



2021-2023

School-Based Mental Health Services Grant

**Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent**

Student Services /Prevention and Wellness Team
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<https://dpi.wi.gov/sspw/mental-health/school-based-grant-program>

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Wisconsin Department of Public Instruction

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General Program Information

Program Overview and Purpose of the funding

The School-based Mental Health Services Grants are awarded to public school districts and operators of private charter schools to provide mental health services to pupils in collaboration with community mental health providers.

Authorizing Statute

Wis. Stat. sec. 115.367

Requirements at a Glance

Eligible Applicants	Public school districts , independent charter schools, or a consortium of these.
Due date of application	May 3, 2021
Notification date (if known)	July 2021, contingent upon continuation of appropriation in the 2021-23 state biennial budget bill.
Award amount(s)	\$10,000-\$75,000
Duration of the grant award	Two years July 1, 2021-June 30, 2023
Program contacts	Beth.herman@dpi.wi.gov Polly.tubbs@dpi.wi.gov
Purpose of funding	To collaborate with community mental health agencies to provide mental health services to pupils.

Competition Summary

Funding Eligibility and Distribution

Who is Eligible?

Wisconsin public school districts and independent charter schools, or consortia made up of these entities, are eligible to apply. Previously funded applicants are also eligible to apply.

Funding Priorities

Applicants that have demonstrated needs for additional resources to support comprehensive school-based mental health have created a plan with evidence-based strategies to address those needs, and who demonstrate readiness to implement their plan will be prioritized. All grantees must have a community mental health provider partner to collaborate in the planning and implementation of the action plan. Applicants that do not submit evidence of this partnership will not be considered.

Length of Award

Funding will begin July 1, 2021, and end June 30, 2023. Awards are contingent upon the continuation of the appropriation in the state 2021-23 biennial budget bill.

Award Amounts

This grant has no funding tiers based on district size. Each grantee submits an application requesting any amount between \$10,000-\$75,000/year. The amount requested is at the applicant's discretion and is the amount needed to implement the grantees' submitted project plan.

Grantees will receive the same amount in each of the two years (e.g., \$75,000 in year one and \$75,000 in year two). Grantees will not be able to request a different amount in the second year of funding. Grantees do not have to reapply for the grant in the second year; however, grant awards are issued separately for each year.

Consortium applicants will request an amount for the total project, not per consortium member. Each consortium must identify one member as the fiscal agent.

Competition Timeline

<i>Grant writing webinar</i>	https://dpi.wi.gov/sspw/mental-health/school-based-grant-program
<i>May 3, 2021</i>	Grant applications due by 11:59 PM. All applications must be submitted through the Mental Health Grant Portal https://webportalapp.com/sp/login/wdpi_mental_health_grant
<i>July 2021</i>	Districts notified of funding status, contingent upon continuation of appropriation in state biennial budget bill.

July 1, 2021	Subawards will be dated July 1, 2021-June 30, 2022, and are issued on an annual basis.
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Grant Administration

Program Services and Activity Requirements

Required Activities

The purpose of this grant is to better provide a continuum of mental health services and supports to all students in **collaboration with a community mental health provider**. Each applicant must submit either a Letter of Commitment (LoC) or a Memorandum of Understanding (MoU) from their mental health provider partner(s). **This LoC or MoU must be submitted with the grant application.**

No other letters of support are required. Please only send the LoC or MoU from your community mental health provider partner(s).

Those awarded the grant will also be required to identify a grant coordinator, collect all required data (see below for details), and submit it to DPI. Grantees will be expected to submit an end-of-year report at the end of each fiscal year of their grant award and submit a renewal form prior to the grant's second year, citing grant activities and the year two budget.

Grantees will also be required to follow all licensing statutes when creating and funding positions for this grant (see frequently asked questions for more information on licensing requirements).

Allowable Activities

- Hiring staff to support the work of the grant, including Mental Health Navigation and grant coordination
- Evidence-based curriculum and programs connected to school-based mental health
- Mental health literacy for students and adults
- Stigma reduction programs
- Training for staff in mental health-related programs and initiatives
- Contracting with community mental health providers, consultants, organizations, CESAs, and other experts to provide services to support the grant (consultation, training, mentoring, and coaching, for example)
- Guest speakers (limited to \$1,000 per day)
- In-state conferences with sessions that connect to the goals in the project plan
- Training for individuals to become trained in an evidence-based program. Training preferably in-state, but out-of-state training is allowable
- Mental/behavioral health screening

- Parent training and informational events
- [Student and Family Assistance Programs](#)

Unallowable Activities

- Activities not connected to the grant action plan
- Out-of-state conferences
- Programs, curricula, and training that is not related to school-based mental health

Minimum Staffing Requirements

All grantees are required to have a grant coordinator. Grantees can determine the appropriate FTE (full-time equivalent) required for this position based upon locally identified job responsibilities. Grant coordinators will be required to liaison with DPI grant staff, complete and submit reports, and work with the LEA business office to manage budgets and expenses.

Evaluation Requirements

Required data to be collected

Grantees will be required to collect and report the following data:

- # of school-based mental health partnerships
- policies developed as a result of the grant
- # of student mental health contacts made with a school-based mental health provider
- # of student referrals made to a community based mental health provider
- # of student referrals to a community based mental health provider that resulted in at least one session

This data will be reported and submitted to DPI at the end of each grant's fiscal year. Grantees acknowledge that they will be required to collect this data and plan to collect it.

Grantees will also be required to report on the progress of their SMART (Specific, Measurable, Appropriate, Realistic, and Time Specific) Goals on the end-of-year report. In this narrative, they will share such things as successes, outcomes, and challenges.

Process and Schedule of Required Data Reporting

The end-of-year report will be due June 1 of each grant year.

Other Required Assessment or Evaluation Guidelines

None

Fiscal Management Requirements

Key Budget Definitions

WUFAR = Wisconsin Uniform Financial Accounting Requirements. Consult your district business office staff for support with WUFAR coding before submitting it for a grant. Coding is specific to the intent of the project is applied.

Non-capital objects - These are consumables that are purchased for use with the project. Included in this category are workbooks, textbooks, snack foods (not a catered meal), educational materials and supplies for classroom use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials, and informational materials for student programs.

Indirect costs are the “costs of doing business” or shared overhead costs. **Indirect costs are not an allowable expense for this grant.**

Allowable Costs

Costs associated with allowable grant activities can be funded through this grant but must be found in the grant action plan.

Personnel

- Personnel salaries and fringe for staff doing grant work. Cannot use funds to pay an existing position to do the work they were doing before the grant
- If using the funds for school-based mental health staff working with students (School Psychologist, School Social Worker, and School Counselor), they must be licensed by DPI
- Mental Health Navigators (MHN) to manage referral pathways and assist students and families in accessing services. MHN’s who have no direct contact with students are not required to have a DPI license
- Salaries, stipends, and hourly rates for school staff to attend meetings and training during the non-paid time

Purchased Services

- Consultation with community mental health providers
- Training and coaching with non-district entities (for staff, students, and families)
- Motivational speakers and “one and done” student events (limited to \$1,000 per day)
- Relevant in-state conferences
- Screening services (screening materials are non-capital objects)
- Services of a community mental health navigator or other community members
- The portion of costs for contracts with a community provider for [student and family assistance programs](#)

- Mileage reimbursement
- Lodging for conferences

Non-Capital Objects

Not limited to 10%

- [Evidence-based curriculum](#)
- Non-consumable materials to support the curriculum (books, puppets, manipulatives)
- Items for calm down spaces that are necessary for the project goal and reasonable in cost and quantity
- Screening forms or technology
- Tele-therapy technology
- Books for staff development
- Training manuals or materials required for staff training

Limited to 10% of the total grant award

- Consumables such as posters, coloring books, student workbooks
- Supplies for grant work or training such as poster paper, markers, pens, pencils, and other office supplies
- Consumable mindfulness supplies

Capital Objects limited to 10%

- Furniture
- Computers
- Projects to create confidential therapy spaces (walls, furniture lighting, rugs)
- Food for events and training
- Large mechanical items such as bicycle desks and standing desks

Unallowable Costs

- Paying for direct treatment services or high deductible insurance costs
- Out-of-state travel or conferences
- Non-mental health-related training
- Staff salaries for non-mental health-related positions
- Expenses that would be covered through indirect costs; cannot reimburse for the cost of doing business expenses
- Incentives for students, staff, or families to participate in a program or event
- Programs that are not evidence-based

Local Match

There is no local match requirement for this grant

Fiscal Contact

Grant Accountant: Mark Rudman, mark.rudman@dpi.wi.gov or (608) 267-9187.

Application Detail and Instructions

General Instructions

Section I General Information. Provide your current contact information, including total funds requested.

Section II Overview – Provide the intent of the grant program you’re applying for.

Section III Abstract – Provide a brief summary statement about your proposed two-year project. Address your targeted population, including key needs and ultimate goal and objectives for the project.

Section IV Certification/Signature – Forms must be signed by your district administrator or an official designee. Original signatures can be accepted provided it is scanned and included with your complete form by the May 3, 2021 due date.

Section V State General Assurances – By signing this certification demonstrates that the applicant agrees and is accepting responsibilities for compliance with the assurances that are attached to this application.

Section VI Consortium Verification – Districts or a CESA applying as a consortium must certify all participating districts.

Section VII Plan – Identify the needs that will be addressed through the use of these grant funds. Applicants must have an organized and systemic approach to demonstrate that your data is evidence-based and for a meaningful analysis.

Section VIII DO (Action Plan) – Provide detailed goals and objectives, including proposed activities to achieve the goal(s), and evaluation methods that will be used to determine success. Provide timelines and identify person(s) responsible for reaching goals and objectives.

Section IX Study/Check – Describe the evaluation process that will be followed to refine, improve, and strengthen the project as it progresses.

Section X ACT – Describe your plans to coordinate with other programs throughout the grant performance period, as well as plan for sustainability beyond the grant performance period.

Section XI Readiness – Describe the stakeholders and communication structures in place to ensure a successful implementation of your grant project.

General Recommendations

- It is recommended that a needs assessment and a scan of existing resources and supports be completed before writing and submitting this grant application.
- When completing this grant application, be as clear and specific as you can about your plans, activities, and projected outcomes. Please remember that people reviewing your application may not be able to infer your meaning.
- Ask a few people to review it using the rubric before submission.
- Confirm that all sections of the application are completed before submitting. Incomplete applications will not be reviewed or considered for funding.
- Keep your sectional responses to the character limits.

- Confirm your plan activities align to your identified needs.

Section-by-Section Description

The following is a section-by-section guide for completing the application. For each section that is scored in the grant reviewer rubric, the criteria needed to receive the highest score are provided in italics. The score range for each section is included as well. It is recommended that you review your completed application against the scoring rubric before submitting it for consideration.

Abstract

The abstract *summarizes the target population, summarizes the key needs, and summarizes the planned implementation approach(es)*. This is the first look a reviewer will have at your application. You must limit your response to 1,000 characters.

(This is scored pass/fail=0 or 4 points)

VII. Plan

Doing a needs assessment before creating your plan will provide you with the information and data you need to complete this section. In this section, you will introduce the reviewers to your unique school-based mental health needs. Reviewers will be looking for clear Student Outcome Priority Statement/s (statements of need) and goals connected directly to those identified needs (Practice Priority Statements).

1. Student Outcome Priority Statement (SOPS) **(0-4 Points)**
 - The SOPS is the summary statement of what your needs assessment identified as a priority area(s) for your project. It includes specific data that has led you to determine this a priority.
 - This is not a statement of the outcome you want but rather **a statement of need**. *The student outcome priority statement specific to school-based mental health services clearly outlines the need for a specific student population by using multiple sources of related data to support the need.*
 - **1.a.** State the student outcome priority statement. You may have more than one SOPS. If you have more than one, please number them for clarity.
 - **1.b.** Identify a root cause for **each** SOPS you listed in **1.a.** The root cause is simply your analysis of what factors you think are contributing to or are the cause of this data. This is what your proposal and plan will address. Identify a root cause for each SOPS you list. The root cause may be the same for more than one of your SOPS. Just make sure that you indicate a root cause for each SOPS. *The likely root cause(s) was clearly identified, focuses on areas of strength in relation to the area(s) of need, and the root cause(s) fits naturally with*

the student outcome priority statement.

(0-4 points)

- **Example of a Student Outcome Priority Statement and Root Cause:** Based on 2019 YRBS data, 28% of students report that they are sad or depressed. Thirty-one percent report being bullied at school during the last 30 days. LGBT students reported higher levels of sadness and bullying (34% and 52%, respectively).
 - **Root Cause:** Students do not seem to know how to advocate for help when they experience a mental health challenge and experience the stigma often associated with asking for help with mental health.
 - **Root Cause:** LGBT students are experiencing more bullying due to environments that normalize homophobic bullying; policies and procedures do not address bullying of students based on race, ethnicity, sexual orientation, gender, or religion, and a lack of consistent procedures when responding to bullying reports.

2. Practice Priority Statement (PPS) **(0-4 Points)**

- The PPS tells the reviewer the general outcome you hope to achieve based on the needs identified. This is similar to a goal. This statement is not a SMART Goal; it does not require a timeline or measurable outcome.
- The PPS could be a data outcome (a change in the percentage of students considering suicide), or it could be a change in adult behavior or practice (if we provide training to increase adult mental health literacy we will be able to recognize mental health concerns and work to get students the support they need).
- **2.a** State the practice priority statement for this grant. If there are more than one PPS, number them for clarity.
- Use this stem, “We believe we can improve.... If we...”
- *There was a well-crafted practice priority statement, specific to school-based mental health services, based on their need(s). It clearly identifies and elaborates on what they hope to accomplish regarding adult practices or system changes.*
- **Example of Practice Priority Statement:** We believe we can reduce the percentage of students who report feeling sad, depressed, and bullied if we create environments that support adult and student connection, provide students and staff with mental health literacy skills, and empower youth to lead peer initiatives to increase tolerance and reduce stigma.

- 2.b** Describe how your existing resources and grant projects can be leveraged to support your SOPS and PPS. Identify the assets that you currently have that can be used to address your SOPS and PPSs. Consider things such as other funding sources, partnerships and collaborations, and other supportive or aligned initiatives. *A description of how grant funding would fit with existing or available school-based and community mental health services and resources was clearly stated. The corresponding description of existing or available resources was deeply analyzed and included a direct relationship to the stated student outcome and practice priority statements.*
(0-4 Points)
- 2.c** Identify the inequities in resources that contributed to your Student Outcome and Practice Priority Statements. Consider things such as socioeconomic status, lack of access to mental health services, rate of uninsured or underinsured, limited staff resources, for example. *The description of resource inequities included a deep analysis of existing needs, as well as a direct relationship to the stated student outcome and practice priority statements.*
(0-4 Points)

VIII. Action Plan

In this section, you will present your detailed project plan. This is how you plan to address the needs and goals you identified through your Student Outcome Priority Statement. This is your opportunity to show the grant reviewers why your project is worth funding. All applicants will have significant needs. Your plan can distinguish you from other applicants. Note that this section is weighted, and points in this section on the rubric are doubled.

General recommendations

- Be clear. The reviewer may not be able to infer your meaning.
- Reviewers will be looking to see that your grant activities are related to your identified Student Outcome Priority Statement and address the root causes you identified.

Project Action Plan Formatting

- Each Student Outcome Priority Statement you have created will require an Action Plan table. You can develop up to six Outcome Priority Statement/SMART Goals.
- Each Student Outcome Priority Statement will require at least one SMART Goal. The SMART goal is a more detailed version of your Practice Priority Statements. *There was an action plan for each student outcome priority statement. The action plan included a goal that met all SMART goal requirements, and the*

SMART goal directly addressed the student outcome priority statement. It connects directly to their previously stated practice priority statement.

(0-4 Points x 2)

- For each additional SOPS and SMART Goal, use an additional table (maximum available is six).
- For clarity, number each Student Outcome Priority Statement.
- Each SMART Goal must have related action steps, timelines, evidence of completion, and personnel responsible for each action step. *The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible were thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the student outcome priority statement and a SMART goal.*

(0-4 Points x 2)

Plan Requirements

- All activities must be allowable under the terms of this grant (see above).
- All activities that will be funded with grant dollars must be in the project plan. These activities must be visible in the action steps.
- If you are using grant funds to pay for positions, those positions must be listed under "Personnel Responsible" to show what grant activities that position/person will be doing.
- Purchased services providers must be found in the plan. Include them as the person responsible for the grant-related activities they support.

IX. Study Check

Evaluation

In this section, describe your continuous improvement process for this project. How will you include data and analysis of this project in your current continuous improvement process?

1.a Include what data will be collected and how it will be analyzed. Discuss the process you will use to change your plan or make improvements. Include how you will decide what to share with stakeholders and how you will do that. *There was a description of both what and how data will be collected and how a protocol will be used to analyze these data. It is clear that these data will be used to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.*

(0-4 Points)

1.b Describe the process you will use to make changes to your plan's action steps should the data indicate a need to do so. *There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.*

(0-4 Points)

1.c Explain how you will share results with your various stakeholders. *There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.*

(0-4 Points)

X. Act

Coordination and Sustainability

In this section, share how you will:

- **1.a** Describe how with these grant funds be used in coordination with other grants or funding sources? *There was an in-depth description of the effective use of these grant funds in relation to existing federal, state, or local programs, including an analysis of how these initiatives could support one another.* **(0-4 Points)**
- **1.b** Explain how you plan to sustain the grant activities once the grant cycle is complete. How will you maintain the momentum of your grant efforts? *There was an in-depth description of procedures and policies that can sustain the grant work beyond the grant period.* **(0-4 Points)**

XI. Readiness

In this section, you are demonstrating to the reviewers that you are in a position to implement the plan you have created. You will need to:

- **1.a and 1.b** Describe who your stakeholders are, how they were chosen, and how they will be included in your continuous improvement process. This will include internal stakeholders (staff, school board, administrators) and external stakeholders (parents and families, community organizations, community mental health providers) *The planned stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically or are currently marginalized, and each was chosen specifically for their expertise in working with/representing these marginalized students.* **(0-4 Points)**
- **1.c, 1.d, 1.e** Describe how you will engage and communicate with both internal and external stakeholders. *The in-depth description clearly addressed the requirements for stakeholder engagement, planned engagement with consortium members, or a plan to partner with diverse stakeholders to address continuous improvement. Ongoing (e.g., monthly) meetings are planned, and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.* **(0-4 Points)**
- **2.b** Explain your plan for both internal and external communication, including frequency, method, and procedures. *The plan includes an in-depth description of how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/ written communication protocols have been put in place to communicate and across the system.* **(0-4 Points)**

Formatting Guidance

- Application sections have predetermined character limits (spaces count).
- **The only upload allowed is the Letter of Commitment OR the Memorandum of Understanding** from your community mental health provider partner(s). If you have more than one, you **may** upload an LoC or MOU from each of them, but **only the primary partner LoC/MOU is required**.
- The Letter of Commitment/Memorandum of Understanding must be scanned and submitted in a PDF format.

Application Review Process

Description of Peer Review Process

Grant applications will be randomly assigned to a team of three reviewers. Each reviewer will score the grant application using the rubric below. The three reviewer's scores are then averaged, and each applicant will receive a final score. Applications are ranked based upon the final scores. External reviewers do not make recommendations on budget reductions or award amounts. All applications must be complete to be reviewed.

Description of Internal Review Process

Once all grant applications are scored and ranked, they will be reviewed by an internal team at DPI. The team will review the ranked list of applications and their funding requests. The internal team will determine how many grants can be funded based upon the legislative appropriation (funding threshold). The ranked applications above the funding threshold will be reviewed by the team to determine the following:

- The applicant has included an MoU or LoC from a community mental health provider
- Budgets are complete
- All budget items are found in the plan
- All required signatures are present
- All grant activities are allowable

The highest scoring applicants above the funding threshold that also meet the grant's internal review grant requirements will be awarded the grant. Please note that grantees may be offered less funding than they requested if budget items included are not allowable or were not found in the action plan. The last applicant funded will be offered what remains of the funding appropriation. This may be less than they requested, and they will have the option to accept or deny the reduced funding.

Description of the Rating Scale

Grant reviewers will score each application using the grant rubric.

Except for the Abstract, which is scored as Pass (4 points) or Fail (0 points), all other sections/subsections will be scored using a 0-4 point rubric scale. Scores received for the action plan sections will be weighted (x 2).

In addition to the scores received for each section of the applications, reviewers will be asked to provide overall feedback.

Rejection of Proposal

Proposals submitted will be rejected and not scored if they are incomplete. All sections of the application must be completed. The budget must be completed, and it must tabulate. Please check to make sure that your application is not missing any information before submitting it. This is a competitive grant. DPI will not follow up with applicants when there are missing parts of the application.

Application Definitions and Terms

Educational Equity - Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background, or family income.

Consortia - Partnership agreements in which participating members pool their funds for a common purpose. The consortium can be made up of public school districts or independent charter schools. Consortia must identify one partner agency to be the fiscal agent.

Applicant Authorizer - An Agency Authorizer is an individual who has been authorized by the agency's board of control (such as a school board) to enter into legal agreements on behalf of the agency.

Student Outcome Priority Statement - A student outcome priority statement identifies the need(s) of this grant project's target population. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups; qualitative data, educator practice data, formative assessment data, etc.) used to determine need.

Example of a multi-year grant project: Based on 2019 YRBS data, 28% of students report that they are sad or depressed. Thirty-one percent report being bullied at school during the last 30 days. LGBT students reported higher levels of sadness and bullying (34% and 52%, respectively).

Practice Priority Statement - A practice priority statement explains what the applicant hopes to accomplish (based on needs assessment). This may include adult practices or system changes. An applicant can identify more than one student outcome priority statement. Practice priority statements use a format such as, "we believe we can improve...if we..."

Example for a multi-year grant project: We believe we can reduce the percentage of students who report feeling sad, depressed, and bullied if we create environments that support adult and student connection, provide students and staff with mental health literacy skills and empower youth to lead peer initiatives to increase tolerance and reduce stigma.

Root Cause(s) - The reason(s) a problem exists.

Root Cause Analysis - A method of problem-solving designed to uncover the deepest root and most basic reasons for identified concerns.

Resource Inequities - Resource inequities refer to the inequitable distribution of resources to support all students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements.

Continuous Improvement Process (CIP) - Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a CIP Rubric: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf as a tool to assist LEAs and educational agencies in learning about the continuous improvement process. To learn more about the CIP, applicants are encouraged to talk to their CESA's TA Network contact: <https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network>. For more resources on continuous improvement, applicants may also visit DPI's Resources and Supports for Continuous Improvement webpage: <https://dpi.wi.gov/continuous-improvement/resources-supports>.

Data Inquiry Journal (DIJ) - The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. For more information on the DIJ, visit <https://dpi.wi.gov/continuous-improvement/resources-supports> or the DIJ at a glance document: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/DIJ_At-A-Glance_Update_5-16-19.pdf.

Appendices

Application Checklist

Please use this checklist to make sure that you are ready to submit your grant application for review.

- All contact information is complete on the application
- Certification Signature is complete
- Consortium verification is complete: includes administering agency (fiscal agent) signature and all consortium administrators' signatures. **Consortium applicants only.**
- All portions of the application are complete. (Do not leave any section blank.)
- The budget is itemized, and all budget items are found in the project action plan.
- Budget summary sheet tabulates, all budget information is clear and fits within the page, and the summary sheet has the correct sub-totals and totals.
- The amount requested on the first page matches the Budget Summary Sheet's total amount and does not exceed the highest award amount of \$75,000.
- Confirmed all pages of action plan are included within the submission.
- A Letter of Commitment **OR** a Memorandum of Understanding with a community mental health provider is submitted with the grant application. **(No other letters of support are required, so please do not send them.)**
- Confirmed that the application materials being sent electronically are complete and not corrupted.
- All grant materials are submitted no later than 11:59 PM on May 3, 2021.

Budget Detail and Definitions

Consult your business office staff for support with Wisconsin Uniform Financial Accounting Requirements (WUFAR) before submitting for a grant. Coding is specific to the intent of the project being submitted. A complete handbook can be found here: <https://dpi.wi.gov/sfs/finances/wufar/overview>

WUFAR Function

Instruction (WUFAR Function Coding 100 000 series) - Activities deal directly with instruction staff and students' interaction.

Support Services

Pupil and Instruction Staff Services (WUFAR Function Coding 210 000 and 220 000 Series) - This includes support services that facilitate and enhance instruction or other grant components. This includes staff development, supervision, and coordination of grant activities.

Administration (WUFAR Function Coding 230 000 and above) - This includes general, building, business, and central service administration.

Indirect cost - Costs that are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other organization's activities and programs. **Indirect Costs are not allowable for this state grant**

WUFAR Object

Salaries (WUFAR Object Coding 100s) - The funds dedicated to paid staff employed to carry out project services.

Fringe (WUFAR Object Coding 200s) - The costs for insurance and other employee benefit associated with salaries.

Purchased Services (WUFAR Object Coding 300s) - Appropriate costs associated with any contracted service paid from the grant. This includes travel for people in the project, postage provided by UPS, phone charges, consultants, having something printed or duplicated, subscriptions, field trips, guest speakers, training, and conferences. Stipends are also included in the category.

Non-Capital Objects (WUFAR Object Coding 400s) - Costs that are considered consumables. Included in this category are workbooks, textbooks, food supplies, educational materials, and supplies for project use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials,

and informational materials for student programs.

Capital Objects (WUFAR Object Coding 500s) - Costs associated with equipment exceeding \$5,000 or local capital objects threshold, if less than \$5,000.

Other Objects (WUFAR Object Coding 900s) - Costs associated with memberships in professional or other organizations. Entrance fees and field trip fees.

Program Fiscal Report Form (PI-1086)

Form PI-1086 is used to report allowable program expenditures. The claim is a summary report. Detail to support the claim, such as purchase orders, is maintained by the district. The form can be found on the DPI's website at:

<https://dpi.wi.gov/sites/default/files/imce/forms/doc/f1824.doc>.

It may be appropriate for a School-Based Mental Health Services (SMHS) project director to assist in preparing the claim. However, the Office of Management and Budget's Compliance Supplement for Single Audits requires auditors to review administrative controls. Auditors review procedures for preparing claims, sample claims for completeness, and monitor for proper reconciliation of claims to the district's general ledger. When the LEA business office is not in charge of such activities, audits have cited material administrative control weakness as a noncompliance exception.

LEAs may submit claims monthly or less frequently; however, it is recommended to submit claims quarterly. Normally LEAs determine the frequency of submission based upon their cash flow needs. **After the June 30 ending date, 90 days are provided to complete payments on obligations made during the program period and to submit a final claim; in this case, no later than September 30.**

The reimbursable expenditure must be in accordance with the approved program budget. Reimbursement may not exceed the total approved budget.

For specifics on claim submission or payment status, contact Mark Rudman, grant accountant, at (608) 267-9187 or mark.rudman@dpi.wi.gov.

Upon receipt of an approvable claim, payment is normally transmitted electronically by DPI within 30 days.

Budget Change Request Form (PI-1822)

This form should be used to make budget and program changes during the school year. The following should be considered when submitting a budget revision:

- Form PI-1822 should be utilized when requesting budget revisions.
- Budget revisions are allowable through the school year until May 1, with

- the approval of DPI.
- Submit budget change requests far enough in advance to allow for approval before expenditure.
- Final budget change requests should be submitted no later than May 1.
- **Budget revisions less than 10 percent in any budget category do not require a budget change request.**
- Requested change in budget and the reason for the change must be included for the request to be approved.
- Budget change requests are not valid without the original signature of the project coordinator.

End of Year Reporting Requirements

Districts receiving state SMHS grant funding must submit an annual end-of-year report, PI-1023 (due June 30). Districts that do not comply with the reporting requirements and the submission deadline will not be reimbursed grant monies until the report is fully completed and submitted.

For questions regarding end-of-year reporting, contact the SMHS grant consultant: Beth Herman, beth.berman@dpi.wi.gov, (608) 267-9242

Wisconsin Unified Financial Accounting Requirements (WUFAR), Source, and Project Numbers for State SMHS Grants

Fund	Source	Project	Program
10	630	297	School-based Mental Health Services Grant Program (SMHS)

If a consortium project, use Fund 99. If a CESA, use Fund 21. Please connect with your district business manager.

SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals upfront can make your work easier in the long run and lead to more positive results in your program. SMART goals are a way to ensure your plan's success as they present your goals as specific, measurable, appropriate, realistic, and time-specific.

Characteristics of a Well Written Goal: SMART

S=Specific. Objectives should be specific and use only one action verb. Objectives with more than one verb are difficult to measure. Also, avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) because they are too hard to measure. Instead, use verbs that allow you to document action (e.g., “At the end of the session, the students will list three concerns...”). **Remember, the greater the specificity, the greater the measurability.**

M=Measurable. It is impossible to determine whether or not you met your objectives unless you can measure them. A benchmark from which to measure change can help. For example, suppose you found in your evaluation that 70 percent of high school students believe that their age protects them from alcoholism. In that case, you might write an objective that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have an objective with a benchmark from which to measure change and one that is specific enough to be evaluated quantitatively.

A=Appropriate. Your objective must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, objectives should originate from your target audience's needs and not from a preconceived agenda of program planners. Conducting a solid needs assessment (e.g., holding in-depth interviews with members of the target population) ensures that your objectives will be appropriate. For example, an objective focusing on an elementary school population's risk factors may be inappropriate for a high school population.

R= Realistic. Objectives must be realistic. Countless factors influence human behavior. If program planners set their sights too high on achieving changes in knowledge, attitudes, skills, or behavior change, they will likely fall short of reaching their objectives. While a program may have been very successful, it may not appear that way on the surface because the objectives were too ambitious.

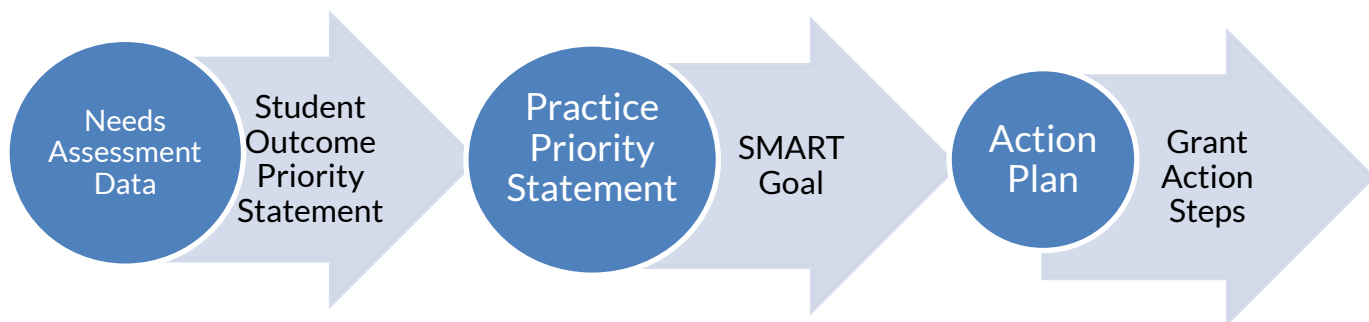
T=Time specific. It is important to provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in your objectives can help in planning and evaluating a program.

Elements of a SMART Goal

SMART goals describe exactly how you expect your target audience to look after participating in your program. SMART goals can measure various factors, including knowledge, skills, attitudes, behaviors, and protective factors. Always refer to changes you want to see in your data (rates, amounts, etc.).

Key elements of a goal can best be identified by answering the following question: ***“Who will do how much of what by when as evidenced by what?”***

SMART Goals are not independently developed but are part of the grant planning process, as demonstrated below.



Examples:

Needs Assessment data: 2019 YRBS data.

SOPS: Based on 2019 YRBS data, 28% of students report that they are sad or depressed, and 31% reported being bullied at school during the last 30 days. LGBT students report greater levels of sadness and bullying (34% and 52%, respectively).

PPS: We believe we can reduce the number of students who report feeling sad, depressed, and bullied if we create environments that support adult and student connections, provide students and staff with mental health literacy skills, build student empathy and compassion, and empower youth to lead peer initiatives to reduce stigma and increase student ally behavior.

SMART Goal 1: By June 2021, reduce the number of students in grades 6-12 who report feeling sad and depressed from 28% to 20% as measured by the YRBS.

Action Steps:

- Implement relationship mapping
- Contract with Sources of Strength (SoS) to provide training and support to implement the SoS program
- Train staff in SoS program
- Identify students to be peer leaders

SMART Goal 2: By June of 2021, reduce the number of LGBT students in grades 6-12 who report being bullied in the last 30 days from 52% to 25 % as measured by the YRBS.

Action Steps:

- Train staff in program X
- Implement program X with middle and high school students during Advisory
- Review and revise bullying report procedures
- Review and revise bullying report investigation procedures

Reviewer Rubric

Please see the Grant Reviewer Rubric on the School-based Mental Health Service Grant page [here](#)

Additional Resources

For grant writing support materials and to request a consultation, please check the School-based Mental Health Services Grant page [here](#).