Grants for the Integration of Schools and Mental Health Systems

CFDA #84.215M

Information and Application Procedures for Fiscal Year 2010

OMB No. 1894-0006   Expiration Date: 09/30/2011

Application Deadline: February 22, 2010

Frequently Asked Questions [Page 27]

U.S. Department of Education

Office of Safe and Drug-Free Schools

UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

January 08, 2010

Dear Colleague:

Thank you for your interest in applying for the Grants for the Integration of Schools and Mental Health Systems 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, mental health and juvenile justice systems. Each program will enhance, improve, or develop collaborative efforts between school-based service system, mental health service systems and juvenile justice 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 for the Integration of Schools Mental Health Systems program. Thank you for your interest in this important program.

Sincerely,

/S/

Kevin Jennings
Assistant Deputy Secretary

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FAST FACTS:

Grants for the Integration of Schools and Mental Health Systems (CFDA # 84.215M)

Eligible Applicants: State educational agencies (SEAs), local educational agencies (LEAs), and Indian tribes. LEAs or consortia of LEAs that have received funding or services under the Safe Schools/Healthy Students (SS/HS) Initiative (CFDA # 84.184L) are not eligible for funding under this program.

Required Partners:
1. Applicant (i.e., SEA, LEA or Indian tribe),
2. State or local public mental health authority, and
3. Local juvenile justice authority

Purpose: The Grants for the Integration of Schools and Mental Health Systems program provides funds to improve students' access to mental health services by creating innovative linkages between school, mental health and juvenile justice systems. Projects funded under this program support infrastructure development to develop and/or improve collaborative efforts between schools, mental health service systems and juvenile justice 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.

Application Deadline Date: February 22, 2010

Application Submission: Applications may be submitted in hard copy or electronically via e-Application.

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

Estimated Average Size of Awards: $347, 800

Estimated Number of Awards: 16-18

For Further Information:

Competition Manager: Sarah Allen
Email: sarah.allen@ed.gov
Telephone: (202) 245-7875

www.ed.gov/programs/mentalhealth

APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

*Applications for grants under this grant competition may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants System, or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your 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 this 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.

The competition deadline for the Grants for the Integration of Schools and Mental Health Systems program is February 22, 2010. If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

If you choose to submit your application to us electronically, you must do so using e-Application, accessible through the Department's e-Grants portal page at: http://e-Grants.ed.gov by 4:30:00 p.m. (Washington, DC time) on the application deadline date.

For more information on using e-Application, please refer to the Notice Inviting Applications that was published in the *Federal Register*, the e-Application Submission Procedures and Tips document found in this application package instructions, and/or visit http://e-Grants.ed.gov.

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

IMPORTANT: If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant a**n extension to the submission deadline because of the system unavailability during February 10-15, 2010.**

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 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 # 84.215M
> LBJ Basement Level 1
> 400 Maryland Avenue, SW.
> Washington, DC 20202-4260

To help expedite our review of your application, we appreciate you voluntarily including an additional copy of your application.

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

- A legibly dated U.S. Postal Service postmark.
- A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- A dated shipping label, invoice, or receipt from a commercial carrier.
- 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 <u>do not accept</u> 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.

An applicant should note that 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.

Applications Delivered by Commercial Carrier

Special Note: Due to 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.

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate you voluntarily including an additional copy of your application. Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed 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

<u>Applications Delivered by Hand</u>

You or your courier must hand deliver the original and two copies of your 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 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.

<u>e-APPLICATION SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS</u>

IMPORTANT – PLEASE READ FIRST

U.S Department of Education
<u>**e-Application Submission Procedures and Tips for Applications**</u>

To facilitate your use of e-Application, this document includes important application preparation and 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. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION: MICROSOFT VISTA and WORD 2007 USERS

You must submit your application in a .DOC (document), .RTF (rich text), .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Also note if you are using Microsoft Word from the Vista Operating System, you will need to convert your document from a .DOCX to a .DOC file before you can submit.

PLEASE NOTE –
Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930.

The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – **Determine** if your program is accepting electronic applications. The *Federal Register* notice of each program will indicate whether the program is accepting e-Application as part of the Department's e-Application program. Here is a link to the Department's *Federal Register* notices: http://www.ed.gov/news/fedregister/announce/index.html. Additional information on the Department of Education's grant programs can be found at http://www.ed.gov/about/offices/list/ocfo/grants/grants.html.

Step 2 – **Register in e-Application** to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page http://e-Grants.ed.gov/, click on the continue button and click the register button on the right

side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.

Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have **Cookies** and **JavaScript** enabled in your browser.

IMPORTANT: If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant a**n extension to the submission deadline because of the system unavailability during February 10-15, 2010.**

   Step 3 - **Add Application Package to your Start Page**. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

   Step 4 - **Begin the Application**. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

   Step 5 - **Fill out Forms**. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

   Step 6 - **Upload File(s) for Narrative Responses**. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s).

Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - **Verify Information/Print Application**. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon 🖨 next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - **Submit your Application**. Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 p.m. on the deadline date.]

Step 9 - **Fax the signed SF 424 Cover Page (or Program Specific Cover Page)**. Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), and fax it to the Competition Manager within 3 business days of submitting your e-Application.

NOTE: For more detailed information on submitting an e-Application, please see the **User Guide**. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at http://e-Grants.ed.gov.

Other Submission Tips

1) **SUBMIT EARLY** - **We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, DC time on the deadline date, the e-Application system will not accept it.

2) If electronic submission is <u>optional</u> 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 <u>required</u>, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the *Federal Register* notice and qualify for one of the exceptions to the electronic submission requirement <u>and</u> 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.)

3) **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.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Education approved file types detailed in the *Federal Register* application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.

2. 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 you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.

3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary

grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

PROGRAM BACKGROUND INFORMATION

General Information

Overview

We will award grants under this competition to develop innovative approaches that link school systems with local mental health and juvenile justice 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 funding or services under the Safe Schools/Healthy Students (SS/HS) Initiative (CFDA # 84.184L) are not eligible for funding under this program.

Authority

This grant program is authorized under Title V, Part D, Subpart 14, Section 541 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 packet for the Grants for the Integration of Schools and Mental Health Systems program. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing this 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 8, 2010 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**.

Project Period

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

Estimated Range of Grant Awards

An estimated 16-18 new awards will be made, ranging from approximately $150,000 to $400,000 depending upon the project's scope. The estimated average size of awards will be $347,800 for grants with a 24-month project period. These figures are estimates; the Department of Education is not bound to any specific number of grants or amount of any grant in this Notice. Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2011 and subsequent years from the list of unfunded applicants from this competition.

Budget

Applicants requesting funding must submit the ED Form 524 and a detailed budget narrative for one 24-month period to be eligible for funding. Specifically, the total funds needed to support the proposed project across the full project period of up to 24 months should be reported in the Year 1 column on the ED Form 524. The Budget Narrative provides a description and cost break down for proposed expenses.

Application Due Date

All applications must be submitted on or before 4:30:00 p.m. on February 22, 2010. Applications for grants under this grant 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 your application electronically, you must use e-Application, accessible through the Department's e-Grants portal page at: http://e-Grants.ed.gov.

Note: Applications may not be submitted by e-mail or facsimile.

IMPORTANT: If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will not grant a**n extension to the submission deadline because of the system unavailability during February 10-15, 2010.**

Review of Applications and Notification of Award

The review of applications and notification of award for this grant competition requires approximately 12 to 14 weeks, depending upon the number of applications we receive. We expect to notify successful applicants in early June 2010. Unsuccessful applicants will be notified within 60 days of the award start date.

E-Mail Address

As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid e-mail addresses for the Project Director and Authorized Representative or another party designated to answer questions in the event the Project Director and Authorized Representative are unavailable.

Grant Expectations

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.

Administrative Oversight. At a minimum, grantees are expected to maintain administrative direction and control over grant funds, and to do the following:
- Maintain records on how the project is operating.
- Maintain records on the extent to which the project goals and objectives are being met.
- Monitor progress using specific performance measures included in the evaluation plan, and
- Make ongoing project information, findings and products available to ensure the dissemination of knowledge gained from this effort during the grant period.

Participation in Grantee Meetings. Participation in grantee meetings is expected and all applicants should budget for attendance at the following meetings during the project period:

- One person at a meeting for new grantees (project directors), 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. There are no meeting or conference registration fees.

Definitions

The following definitions apply to this competition:

Local Educational Agency (LEA) – For the purpose of this competition, the definition of the term "local educational agency"" is the definition at Section 9101 (26) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended:

In general – The term "local educational agency" means:

(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 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.

A local public mental health authority – The entity 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.

Government Performance and Results Act

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 delivery, 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 baseline (data collected prior to implementing this project), during the project (interim data), and at the end (final data).

Resources

Any questions related to the requirements of this grant competition should be directed to Sarah Allen, U. S. Department of Education, Office of Safe and Drug-Free Schools at (phone) 202-245-7875 or (e-mail) sarah.allen@ed.gov.

For more information about the Grants for the Integration of Schools and Mental Health Systems program, you can visit: www.ed.gov/programs/mentalhealth.

Tips for Preparing and Submitting an Application

1. Beginning the Application Process

- Read this application package in its entirety and make sure you follow all of the instructions.

- Use the tools we have provided to help you, including:
  - ✓ Frequently Asked Questions section in this application package.
  - ✓ Resources related to this specific grant competition on our Web site at www.ed.gov/programs/mentalhealth.
  - ✓ General grant application technical assistance resources on our Web site at www.ed.gov/admins/grants/apply/techassist/index.html.

- If you do not understand an instruction or requirement, contact Sarah Allen, U.S. Department of Education, Office of Safe and Drug-Free Schools at 202-245-7875 or sarah.allen@ed.gov for information about this grant competition.

2. Preparing Your Application

- Organize your narrative according to the selection criteria headings and respond comprehensively.

- Be thorough in your responses. Write so that someone who knows nothing about your community and the proposed activities, curricula, programs, and services can understand what you are proposing and why.

- Make sure your budget provides sufficient itemization and detailed descriptions about planned expenditures so ED staff can easily determine how amounts were calculated.

- Link your planned expenditures to the proposed activities, curricula, programs, and services. Do not request funds for miscellaneous purposes. Make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

IMPORTANT: If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable. We will <u>not</u> grant a**n extension to the submission deadline because of the system unavailability during February 10-15, 2010.**

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3. Submitting Your Application

- Use the checklist provided in this application package to ensure your application is complete before submitting it.

- Make sure all required forms are included and signed by an authorized representative of your organization.

- Transmit your application by the deadline date and time. If you submit your application electronically, you must use e-Application accessible through the Department's e-Grants portal page at: http://e-Grants.ed.gov. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use a commercial carrier, get a receipt.

4. What Happens Next?

- If you submit your application in paper format (by mail, commercial carrier, or hand delivery), you should receive a postcard in approximately 2 weeks (depending on the volume of applications that we receive) from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. If you do not receive this notification within 15 business days from the application deadline date, contact ED's Application Control Center at 202-245-6288 or via email at application.center@ed.gov for information.

- If you submit your application electronically, the PR/Award number will be generated automatically when you submit your application. Please refer to this PR/Award number if you need to contact us about your application.

- Staff members screen each application to ensure that all program eligibility requirements are met and that all forms are included and signed by the Authorized Representative.

- Your application will be assigned to a three-person panel of independent reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100, depending upon how well it addresses the selection criteria. Agency staff will award any appropriate competitive preference points. Competitive preference points will be in addition to points awarded by peer reviewers.

- A Grant Award Notification will be sent to applicants whose proposals rank high enough to be awarded a grant. Both successful and unsuccessful applicants will receive peer reviewers' comments approximately 6 to 8 weeks after grant awards are announced. Unsuccessful applicant also will receive a notification letter. Please be sure your application contains a valid mailing address for both the Project Director and the Authorized Representative so that reviewers' comments can be successfully delivered.

Grants for the Integration of Schools and Mental Health Systems

Background and Introduction

Most mental, emotional and behavioral (MEB) disorders have their roots in childhood and youth. Among adults reporting a MEB disorder during their lifetime, more than half reported the onset as occurring in childhood or adolescence.[1] Further, a review of three longitudinal studies concluded that close to 40 percent of young people have had at least one psychiatric disorder by the time they are 16.[2] These serious mental health problems can manifest in many ways and range in the severity of symptoms and levels of functioning, which also can fluctuate over time. Children may suffer from only one condition at any given time or may have simultaneous co-occurring conditions. 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] and about one in five (21.3%) adolescents ages 12-17 received treatment or counseling for a mental, emotional or behavioral health disorders in 2006.[4]

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. The U.S. Surgeon General's 2000 Report on Children's Mental Health estimated that one in five children and adolescents experience a mental health problem during their school years.[5] According to the 2007 Youth Risk Behavior Survey, almost 30% of youth reported feeling so sad or hopeless every day for at least two weeks that they stopped some of their normal activities.[6] Even 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 as other youth.[7] Likewise, substance abuse can indicate depression; in the same study, youth who used substances reported more depressive symptoms than their counterparts.

MEB issues among children and youth – including both diagnosable disorders and other problem behaviors, such as early drug or alcohol use, anxiety, aggressive or antisocial behavior, violence, - have serious and far reaching consequences for children and adolescents, and enormous personal, family and societal costs. MEB disorders among young people interfere with their abilities to accomplish normal developmental tasks, such as establishing healthy interpersonal relationships, succeeding in school and transitioning to the work force. Unless addressed, many children's mental health issues are not cured, improved, or reversed as they age; most worsen and persist into adulthood. For example, 70% of depressed children will have a relapse by adulthood.[5] Children

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1 Kessler, RC, Berglund, P, Demler, O, et al. Lifetime prevalence and age-of-onset disturbances of DSM-IV disorders in the national comorbidity survey replication. *Archives of General Psychiatry.* 2005; 62(6) 593-602.
2 Jaffee, SR, Harrington, H, Cohen, P, & Moffitt, TE. Cumulative prevalence of psychiatric disorders in youths. *Journal of the American Academy of Child and Adolescent Psychiatry*. 2005; 44(4), 406-407.
3 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.
4 Substance Abuse and Mental Health Services Administration. (2007). Results from the 2006 National Survey on Drug Use and Health: National Findings. Office of Applied Studies, NSDUH Series H-32, DHHS Pub. No. SMA 07-4293. Rockville, MD: U.S. Department of Health and Human Services.
5 U.S. Department of Health and Human Services. Mental Health: A Report of the Surgeon General. Children and Mental Health, National Institute of Mental Health, 1999.
6 Centers for Disease Control and Prevention. Youth Risk Behavior Survey, 2007.
7 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.

who are frequently bullied have higher rates of depression as young adults than their non-bullied peers[8] and bullies are more likely to be involved in crimes as adults.[9] 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 is required to address these needs, as well as promote healthy development and prevent problems at the earliest time after on-set. Individuals who are already affected by a MEB disorder should receive the best evidence-based treatment available. Individuals at-risk or showing early signed of disorder benefit from early intervention shown to be effective in delaying or preventing the onset of such disorders. Several decades of research also has shown the promise and potential lifetime benefits of preventing mental, emotional and behavioral disorders by focusing on young people and promoting healthy development.[10]

Schools have the potential to play a large role in helping students and families promote mental health as well as prevent, detect and address mental health problems by accessing needed services. In fact, 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.[11] Indeed, in its 2003 report *Achieving the Promise: Transforming Mental Health Care in America*, the President's New Freedom Commission on Mental Health found that schools "are in a key position to identify mental health problems early and to provide a link to appropriate services."[12] The Commission recommended that school-based mental health programs be improved and expanded, not only to ease pain and suffering but also to help expand access to services and early intervention, and promote healthy development. Given that they work with students every day, teachers and school staff are uniquely positioned to promote mental health but also to identify children with mental health problems that can affect school performance and behavior.[13]

However, not all services can or should be provided in schools. School-employed mental health professionals must coordinate with community service providers to ensure that children with severe or acute problems receive needed support through a seamless and timely process.[14] By creating a cohesive and integrated continuum of services that support the development needs of students and responds to the needs of those with mild as well as severe problems, the mental health needs of all students are better served.

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8 Nasal, TR, Overpeck, M, Pilla, RS, et al. Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association.* 2001, 285(16), 2094-2100.
9 Center for Disease Control and Prevention. Youth Risk Behavior Survey, 2007.
10 National Research Council and Institute of Medicine (2009). *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities.* Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions. Washington, DC: The National Academies Press.
11 Burns B, Costello E, Angold A, et al. Children's mental health service use across service sectors. *Health Affairs.* 1995;14(3):147-159.
12 President's New Freedom Commission on Mental Health. *Achieving the Promise: Transforming Mental Health Care in America.* Accessed from http://:www.mentalhealthcommission.gov/reports.
13 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.
14 Adelman, HA & Taylor, L. 2006. *The current status of mental health in schools: A policy and practice brief.* Los Angeles, CA: UCLA School Mental Health Project.

As described by the University of California, Los Angeles' Center for Mental Health, development and implementation of a comprehensive, systemic approach to improving the mental health status of children as called for requires a broad, systems change in which services 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; and
 (5) projects and pilot demonstrations toward sustainable initiatives that are designed to go to scale."[15]

These themes reflect a new approach and recognize that schools cannot alone address the complex mental health needs of students. Rather states and communities are called upon to work with schools to develop networked systems to apply resources to the promotion of mental health and prevention of MEB disorder among their young people, as well as delivery of high quality treatment at the time of earliest onset and over time as need.[10] Including individuals, families, schools, mental health systems, justice systems, health care systems and relevant community-based programs, these systems build on available evidence-based programs utilizing a public health framework and utilize data-based decision making to evaluate the efficiency of individual programs or policies and to measure community-wide outcomes.

A public health framework to mental health services provides a multi-layered approach to children's mental health services which may include promoting mental health, primary prevention and education, screening and detection, early identification and treatment, follow-up and crisis services, and case management if necessary. This approach allows for schools to build an infrastructure of support systems and policies for mental health service delivery, allowing maximum flexibility for tailoring approaches specific to student and site needs, and building the capacity of its workforce to support mental health promotion, early intervention and treatment while linking with community partners committed to the same outcomes across a sustainable continuum of care.

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 public mental health and local 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, our nation will be better able to address the mental health and developmental needs of all children.

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[15] Ibid.

Priority and Application Requirements

Absolute Priority:

For FY 2010 and any subsequent year in which awards are made 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 project 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.

Invitational Priority:

For FY 2010 and any subsequent year in which awards are made from the list of unfunded applicants from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute priority over other applications. This priority is:

Low-Achieving Schools

A project funded under this priority would be designed to dramatically improve student achievement in schools identified for corrective action or restructuring under Title I of the ESEA or in high schools with graduation rates of less than 60 percent through either comprehensive interventions or targeted approaches to reform.

Additional Requirements:

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 U.S. 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 a grant under the U.S. Department of Education's Emergency Response and Crisis Management (ERCM) program (official

title for CFDA # 84.184E in FY 2003 through FY 2006), or has previously received or will receive in FY 2010 a grant under the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) program (official title in FY 2007 and succeeding years for CFDA # 84.184E), 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 application(s) 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 local 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 will be rejected and not considered for funding. For those using e-Grants.ed.gov, this form can be signed and uploaded to the Other Attachments Form section.

Definitions for Required Partnerships

Local Juvenile Justice Authority: an agency or entity at the local level that is officially recognized by State or local government to address juvenile justice issues in the communities to be served by the grant. Examples of juvenile justice agencies include juvenile justice task forces, juvenile justice centers, juvenile or family courts, juvenile probation agencies, and juvenile corrections agencies.

Local Public Mental Health Partner: the entity 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. Applicants may contact their State Department of Mental Health to identify the relevant local public mental health authority. For contact information for your State Department of Mental Health, go to www.samhsa.gov/Grants/generalinfo/state_agencies.aspx.

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 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.

A sample form for use in completing the Program Specific Assurance is provided on page 76. For those submitting an application electronically, these forms can be uploaded in the Program Specific Assurance section.

Provision of Direct Services

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

Evaluation

Applicants must present a plan for evaluating their project and collecting data on the GPRA performance measures. The purpose of the local evaluation is to provide timely information for creating strategic plans, measuring progress and keeping the project focused on the overall goals and objectives of the Grants for the Integration of Schools and Mental Health Systems program; that is, to improve students' access to mental health services by creating or enhancing linkages between schools and mental health systems.

Local evaluation is an important tool in guiding decisions during project implementation and sustaining local progress after federal funding has ended. Goals are generally broad outcome statements (for example, building the capacity of school personnel to promote positive mental health among students) and objectives are more specific statements for achieving the goal. Objectives are attainable, measurable and time specific (for example, increase the number of school personnel who have completed training on development assets by the end of the current school year).

The local evaluation design should be linked directly to goals and objectives. Process measures describe what was done, how it was done and to whom and for whom it was done. Process measures are especially important to ensure that programs are implemented with fidelity in order to maximize effectiveness, provide ongoing assessment of performance toward program outcomes, and should assist with continuous program improvement. Outcome measures evaluate the effect of activities, curricula, programs and services. Applicants should demonstrate a strong commitment to making evaluation an integral part of their planning and implementation activities.

Evaluation Planning Considerations:
Characteristics of Strong Evaluation Plans

- The design is consistent with the goals and objectives and links with activities and proposed process and outcome measures, if any.

- The design provides needed levels of autonomy and independence to collect, analyze, and report on data.

- The design includes both process and outcome measures that:

  o Describe how the Grants for the Integration of Schools and Mental Health Systems program comprehensive plan (activities, programs, and services) will be implemented and how the applicant will determine whether goals and objectives have been met.

  o Given the nature of this program, outcome measures for this project should focus on systems change, rather than children's services or better mental health outcomes for children.

  o Outline a long-term outcome-based evaluation that will extend beyond the grant period to assess effectiveness of activities, curricular, programs and services, determine if programs and services are producing the intended effects with the targeted population, and report on how the local adaptation and fidelity of implementation of selected evidence-based programs.

- The design describes how the project partners will be provided with data that can be used to make adjustments in service delivery and assist with planning, implementation, and sustainability activities.

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, reviewers are looking for a description of the extent to which the applicant addresses the potential for sustainable system change or improvement regarding the linkages between schools, mental health and juvenile justice systems. The applicant must describe the extent to which its program will ultimately increase access to quality mental health services for students by creating and/or enhancing linkages between service delivery providers, reducing redundancies in services and expanding access.

The applicant is encouraged to describe how their project will create an infrastructure and/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, the current mechanisms for addressing mental health problems for students, existing assets and resources available in the community, and gaps that are not addressed by current services and programs.

2.   Quality of the Project Design (35 points)

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

      (a) **The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population**. (15 points)

      (b) **The extent to which the proposed project is designed to address the goals and objectives of this program, build capacity and yield that will extend beyond the period of Federal financial assistance**. (20 points)

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

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.

The applicant must describe how their project activities and framework would support, expand, and/or integrate existing school-based mental health services with a comprehensive, coordinated community-level system that provides appropriate, high quality mental health services for students based on a continuum of care that spans mental health promotion, prevention, early intervention and intense, individualized services based on the needs of young people across multiple systems – education, mental health, juvenile justice and potentially public health, health care, community agencies and so forth.

The applicant must explain how it will establish or enhance 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 build infrastructure and capacity of staff to promote mental health, prevent mental, emotional and behavioral disorders, recognize early warning signs, make appropriate referrals for students potentially in need of mental health services, and ensure continuity of care.

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 qualifications, credentials and experience, if appropriate.

The applicant is encouraged to explicitly describe a comprehensive, coordinated plan for building the capacity of school personnel, mental health and juvenile justice professionals through training, coaching, technical assistance and/or consultation. Consideration should be given to the school personnel, mental health and juvenile justice professionals, as well as parents, caregivers and other key stakeholders participating in the program. Consideration also should be given to the provision of linguistically appropriate and culturally competent services based on the unique nature of the community.

The applicant is encouraged to describe how this project aims to enhance, expand and/or integrate existing mental health services for children and youth by connecting and integrating the school, mental health and juvenile justice systems in order to provide a comprehensive continuum of mental

health services connected to existing infrastructure. Consideration also should be given to the issues of establishing a shared vision and framework for service delivery, and complete continuum of services to be provided through the planned linkages involving required partners (schools, mental health authority and juvenile justice authority), other community resources and key stakeholders, and specifically parents and caregivers, in the design and implementation of the program.

In this section, the applicant should describe the role and function of each partner, as described in the preliminary Interagency Agreement. We expect that the preliminary Interagency Agreement submitted with the application will outline the commitment of partners to building comprehensive and integrated approaches that will ultimately build local capacity, which will be delineated in the final Interagency Agreement and sustain provision of mental health services beyond federal funding. Other partners may include institutions of higher education, public health, health care or community groups. The applicant may describe how the partners providing services will use evidence-based programs and practice, and data to inform decisions about practice.

Please note, grant funds cannot be used to pay for direct services to students or families (see FAQ, page 37 for more details).

3.   Quality of Management Plan (15 points)

In determining the quality of the management plan, the following factors will be considered:

(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/families, teachers and education staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, and/or others, as appropriate**. (8 points)

Note: Under this criterion, reviewers are seeking a thorough presentation of how the project will be structured and managed. This management plan also may 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 representative of the community served. Applicants are encouraged to address how parents and families will be engaged in the design of the program, and how representative stakeholders from all partners will participate in review of progress and provide input into planning, implementation, and evaluation as well as sustainability activities.

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 the qualifications, credentials, and experience of personnel that will support management of this grant, if appropriate.

4. Quality of the Project Evaluation (25 points)

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

(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, reviewers 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. Consistent with the goals and objectives of this grant program, 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 of their efforts; however, an external evaluation is not required.

FREQUENTLY ASKED QUESTIONS

General (p. 30)

- 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, restricted 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?
- Other than the normal hours of operation that the Department's e-Grants system is unavailable for maintenance (See *Federal Register* notice for regularly scheduled maintenance times), is there any other time the system will be unavailable prior to the application deadline date?
- May I get an extension of the deadline date?
- What are the formatting requirements for this application?
- Is this program covered by Executive Order 12372?
- What is required from an applicant whose State Single Point of Contact indicates that they are not reviewing applications for this grant competition?
- By what date do applicants have to submit their application to their State Single Point of Contact, if participating?
- What steps should the applicant's Authorized Representative take before signing a grant application?
- What kinds of activities are likely to be "human subjects research?"
- Who do I contact for more information about this grant competition?

Electronic Application (p. 33)

- Do I have to submit my application electronically?
- How do I submit my grant application electronically?
- How do I register to submit my grant application electronically?
- If I am submitting my application electronically, how should I submit the signed Interagency Agreement and Program-Specific Assurance?
- If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista?
- If I submit electronically, are there any restrictions on the file name length or size of the document?

- If I am submitting my application electronically, how should I submit forms with signatures?

Eligibility (p. 35)

- Who is eligible to apply?
- May I submit an application on behalf of my local school?
- Are colleges or universities eligible to apply for this grant?
- Are charter schools eligible for this program?
- Are Area Educational Districts or other similar entities eligible for this program?
- What are some of the circumstances that might cause a grant application to be deemed ineligible for review?
- How do I know if our district has received SS/HS funds before?
- If our district participated in a SS/HS consortium, are we still qualified to apply?
- Why are SS/HS grantees ineligible for funding under this competition?
- If I receive this award, can I still apply to SS/HS in future years?

Program-Specific Content Questions (p. 36)

- What are the program elements that applicants must address?
- Does the application need to address all six program elements to be considered for this competition?
- Who can be trained under this grant?
- Will this grant pay for hiring staff?
- Will this grant pay for direct mental health services for students?
- Are we required to hire an external evaluator?
- Should we include resumes for key staff?
- Who must sign the preliminary interagency agreement (IAA)?
- Are letters of support from partner agencies sufficient?
- Do the required partners need to sign the same physical copy of the preliminary IAA?
- What is the difference between the preliminary IAA and the final IAA?
- Is there a model for the IAA?
- What is a linkage protocol?
- Are there certain protocols that are required?
- What are linguistically appropriate and culturally competent services?
- How has cultural competence been integrated into education or other sectors?
- Where can we learn more about cultural competence?
- If my state has a Mental Health Transformation State Integration Grant (MHTSIG), what are some ways to integrate these efforts?
- Are activities under this program subject to FERPA regulations?

Program-Specific Budget Questions (p. 39)

- Is there a minimum or maximum amount that may be requested to support a project?
- May grant funds be used to support professional development activities?
- Do I need to submit a budget narrative for each year?
- 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.
- Invitational Priorities identify areas of consideration for potential applicants. We do not give an application that meets an invitational priority a competitive or absolute priority over other applications.
- A panel of three persons from the mental health, child and adolescent development, child trauma, crisis recovery 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 22, 2010.

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?

The project period for this grant is up to 24 months; the budget period is the same. Projects should be designed and budgets developed for a single award spanning a project period of up to 24-month period.

What is the deadline date for transmittal of applications under this grant competition?

February 22, 2010.

Other than the normal hours of operation that the Department's e-Grants system is unavailable for maintenance (See *Federal Register* notice for regularly scheduled maintenance times), is there any other time the system will be unavailable prior to the application deadline date?

If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable.

We will not grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

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 e-Application (pp. 52-53). 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.

Is this program covered by Executive Order 12372?

Yes. This means applicants must submit a copy of their application to their State Single Point of Contact for review and include a copy of the transmittal letter in the application. On the Application for Federal Assistance (Standard Form 424), you must check box (a) in item 19 and provide the date on which you made your application available for review.   Note that ED is prohibited from making an award to an entity that has not provided an opportunity for its State to review the application. The only exceptions to this requirement are applicants from States that have chosen not to participate or have indicated they do not wish to review applications from this competition. In either of these cases, applicants should check box (b). Do not check box (c) since this grant program is covered by Executive Order 12372.   For more information about this requirement, see the Intergovernmental Review of Federal Programs section in this application package.

What is required from an applicant whose State Single Point of Contact indicates that they are not reviewing applications for this grant competition?

Applicants should include a copy of such a response from the State Single Point of Contact in their application package submitted to ED and check the appropriate line on the SF 424 form.

By what date do applicants have to submit their application to their State Single Point of Contact, if participating?

Applicants must submit their application to the State Single Point of Contact by the deadline date for transmitting their application to ED.

What steps should the applicant's Authorized Representative take before signing a grant application?

The standard form that serves as a cover sheet for grant applications includes a certification statement that accompanies the authorized representative's signature. That certification indicates that the authorized representative's signature means that the information provided in the grant application is true, complete, and to the best of the authorized representative's knowledge, and that any false, fictitious, or fraudulent statements or claims may subject the authorized representative to administrative, civil, or criminal penalties. As a result, an authorized representative should carefully review a grant application before signing in order to be sure that all of the information contained in the application package is correct. Additionally, an authorized representative should be sure that the application describes a project that has the organization's support and reflects an approach that the organization is committed to implementing.

What kinds of activities are likely to be "human subject research"?

ED's regulations for the protection of human subjects, 34 CFR Part 97, defines research as a systematic investigation (including program evaluation) designed to develop or contribute to general knowledge. A "systematic" investigation typically uses scientific methods (such as adequate sample sizes, surveys, control groups, and/or randomization). Research becomes "human subjects" research when the researcher obtains data about an individual through an intervention or otherwise obtains identifiable private information about individuals for research purposes. For additional information on human subjects research, go to: http://www.ed.gov/about/offices/list/ocfo/humansub.html.

Who do I contact for more information about this grant competition?

Sarah Allen, U.S. Department of Education, Office of Safe and Drug-Free Schools, 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 have a mandatory electronic submission requirement.

How do I submit my grant application electronically?

If you would like to submit your grant application electronically, please use e-Application accessible through the Department's e-Grants portal page at: http://e-Grants.ed.gov. Instructions on electronic submission can be found on pages 4-8 of this application package. Please follow the instructions carefully.

How do I register to submit my grant application electronically?

You are required to register on e-Grants.ed.gov prior to submitting your application. Additional information about registering can be found on page 4 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 preliminary 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 the attention of Sarah Allen at (202) 485-0041 or scan and upload the signed documents to the Appendices section of e-Application.

If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista?

You must submit your application in a .DOC (document), .RTF (rich text), .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Also note if you are using the Microsoft Word from the Vista Operating System, you will need to convert your document from a .DOCX to a .DOC file before you can submit.

If I submit electronically, are there any restrictions on the file name length or size of the document?

No; e-Application does not have a restriction on the number of characters in a file name or the size of a file being uploaded into the system. However, in the past we have encountered problems opening files that had large names or were extremely large documents, especially those that had quite a number of graphics embedded in the document. We suggest you limit these so the Department will not have any problems accessing the attachments you submit.

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 e-Application or you may fax the signed forms to the Department of Education. These documents may be faxed to the attention of Sarah Allen at 202-485-0041 and must be received within three days of your application submission.

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.

Are colleges or universities eligible to apply for this grant?

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, Educational Service Centers 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) 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 our district has 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 program 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 (including teachers, bus drivers, counselors, aides, etc.), juvenile justice and mental health personnel 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/families 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. If not, you may want to outline considerations for hiring.

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 pages 20-21 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 for 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.

What are linguistically appropriate and culturally competent services?

According to the National Center for Cultural Competence, organizations should develop programs and policies that reflect a value system that can understand and appreciate diversity; conduct a self-assessment; manage the dynamics of difference; acquire and institutionalize cultural knowledge; and adapt to the diversity and cultural contexts of the individuals and communities served. Cultural competence recognizes and focuses on the values and mores of a group who share an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, matters of interacting and roles, relationships, and expected behaviors as well as sensitivities about how that group may differ from the services providers or others within a school setting.

Linguistic competence or appropriateness allows institutions and its agents to communicate effectively with their audience in a manner that is not only easily understood but relevant and meaningful for that audience. This would not only include the ability to translate from English into other languages, but also to ensure that alternate formats are considered, and ensure that the information being conveyed can be understood and acted upon.

How has cultural competence been integrated into education and other sectors?

In education, the U.S. Department of Education's Office of Special Education Programs has funded successful projects to improve cultural competence in teacher training, student retention and service delivery for students with disabilities. For more information, see
http://www.ed.gov/about/offices/list/osers/index.html?src=ocrt.

The U. S. Department of Education's Institute of Educational Sciences has funded a program to develop interventions designed to equip educators, administrators and parents with the necessary tools to support students with disabilities. For more information, see

http://ed.gov/about/offices/list/ies/index.html?src=oc/

Cultural competence also has been successfully integrated in medical settings to reduce the incidence of medical errors among diverse populations and in reducing medication errors, unnecessary medical procedures, and preventable hospitalizations. The U. S. Department of Health and Human Services' Office of Minority Health and Agency for Healthcare Research and Quality are good resources for learning more, particularly the report for the Cultural Competence Research Agenda Project, which can be found at http://minorityhealth.hhs.gov/. Also see resources available at http://www.cdc.gov/omhd/.

Where can we learn more about cultural competence?

The National Center for Cultural Competence is a well respected resource for learning more about cultural competency (http://www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html).

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 using the Year 1 column on the ED 524 B form.

How much detail should be included in the budget narrative?

Please include an itemized or 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.

We are an 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) 2010.

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

Dates:

Applications Available: January 8, 2010.

Deadline for Transmittal of Applications: February 22, 2010.

Deadline for Intergovernmental Review: April 19, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Grants for the Integration of Schools and Mental Health Systems program is 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 2010 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.   (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.

Under this competition we are particularly interested in

applications that address the following priority.

Invitational Priority: For FY 2010 and any subsequent year in which

we make awards from the list of unfunded applicants from this

competition, this priority is an invitational priority. Under 34

CFR 75.105(c)(1) we do not give an application that meets this

invitational priority a competitive or absolute priority over other

applications.

This priority is:

Low-Achieving Schools.

Projects that are designed to dramatically improve student

achievement in schools identified for corrective action or

restructuring under Title I of the ESEA or in high schools with

graduation rates of less than 60 percent through either

comprehensive interventions or targeted approaches to reform.

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

<u>Type of Award</u>: Discretionary grants.

<u>Estimated Available Funds</u>: $5,913,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2010 and in FY 2011 from the list of unfunded applicants from this competition.

<u>Estimated Range of Awards</u>: $150,000-$400,000.

<u>Estimated Average Size of Awards</u>: $347,800.

<u>Estimated Number of Awards</u>:   17.

<u>Note</u>: The Department is not bound by any estimates in this notice.

<u>Project Period</u>: 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. <u>Eligible Applicants</u>: 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 <u>Additional Requirements</u> in section I. of this notice.

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

b. <u>Supplement-Not-Supplant</u>: 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 8, 2010.

Deadline for Transmittal of Applications: February 22, 2010.

Applications for grants under this program may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site, 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 19, 2010.

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.
Funding restrictions for this competition can be found in the notice
of final requirements published in the *Federal Register* on May 30,
2006 (71 FR 30778). 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.

   If you choose to submit your application to us electronically,
you must use e-Application, accessible through the Department's e-
Grants Web site at: http://e-grants.ed.gov.

   While completing your electronic application, you will be
entering data online that will be saved into a database. You may
not e-mail an electronic copy of a grant application to us.

   Please note the following:

   • Your participation in e-Application is voluntary.

   • You must complete the electronic submission of your grant
application by 4:30:00 p.m., Washington, DC time, on the application
deadline date. E-Application will not accept an application for

this competition after 4:30:00 p.m., Washington, DC time, on the
application deadline date. Therefore, we strongly recommend that
you do not wait until the application deadline date to begin the
application process.

> • The hours of operation of the e-Grants Web site are 6:00
a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until
8:00 p.m. Sunday, Washington, DC time. Please note that, because of
maintenance, the system is unavailable between 8:00 p.m. on Sundays
and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and
6:00 a.m. on Thursdays, Washington, DC time. Any modifications to
these hours are posted on the e-Grants Web site.

> • 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.

> • You must submit all documents electronically, including all
information you typically provide on the following forms: the
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. 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.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

(1) Print SF 424 from e-Application.

(2) The applicant's Authorizing Representative must sign this form.

(3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

(4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application

electronically, by mail, or by hand delivery. We will grant this extension if--

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of e-Application. If e-Application is available, and, for any reason, you are unable to submit your application electronically or you do not receive an automatic acknowledgment of your submission, you may submit your application in paper format by

mail or hand delivery in accordance with the instructions in this
notice.

   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 grant 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 of EDGAR 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 interim and final performance 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 Federal Relay Service, 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.

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:

                _____

Kevin Jennings,
Assistant Deputy Secretary for
Safe and Drug-Free Schools.

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, community linkages, and/or other related fields 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.

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 e-Application, 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 e-Application must register with e-Grants.ed.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 the Central Contractor Registry. If the numbers are not the same, e-Application 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 ww.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 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 <u>CFDA Number for this grant competition</u>: **84.215M** and the <u>Title</u> 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 202-260-3353.

If you submit your proposal for this grant competition via e-Application, please complete the SF 424 (Application for Federal Assistance) first. E-Application 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. Table of Contents: Include a Table of Contents with page references.

3. 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 8 of SF 424.

4. 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.

5. 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

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, and 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.

6. Forms and Appendices: If you submit your application via e-Application, the **Appendices Section** 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. You should consolidate all your documents for this section and upload as one attachment ensuring you do not exceed the file size restriction identified for the Appendices Section.

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 will not be returned.

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.

7. Assurances and Certifications: If you submit your application electronically, you must complete all forms posted on e-Application.

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)
- Certification Regarding Lobbying (formerly ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form-LLL)
- Other

Note: If Item 2 of the e-Application 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."

IMPORTANT: If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the

application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable.

We will <u>not</u> grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

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 (SSPOC) 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.

Note: **A copy of the applicant's letter sent to the SSPOC must be included with their application (on letterhead)**.

To view a list of States that participate in this intergovernmental review process, visit www.whitehouse.gov/omb/grants/spoc.html. 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. In States that have not established a process or chosen a program for review, State, area-wide, regional and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a SSPOC and any comments from State, area-wide, regional, and local entities must be received by April 19, 2010, 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. (Washington DC time) on April 19, 2010. Please do not send applications to this address.

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, Potomac Plaza Center – 10th Floor, 550 12th Street, SW, Washington, DC 20202-6450.

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 12.

__ 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 pages 35-36 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 e-Application?

If so, you will need to:

___ Obtain a DUNS number (see pages 63-64)

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

___ Please note that the **Department's e-Grants Web site will be unavailable from February 10-15, 2010** because of upgrades to our system.

If you are submitting your application electronically, please note the Department's e-Grants Web site will be unavailable from February 10-15, 2010 because of upgrades to our system. This means that you will not be able to work on-line to complete your forms or upload your narrative sections and submit your final application electronically to the Department during this time. You will have to wait until the system is available again on February 16, 2010 to do so. Our recommendation is that you download a copy of the application before February 10, 2010 so that you will have the information you need to work on developing your narrative sections while the system is unavailable.

We will <u>not</u> grant an extension to the submission deadline because of the system unavailability during February 10-15, 2010.

3. Working on the application

___ Review the **format requirements** (found on page 63). 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, the Invitational Priority and the other grant requirements? (Please remember, your application will not be eligible for review if you fail to address all six components of the Absolute Priority.)

___ 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 ED Form 524, 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 ED Form 524.
  __ Present breakdown of costs by the budget categories on the ED Form 524.
  __ Provide as much detail as possible.
  __ Ensure that the justification clearly links the expenses listed with the project's goals, objectives, and activities.

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.

> **HINT:** For more information about negotiated, restricted indirect cost rates, please see pages 30-31.

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 pp. 20 and 77).

Additional information can be found on pages 20- 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.

> **HINT**: An "Authorized Representative" is a person who has the authority to commit your district or entity to programmatic or financial endeavors.

___ 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 68). 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 on or before February 22, 2010.

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 e-Grants.ed.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, 2010.

- 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 still 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 for Eligibility:
Grants for the Integration of Schools and Mental Health Systems

The following sample form is provided to help you complete the required Program-Specific Assurance for the Grants for the Integration of Schools and Mental Health Systems program. You may use this form or choose another format to obtain the necessary signature and content.

If you are submitting an electronic application, you must print out the form below, complete, and fax a copy (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 or scan and upload the signed form(s) to the section. You must indicate your PR/Award number in the upper right corner of the form.

If your application is being submitted by mail or delivered by commercial carrier, please include a copy of the completed form with the application materials being submitted.

For assistance, please call 1-888-336-8930.

Program-Specific Assurance for Eligibility:
Grants for the Integration of Schools and Mental Health Systems

As the duly authorized representative, I certify that:

1.   The persons providing services under the grant are adequately trained to provide 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 a Department of Education Emergency Response and Crisis Management (ERCM) program (official title for CFDA # 84.184E in FY 2003 through FY 2006), or has previously received or will receive in FY 2010 a grant under the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) program (official title in FY 2007 and succeeding years for CFDA # 84.184E), 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

FORMS, NOTICES, AND STATEMENTS

Preliminary Interagency Agreement:
Grants for the Integration of Schools and Mental Health Systems program

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.

Preliminary Interagency Agreement:
Grants for the Integration of Schools and Mental Health Systems

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.

<u>REQUIRED CONTENT – Each copy of the application must include the following</u>:

- ➤ Application for Federal Education Assistance (SF 424)
- ➤ Department of Education Supplemental Information Form for the SF 424
- ➤ Table of Contents
- ➤ Project Abstract (one page maximum)
- ➤ Project Narrative (up to 30 pages double-spaces, font size 11)
- ➤ All applications must include the required forms, assurances, and certifications, including:
    - • Budget Information Form (ED Form 524) and detailed budget narrative
    - • Assurances, Non-Construction Programs (ED Form 424B)
    - • Certification Regarding Lobbying
    - • Disclosure of Lobbying Activities (Standard Form-LLL)
    - • Program-Specific Assurances
- ➤ Narrative response to GEPA 427
- ➤ Copy of letter to State Single Point of Contact
- ➤ Proof of federally negotiated indirect cost rate (if you are claiming indirect costs)