS/HS) or will receive funds in FY 2009 are not eligible for funding under this program. Applications from ineligible entities or applications submitted after the transmittal date will not be considered for funding.

How do I know if we have received SS/HS funds before?
Please visit our website (at www.ed.gov/programs/dvpsafeschools/awards.html) or contact your business office to find out if you have received SS/HS funds or have been a part of a SS/HS consortium.

If our district participated in a SS/HS consortium, are we still qualified to apply?
No.

Why are SS/HS grantees ineligible for funding under this competition?
The Grants for the Integration of Schools and Mental Health Systems program is duplicative or redundant with the mental health component of SS/HS. As the Grants for the Integration of Schools and Mental Health Systems will fund infrastructure development and integration efforts, rather than direct services or sustainability efforts, and SS/HS grantees should have already completed this work (or will complete this work) with their funds as part of a comprehensive program. As such, we have decided to fund those who have not yet had the opportunity to do any of this work or do not have the community capacity to undertake an entire SS/HS project.

If I receive this award, can I still apply to SS/HS in future years?
Yes. If you receive this grant, you are still eligible to receive a SS/HS in the future. In fact, this program may help your community prepare for writing an SS/HS application.

Program-Specific Content Questions

What are the program elements that applicants must address?
A project funded under this absolute priority must address *all* of the following components to be considered eligible for review:

(1) Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.
(2) Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.
(3) Providing training for the school personnel and mental health professionals who will participate in the program.
(4) Providing technical assistance and consultation to school systems and mental health agencies and families participating in the program.
(5) Providing linguistically appropriate and culturally competent services.
(6) Evaluating the effectiveness of the program increasing student access to quality mental health services, and make recommendations to the Secretary about sustainability of the program.

Does the applicant need to address all six program elements to be considered eligible for this competition?
Yes. Applicants that do not address all six required program elements will be considered non-responsive to the absolute priority for this program and ineligible for review.

Who can be trained under this grant?
Any relevant school or mental health personnel (including teachers, bus drivers, counselors, aides, etc.) may be trained under this grant, as long as the training directly supports the goals and purposes of the grant.

Will this grant pay for hiring staff?
Funds can be used to hire a project director or other staff to coordinate project efforts, as long as the position is adequately justified in the budget narrative. This grant will not pay for direct services, and as such, the funds cannot be used to support counseling, therapy, or any other service-oriented staff unless they are also performing another function such as those described above.

Will this grant pay for direct mental health services for students?
No. This grant program defines direct mental health services as any efforts that involve students or parents in screening, diagnosis, therapy, counseling, or the delivery of any related mental health services to children or families.

Are we required to hire an external evaluator?
No. You are not required to hire an external evaluator, though this is an allowable expense for this program. Many grantees find this expertise useful. Please note costs for the external evaluator should be reasonable and commensurate with the scope of the proposed evaluation.

Should we include resumes for key staff?
Yes, if key staff for the project have been identified.

Who must sign the preliminary Interagency Agreement (IAA)?
The preliminary IAA submitted with the application must contain the signatures of an authorized representative of (1) one or more SEAs or LEAs or Indian tribes; (2) one or more juvenile justice authorities; and (3) one or more State or local public mental health agencies.

Are letters of support from partner agencies sufficient?
The required signatories must commit to the tasks delineated in the preliminary IAA (both required components and anything added by the district) and most applicants find it easiest to sign separate copies of the agreement. Letters of support are *not sufficient* if they merely state that the entity supports the efforts of the applicant.

Do the required partners need to sign the same physical copy of the preliminary IAA?
No. It is not necessary for partners to sign the same physical copy of the preliminary IAA as long as all required partners all commit to the same IAA content (by way of signatures) which delineates the necessary minimum elements and any other specific tasks delineated by the applicant. If necessary, the applicant can submit several copies of the IAA; each with a signature of a required partner.

What is the difference between the preliminary Interagency Agreement and the final Interagency Agreement?
Applicants must develop and submit a preliminary IAA and include that agreement with their application. This preliminary IAA will designate a lead agency for the program, identify key partners for the program, and include all other items of information for the preliminary IAA (submitted at the time of application) listed in Additional Requirements.

Should an applicant receive an award, recipients will be required to provide proof of the project's final Interagency Agreement to the Department of Education detailing all requirements listed on page 20 within 12 months after receipt of the grant.

Is there a model for the Interagency Agreement?
No. There is no "model" for the Interagency Agreement. However, each agreement must delineate the required minimum components as described elsewhere in this application package. A template also is included on page 77 showing these components. The Interagency Agreement should be specific to each program and community.

What is a linkage protocol?
A linkage protocol is a written understanding of a process of linking the school setting and mental health services. For example, a linkage protocol could delineate the steps between screening and referral, including the process for screening and how parents will be contacted. Other examples of protocols include those that delineate the processes for crisis intervention or response, transition from the juvenile justice system to school, or providing case management services to high-need students.

Are there certain protocols that are required?
No. The protocols developed will depend on the scope and nature of the proposed initiative. However, we encourage you to consider developing protocols to address crisis response and recovery, transition between juvenile justice and schools, screening and referral for counseling. For all protocols, we encourage applicants to include steps for parental involvement and how parental consent will be garnered.

If my state has a Mental Health Transformation State Integration Grant (MHTSIG), what are some ways to integrate these efforts?
Applicants in states with MHTSIG awards could, at a minimum, participate in their state's efforts with regard to both the completion of the Resource Inventory and Needs Assessment and the development of the state's Comprehensive Mental Health Plan. Applicants could also state how the projects funded under this program will be articulated within the Comprehensive Mental Health Plan and the degree to which the two programs will be mutually supportive.

Are activities under this program subject to FERPA regulations?
Yes. FERPA regulations apply to this program. However, FERPA only applies to the provision of direct services and sharing information about specific students and these types of activities are not permitted under this program.   As grantees plan their protocols, they must adhere to FERPA regulations.

Program-Specific Budget Questions

Is there a minimum or maximum amount that may be requested to support a project?
No. Although the application package includes an estimated range of awards, an applicant should request the amount needed to support the goals, objectives and scope of the proposed project, including a detailed justification for that amount.

May grant funds be used to support professional development activities?
Yes, as long as the activities directly support the purposes of the grant.

Do I need to submit a budget narrative for each year?
The budget period will be one 24-month period. Please submit a budget narrative that reflects one 24-month budget period.

How much detail should be included in the budget narrative?
Please include a per unit cost breakdown for all costs listed and describe in the narrative how each cost links to the goals and objectives of the program.

Where can I find guidance on developing a budget narrative?
For additional guidance on preparing a budget narrative, please see
www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

Is there a match requirement for this program?
No.

Are there certain items that cannot be purchased with these funds?
Yes, generally. Grant funds cannot be used to purchase food, incentives or prizes, or other items identified by the Office of Management and Budget's Cost Principles as unallowable.

I am a SEA applicant and would like to provide mini-grants to local sites. Is this allowed?
No. Mini-grants are not allowed in this grant program. If you are working with local sites, you must designate them in advance and collaborate with them to submit any projected costs as part of your budget narrative.

LEGAL AND REGULATORY DOCUMENTS

4000-01-U

DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Overview Information

Grants for the Integration of Schools and Mental Health Systems

Notice inviting applications for new awards for fiscal year (FY) 2009.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.215M.

Dates:

Applications Available: January 12, 2009.

Deadline for Transmittal of Applications: February 23, 2009.

Deadline for Intergovernmental Review: April 24, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: Grants for the Integration of Schools and Mental Health Systems will provide funds to increase student access to high-quality mental health care by developing innovative approaches that link school systems with the local mental health system.

Priority: In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from section 5541 of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 7269).

Absolute Priority: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

Increasing student access to quality mental health care by developing innovative approaches to link local school systems with the local mental health system. A program funded under this absolute priority must include all of the following activities:

(1) Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.

(2) Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.

(3) Providing training for the school personnel and mental health professionals who will participate in the program.

(4) Providing technical assistance and consultation to school systems and mental health agencies and families participating in the program.

(5) Providing linguistically appropriate and culturally competent services.

(6) Evaluating the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the Secretary about sustainability of the program.

Additional Requirements: The following requirements are from the notice of final requirements for this program, published in the Federal Register on May 30, 2006 (71 FR 30778).

Requirement 1--Coordination of Activities

Recipients of a grant under the Grants for the Integration of Schools and Mental Health Systems program are required to coordinate project activities with projects funded under the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration's Mental Health Transformation State Infrastructure Grants (MHTSIG) program (CFDA 93.243), if a grantee's State receives a MHTSIG award. If a recipient of a grant under the Grants for the Integration of Schools and Mental Health Systems program has received or receives a grant under the Department of Education's Readiness and Emergency Management for Schools (REMS) program (CFDA 84.184E), formerly known as the Emergency Response and Crisis Management program, the recipient must coordinate mental health service activities under this grant with those planned under its

REMS grant. Projects funded by this program must complement, rather than duplicate, existing or ongoing efforts.

Requirement 2--Safe Schools/Healthy Students Recipients Excluded from Receiving Awards

Former or current recipients under the Safe Schools/Healthy Students program (CFDA 84.184L) are not eligible to receive a Grant for the Integration of Schools and Mental Health Systems. Recipients of Safe Schools/Healthy Students awards are responsible for completing a scope of work under that program that is very similar to the activities required under the Grants for the Integration of Schools and Mental Health Systems program. By restricting the applicant pool to eliminate former or current grantees under the Safe Schools/Healthy Students program, we will be able to focus Federal funds on entities that have not yet received Federal support to develop and implement strong linkages with other entities in their communities for the provision of mental health services to students.

Applicants may compete for both the Grants for the Integration of Schools and Mental Health Systems and Safe Schools/Healthy Students programs in the same year; if applicants are deemed eligible for funding in both grant competitions, the applicant will receive the larger and more comprehensive of the awards.

Requirement 3--Preliminary Interagency Agreement

Applicants for an award under the Grants for the Integration of Schools and Mental Health Systems program must develop and submit with their applications a preliminary interagency agreement (IAA). The IAA must contain the signatures of an authorized representative of at least (1) one or more State or local educational agencies or Indian tribes; (2) one or more juvenile justice authorities; and (3) one or more State or local public mental health agencies. This preliminary IAA would confirm the commitment of these partners to complete the work under the proposed project, if funded. If the applicant is funded, recipients will complete a final IAA as required by section 5541(e) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The final IAA must be completed and submitted to us, signed by all parties, no later than 12 months after the award date.

Applications that do not include the proposed preliminary IAA with all of the required signatures will be rejected and not be considered for funding.

Requirement 4--Inclusion of Parental Consent Considerations in Final IAA

The final Interagency Agreement (IAA) must include a description of policies and procedures that would ensure appropriate parental or caregiver consent for any planned

services, pursuant to State or local laws or other requirements.

Requirement 5--Provision of Direct Services

Grant funds under this program must not be used to provide direct services to students.

Program Authority: 20 U.S.C. 7269.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, 99, and 299. (b) The notice of final requirements for this program, published in the Federal Register on May 30, 2006 (71 FR 30778).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration's budget request for FY 2009 does not include funds for this program. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applicants from this competition.

Estimated Range of Awards: $150,000-$400,000.

Estimated Average Size of Awards: $325,000.

Estimated Number of Awards: 15.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 24 months. Budgets should be developed for a single award with a project period of up to 24 months. No continuation awards will be provided.

III. Eligibility Information

    1. Eligible Applicants: State educational agencies (SEAs), local educational agencies (LEAs), including charter schools that are considered LEAs under State law, and Indian tribes. Additional eligibility requirements are listed elsewhere in this notice under section I. Funding Opportunity Description, Additional Requirements.

    2. a. Cost Sharing or Matching: This program does not require cost sharing or matching.

        b. Supplement-Not-Supplant: This program involves supplement-not-supplant funding requirements in accordance with section 5541(i) of the ESEA.

IV. Application and Submission Information

    1. Address to Request Application Package: You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: www.ed.gov/programs/mentalhealth/applicant.html. To obtain a

copy from ED Pubs, write, fax, or call the following: Education

Publications Center, P.O. Box 1398, Jessup, MD 20794-1398.

Telephone, toll free: 1-877-433-7827. FAX: (301) 470-1244.

If you use a telecommunications device for the deaf (TDD), call,

toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also:

www.ed.gov/pubs/edpubs.html or at its e-mail address:

edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to

identify this program or competition as follows: CFDA number

84.215M.

Individuals with disabilities can obtain a copy of the

application package in an accessible format (e.g., braille,

large print, audiotape, or computer diskette) by contacting the

person or team listed under Accessible Format in section VIII of

this notice.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together

with the forms you must submit, are in the application package

for this program.

3. Submission Dates and Times:

Applications Available: January 12, 2009.

Deadline for Transmittal of Applications: February 23, 2009.

Applications for grants under this program may be submitted electronically using the Grants.gov Apply site (Grants.gov), or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery, please refer to section IV. 6. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: April 24, 2009.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions: Grant funds under this program must not be used to provide direct services to students or families. We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements:

Applications for grants under this program may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

We are participating as a partner in the Governmentwide Grants.gov Apply site. The Grants for the Integration of Schools and Mental Health Systems, 84.215M, is included in this project. We request your participation in Grants.gov.

If you choose to submit your application electronically, you must use the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

You may access the electronic grant application for the Grants for the Integration of Schools and Mental Health Systems at www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not

include the CFDA number's alpha suffix in your search (e.g., search for 84.215, not 84.215M).

Please note the following:

- Your participation in Grants.gov is voluntary.

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection.

Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf.

- To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see www.grants.gov/section910/Grants.govRegistrationBrochure.pdf). You also must provide on your application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to

allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- If you submit your application electronically, you must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- If you submit your application electronically, you must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page-limit requirements described in this notice.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of

receipt that contains a Grants.gov tracking number. (This

notification indicates receipt by Grants.gov only, not receipt

by the Department.) The Department then will retrieve your

application from Grants.gov and send a second notification to

you by e-mail. This second notification indicates that the

Department has received your application and has assigned your

application a PR/Award number (an ED-specified identifying

number unique to your application).

- We may request that you provide us original signatures

on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues

with the Grants.gov System: If you are experiencing problems

submitting your application through Grants.gov, please contact

the Grants.gov Support Desk, toll free, at 1-800-518-4726. You

must obtain a Grants.gov Support Desk Case Number and must keep

a record of it.

If you are prevented from electronically submitting

your application on the application deadline date because of

technical problems with the Grants.gov system, we will grant you

an extension until 4:30:00 p.m., Washington, DC time, the

following business day to enable you to transmit your

application electronically or by hand delivery. You also may

mail your application by following the mailing instructions

described elsewhere in this notice.

If you submit an application after 4:30:00 p.m.,

Washington, DC time, on the application deadline date, please

contact the person listed under For Further Information Contact

in section VII of this notice and provide an explanation of the

technical problem you experienced with Grants.gov, along with

the Grants.gov Support Desk Case Number. We will accept your

application if we can confirm that a technical problem occurred

with the Grants.gov system and that that problem affected your

ability to submit your application by 4:30:00 p.m., Washington,

DC time, on the application deadline date. The Department will

contact you after a determination is made on whether your

application will be accepted.

Note: The extensions to which we refer in this section apply

only to the unavailability of, or technical problems with, the

Grants.gov system. We will not grant you an extension if you

failed to fully register to submit your application to

Grants.gov before the application deadline date and time or if

the technical problem you experienced is unrelated to the

Grants.gov system.

    b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail

(through the U.S. Postal Service or a commercial carrier), you

must mail the original and two copies of your application, on or

before the application deadline date, to the Department at the

following address:

U.S. Department of Education

Application Control Center

Attention: (CFDA Number 84.215M)

LBJ Basement Level 1

400 Maryland Avenue, SW.

Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application

deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a

dated postmark. Before relying on this method, you should check

with your local post office.

   c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand

delivery, you (or a courier service) must deliver the original

and two copies of your application by hand, on or before the

application deadline date, to the Department at the following

address:

U.S. Department of Education

Application Control Center

Attention: (CFDA Number 84.215M)

550 12th Street, SW.

Room 7041, Potomac Center Plaza

Washington, DC 20202-4260

The Application Control Center accepts hand deliveries

daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time,

except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you

mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided

by the Department--in Item 11 of the SF 424 the CFDA number,

including suffix letter, if any, of the competition under which

you are submitting your application; and

(2) The Application Control Center will mail to you a

notification of receipt of your grant application. If you do

not receive this notification within 15 business days from the

application deadline date, you should call the U.S. Department

of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this

program are from 34 CFR 75.210 and are listed in the application

package.

2. Review and Selection Process: Additional factors we

consider in selecting an application for an award are the

equitable distribution of grants among the geographical regions

of the United States and among urban, suburban, and rural

populations.

VI. Award Administration Information

1. Award Notices: If your application is successful, we

notify your U.S. Representative and U.S. Senators and send you a

Grant Award Notification (GAN). We may notify you informally,

also.

If your application is not evaluated or not selected for funding, we notify you.

2. <u>Administrative and National Policy Requirements</u>: We identify administrative and national policy requirements in the application package and reference these and other requirements in the <u>Applicable Regulations</u> section of this notice.

We reference the regulations outlining the terms and conditions of an award in the <u>Applicable Regulations</u> section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. <u>Reporting</u>: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. You must also submit an interim progress report twelve months after the award date. This report should provide the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. <u>Performance Measures</u>: The Secretary has established the following key performance measures for assessing the

effectiveness of the Grants for the Integration of Schools and Mental Health Systems program:

a. The percentage of schools served by the grant that have comprehensive, detailed linkage protocols in place; and

b. The percentage of school personnel served by the grant who are trained to make appropriate referrals to mental health services.

These two measures constitute the Department's measures of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these two measures in conceptualizing the approach and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their performance and final reports about progress toward these measures. The Secretary will also use this information to respond to the evaluation requirements concerning this program established in section 5541(f) of the ESEA. For specific requirements on grantee reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

VII. Agency Contact

For Further Information Contact: Sarah Allen, U.S. Department of Education, 400 Maryland Avenue, SW., room 10079, Potomac Center Plaza (PCP), Washington, DC 20202-6450. Telephone: (202) 245-7875 or by e-mail: sarah.allen@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: www.ed.gov/news/fedregister.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

Dated:

_____

Deborah A. Price,

<u>Assistant Deputy Secretary for the</u>

<u>Office of Safe and Drug-Free Schools</u>.

SUBPART 14-- GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS

(a)   AUTHORIZATION- The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies, local educational agencies, or Indian tribes, for the purpose of increasing student access to quality mental health care by developing innovative programs to link local school systems with the local mental health system.

(b)   DURATION- With respect to a grant, contract, or cooperative agreement awarded or entered into under this section, the period during which payments under such grant, contract or agreement are made to the recipient may not exceed 5 years.

(c)   USE OF FUNDS- A State educational agency, local educational agency, or Indian tribe that receives a grant, contract, or cooperative agreement under this section shall use amounts made available through such grant, contract, or cooperative agreement for the following:

    (1) To enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.

    (2) To enhance the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.

    (3) To provide training for the school personnel and mental health professionals who will participate in the program carried out under this section.

    (4) To provide technical assistance and consultation to school systems and mental health agencies and families participating in the program carried out under this section.

    (5) To provide linguistically appropriate and culturally competent services.

    (6) To evaluate the effectiveness of the program carried out under this section in increasing student access to quality mental health services, and make recommendations to the Secretary about sustainability of the program.

(d)   APPLICATIONS- To be eligible to receive a grant, contract, or cooperative agreement under this section, a State educational agency, local educational agency, or Indian tribe shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. The application shall include each of the following:

    (1) A description of the program to be funded under the grant, contract, or cooperative agreement.

    (2) A description of how such program will increase access to quality mental health services for students.

    (3) A description of how the applicant will establish a crisis intervention program to provide immediate mental health services to the school community when necessary.

    (4) An assurance that —

        (A) persons providing services under the grant, contract, or cooperative agreement are adequately trained to provide such services;

        (B) the services will be provided in accordance with subsection (c);

(C) teachers, principal administrators, and other school personnel are aware of the program; and

(D) parents of students participating in services under this section will be involved in the design and implementation of the services.

(5) An explanation of how the applicant will support and integrate existing school-based services with the program to provide appropriate mental health services for students.

An explanation of how the applicant will establish a program that will support students and the school in maintaining an environment conducive to learning.

(e)   INTERAGENCY AGREEMENTS-

(1) DESIGNATION OF LEAD AGENCY- The recipient of each grant, contract, or cooperative agreement shall designate a lead agency to direct the establishment of an interagency agreement among local educational agencies, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities and parents and guardians of students.

(2) CONTENTS- The interagency agreement shall ensure the provision of the services described in subsection (c), specifying with respect to each agency, authority, or entity—

(A) the financial responsibility for the services;

(B) the conditions and terms of responsibility for the services, including quality, accountability, and coordination of the services; and

(C) the conditions and terms of reimbursement among the agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution.

(f)   EVALUATION- The Secretary shall evaluate each program carried out by a State educational agency, local educational agency, or Indian tribe under this section and shall disseminate the findings with respect to each such evaluation to appropriate public and private entities.

(g)   DISTRIBUTION OF AWARDS- The Secretary shall ensure that grants, contracts, and cooperative agreements awarded or entered into under this section are equitably distributed among the geographical regions of the United States and among urban, suburban, and rural populations.

(h)   RULE OF CONSTRUCTION- Nothing in Federal law shall be construed—

(1) to prohibit an entity involved with a program carried out under this section from reporting a crime that is committed by a student to appropriate authorities; or

(2) to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student.

SUPPLEMENT, NOT SUPPLANT- Any services provided through programs carried out under this section must supplement, and not supplant, existing mental health services, including any services required to be provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Program Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Government-wide Requirements for Drug-Free Workplace Financial Assistance)
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR Part 299 (General Provisions)

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

GENERAL APPLICATION INSTRUCTIONS AND INFORMATION

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. We strongly discourage applicants from using "form" applications or proposals that address general rather than specific local needs. Identical or substantially similar applications are not responsive to the scoring criteria.

A panel of non-federal readers with experience in mental health, child or adolescent development, or community linkages will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

If you apply via Grants.gov, you will use the following Grants.gov narrative forms:
- ED Abstract Form
- Project Narrative Attachment Form
- Other Attachments Form
- Budget Narrative Attachment Form

The **ED Abstract Form** is where you will attach your program abstract.

The **Project Narrative Attachment Form** is where you will attach the narrative sections addressing the selection criteria that will be used to evaluate applications submitted for this grant competition.

The **Other Attachments Form** is where you will attach proposal appendices, such as curriculum vitae of key personnel, letters of commitment, and samples of evaluation instruments. The Grants.gov system will allow applicants to attach as many as 10 separate appendices in this section. If you have more than 10 appendices in the application, we suggest combining several of them as one appendix and then uploading them in the **Other Attachment Form** section.

The **Budget Narrative Attachment Form** is where you will attach a detailed line item budget and any supplemental budget information.

All applicants should adhere to the following formatting guidelines:
- Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 1/2" by 11" paper.

- Use consistent font no smaller than 11-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. **Note**: Do not paginate any of the forms.

If you submit your proposal via Grants.gov, you will use your own word-processing software to complete the application for this grant competition.

D-U-N-S Number Instructions

All applicants must obtain and use a D-U-N-S Number, and all applicants applying through Grants.gov must register with Grants.gov. The D-U-N-S Number used on the application must be the same number that the applicant's organization used to register with Grants.gov. If the numbers are not the same, Grants.gov will reject the application.

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

You can obtain a D-U-N-S Number at no charge by calling 800-333-0505 or by completing the D-U-N-S Number Request Form, available online at www.dnb.com/US/duns_update/index.html. Dun and Bradstreet, a global information provider, has assigned D-U-N-S Numbers to more than 43 million companies worldwide. Customer service is available on Monday-Friday from 8:00 a.m. to 6:00 p.m. (Washington DC time) at 888-814-1435.

Organizing the Application

1. Application for Federal Assistance (SF Form 424): Use the Application for Federal Assistance and the Department of Education Supplemental Information for SF 424. This is the title page of your application. Be sure that Item 11 identifies the CFDA Number for this grant competition: 84.215M and the Title as Grants for the Integration of Schools and Mental Health Systems.

Under Item 3 in the ED Supplemental Information, indicate whether the proposed project includes human subjects research activities, and if so, whether any or all of the proposed activities are exempt. For additional guidance, see instructions for ED

Supplemental Information in the required forms section of this application package or call ED's protection of human subjects coordinator at 202-245-6153.

If you submit your proposal for this grant competition via Grants.gov, please complete the SF424 (Application for Federal Assistance) first. Grants.gov will insert the correct CFDA and program name automatically where needed.

If you submit your proposal in paper format by mail or hand delivery, you will need to insert the correct CFDA number and program name where requested.

2. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative summary of the project goals and objectives and the intended outcomes of the project. Clearly mark this page with the applicant's name as shown in Item 1 of SF Form 424. If you submit your application via Grants.gov, attach this document to the **ED Abstract Form**.

3. Project Narrative: This section should be no more than 30 double-spaced typewritten pages. The narrative must contain evidence that the applicant meets the absolute priority and should contain and follow in sequence the information requested for each selection criterion. Include a Table of Contents with page references. The Table of Contents does not count against any page limitations. If you submit your application via Grants.gov, attach this document to the **Project Narrative Attachment Form**.

4. Budget Narrative: Use the Budget Information Form (ED Form 524) form provided in the required forms section of this application package to prepare a budget for the project. You must include a detailed budget narrative that supports and explains the information provided in ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. If you submit your application via Grants.gov, attach this document to the **Budget Narrative Attachment Form**.

Note: Failure to submit a detailed budget narrative that will permit ED to determine if requested funds are necessary, reasonable and allowable may result in significant cuts to your request.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Be sure to include evidence of a

federally negotiated indirect cost rate. Individuals who apply for any grant competition through ED are not allowed to budget for an indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first $25,000 of each subcontract, regardless of the period covered by the subcontract.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the federal government, you have 90 days from the time you transmit your application to submit the necessary paperwork to the Department to receive a negotiated indirect cost rate. For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/intro.html.

5. Appendices: If you submit your application via Grants.gov, the **Other Attachments Form** is where you will attach proposal appendices that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project, such as curriculum vitae of key personnel, letters of commitment, and samples of evaluation instruments. The Grants.gov system will allow applicants to attach as many as 10 separate appendices in this section. If you have more than 10 appendices in your application, we suggest combining several of them as one appendix and then upload them the Other Attachments Form.

If you submit your application in paper format via mail or hand delivery, information provided in this section includes forms and other material required by ED in order for an application to be eligible for funding as well as any other information that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project.

The following items are **not** part of the appendices and may not be included:
- Budget or program narrative information that the applicant wishes to have reviewed as part of its response to one or more scoring criteria—all such information must be included in the narrative portion of the application
- Videotapes, CD-ROMs, photographs, or floppy disks—they will not be reviewed and we will not return them.

This section **must** include the following:
- GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
- Letter of Transmittal to State Single Point of Contact (if your state participates)
- Proof of federally negotiated indirect cost rate (if you are claiming indirect costs)

This section **may** include the following:
Other information the applicant wishes to include in support of its capacity, experience, and readiness to undertake the proposed project, including:
- Resumes of key personnel. If personnel have yet to be hired for this proposed project, include a narrative description of expected staff qualifications.
- Letters of commitment that reflect each person's awareness of their role in the proposed project. Each letter should indicate a willingness to put forth the necessary time and effort to make the project work efficiently and effectively.

- Relevant prior grant experience.

6. Assurances and Certifications: If you submit your application electronically, you must complete all forms posted on Grants.gov.

If you submit your application in paper format via mail or hand delivery, you **must** fill out, have signed by the person authorized to sign for the institution, and submit the following forms:
- Assurances, Non-Construction Programs (Standard Form, 424B)
- Grants.gov Lobbying Form (formerly ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form-LLL)

Note: If Item 2 of the Grants.gov Lobbying Form applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as "Not Applicable."

Intergovernmental Review of Federal Programs (Executive Order 12372)

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. *Note*: **A copy of the applicant's letter sent to the State Single Point of Contact must be included with their application (on letterhead)**.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact (SSPOC) and any comments from State, area-wide, regional, and local entities must be received by March 31, 2009, at the following address: The Secretary, EO 12372—[CFDA #84.215M], U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on March 31, 2009. Please do not send applications to this address.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SSPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance. [www.cfda.gov/public/cat-app4-index.htm]

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the OMB website at **WWW.WHITEHOUSE.GOV/OMB/GRANTS/SPOC.HTML**.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability*, or *age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is _not_ sufficient to meet this requirement. Applicants must identify potential barriers unique to their community and explain the specific steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples
The following examples help illustrate how an applicant may comply with section 427.
(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the

course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

Application Checklist and Tips for Applicants

1. First steps (So, you think you'd like to apply for the grant…)

___ Read the entire application package and accompanying Federal Register notices to **determine if the program is a good fit** for you--
    __ Ask: Am I mostly interested in this grant to fund direct service delivery?
             Am I interested in developing the infrastructure capacity in my community to build linkages between the schools, mental health, and juvenile justice systems?

If you answer no to the first question and yes to the second question, this grant may be a good fit for you.

___ Review **eligibility** requirements. Are you a:
    __ Local Educational Agency;
    __ State Educational Agency; or
    __ Indian tribe?

> **HINT**: Definitions of each of these entities are found on page 13.

__ Are you a **Safe Schools/Healthy Students** (SS/HS) grantee or have you *ever* had a SS/HS grant? (More information on this program, restrictions to these grantees and consortia members can be found on page 33 of this application package.)

If you fall into one of the three eligible groups and have NOT received a SS/HS grant, you are eligible to apply!

2. Second steps (You are eligible for the grant and it is a good fit for you…)

___ Do you want to apply by electronic submission through Grants.gov?

If so, you will need to:

___ Obtain a DUNS number (see page 64)
___ Register in the CCR (see page 7)

> **HINT**: This process may take several days to weeks. **Begin early!**

3. Working on the application

___ Review the **format requirements** (found on pages 63-64). Do not exceed 30 pages double-spaced with 1-inch margins; font size should be no smaller than 11-point (NOTE: The font size used in graphs or charts may be smaller as long as it is legible. Please use you best judgment).

___ Review the selection criteria and notes sections.

___ Do you address **all** six components of the Absolute Priority and the other grant requirements? (Please remember, your application will not be eligible for review if you fail to address all six components.)

___ Do you include a description of how you will provide direct services with these grant funds? (If so, see number one. This grant may not be a good fit for you, as it does not fund the provision of direct services.)

___ Review your evaluation section:
   __ Do you address the two required GPRA measures in your evaluation section?
   __ Are you including plans to build a long-term evaluation strategy?
   __ If you are hiring an external evaluator (which is NOT required), have you delineated a potential scope of work?

___ Review your abstract to ensure that it is 1-page, double-spaced and briefly describes your program in a narrative format.

___ Organize your application by following the sequence of information requested for each selection criterion. All pages should be number consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper.
   __ Table of Contents
   __ Project Abstract
   __ Project Narrative (up to 30 pages double-spaced)
   __ Budget Information Form (ED Form 524) and budget narrative
   __ Assurances, forms, certifications, and other appendices

4. Creating a budget and budget narrative

___ Complete Budget Information Form ED524, detailing your budget. Please put your total expenditures for one award of up to a 24-month budget period in the column marked "Project Year 1."

___ If you are not submitting electronically, please double-check your budget figures to ensure accuracy.

__ Complete a budget narrative that fully details the costs listed on the ED524.
   __ Present breakdown of costs by the budget categories on the ED524.
   __ Provide as much detail as possible.
   __ Ensure that the justification clearly links the expenses listed with the project's goals and objectives.

For additional guidance on preparing a budget narrative, please see www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

___ Ensure that all expenses are both reasonable and allowable.

___ Determine your negotiated, restricted indirect cost rate.

___ Provide proof of your negotiated, restricted indirect cost rate with your application.

5. Completing assurances, forms, and certifications

___ Create a Preliminary Interagency Agreement (IAA) in conjunction with your partners.

     ___ The IAA should:

        Contain the required minimum elements, as well as any project-specific information and

        Be signed by the three required signatories (see pages 20 and 77).

Additional information can be found on page 21. A sample template is found on page 77. Application submitted without a preliminary IAA or one that does not contain the required components will not be accepted for review.

___ Obtain the signature of your Authorized Representative for all required forms.

___ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit D-U-N-S Number and Tax Identification Number.

___ Obtain the signature of your Authorized Representative for the Program-Specific Assurance (see page 76).

6. Finalizing other issues

___ Include the percentage of time the project director will be working on this project.

___ Include the required GEPA 427 statement (more information is found on page 69).
    __ Ensure that there is sufficient detail regarding specific barriers for your community and how those barriers will be addressed.
    __ Ensure that the GEPA 427 statement does more than affirm your Equal Employment Opportunity statement.

___ As required by EO 12372, notify your State Single Point of Contact about this application if required (more information can be found on page 66). A copy of the applicant's letter on letterhead should be included with the application.

___ If submitting by hard copy, include one original, two copies, and one additional voluntary copy (unbound) of the application.

Deadline Date: Applications must be submitted, postmarked, or hand delivered by February 23, 2009.

7. What happens next?

- If you submit your application in hard copy, you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number in approximately two weeks (depending on the volume of applications). If you submit your application electronically through Grants.Gov, you will receive an email acknowledgement. Please refer to this number if you need to contact us about your application.

- Staff screens each application to ensure that all program eligibility requirements are met ands all forms are included.

- If your application is deemed ineligible for review, you will receive notification from OSDFS.

- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria outlined in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.

- A grant award document will be sent to applicants whose proposals score within the funding range no later than September 30, 2009.

- Unsuccessful applicants will receive a notification letter following notice to grant recipients.

- Both successful and unsuccessful applicants will receive copies of the peer review comments.

8. Do you still have questions?

___ Please review the entire application package, particularly the Frequently Asked Questions section and the Federal Register notice.

___ If your questions are not addressed, please contact the competition manager, Sarah Allen at 202-245-7875 or sarah.allen@ed.gov. Please be patient; we receive a

high volume of inquiries during the competition. We will respond to each in as timely a manner as possible.

FORMS, NOTICES, AND STATEMENTS

Program Specific Assurance

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the SF 424) to the Office of Safe and Drug-Free Schools at 202-485-0041 within three (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

As the duly authorized representative, I certify that:

1.   The persons providing services under the grant are adequately trained to provided such services;

2.   The services will be provided in accordance with the program's absolute priority;

3.   Teachers, principals, administrators, and other school personnel are aware of the program;

4.   Parents or guardians of students participating in services under this section will be involved in the design and implementation of the services;

5.   If my LEA has received or receives a Department of Education Response and Emergency Management for Schools (REMS) grants (CFDA 84.184E), formally known as Emergency Response and Crisis Management (ERCM) program, or will receive a REMS grant in FY 2009, we will coordinate the mental health service activities under this grant with those planned under its REMS grant; and

6.   If my state is funded under the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration 's Mental Health Transformation State Infrastructure Grants (MHTSIG), we will coordinate school mental health services integration with the efforts planned under MHTSIG.

_____   _____
Signature of Authorized Certifying Official   Title

_____   _____
Applicant Organization   Date

Template for Preliminary Interagency Agreement

The following template includes the minimum necessary elements that must be included in the preliminary Interagency Agreement (IAA) submitted with the application. You may choose to tailor the Preliminary IAA to the specific design of your proposed program and needs of your community; however, the signatories of the Preliminary IAA must agree to the do the following work if the grant is awarded, including completing a Final IAA, due twelve (12) months after the grant award date.

Signatories to the preliminary IAA agree to:

(1) Designate a lead agency that will direct, in compliance with section 5541(e) of the ESEA, the establishment of the grantee's final interagency agreement among LEAs, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities and parents and guardians of students;

(2) Affirm commitment of the parties in the applicant's preliminary IAA to participate in the development of the final Interagency Agreement described in (1). The final Interagency Agreement must specify, with regard to each participating agency, authority, or entity—
   - Financial responsibility for the services that it will provide as part of the program;
   - Conditions and terms of responsibility for the services, including quality, accountability, and coordination of services;
   - Conditions and terms of reimbursement with and among the other agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution; and
   - Policies and procedures that would ensure appropriate parental or caregiver consent for any planned services, pursuant to State or local laws or other requirements.

Required Signatories:

_____ At least one LEA;

_____ At least one public mental health authority; and

_____ At least one juvenile justice authority.

Applicants may include additional partners as signatories; however, the signatories indicated above are required.

APPENDICES AND FORMS

- Application for Federal Education Assistance (SF424)
- ED Supplement to the SF424
- Budget Information – Non-Construction Programs (ED Form 524)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities Form