



OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

To: Superintendent Ryan Walters and other Members of the State Board of Education
From: Bryan Cleveland, General Counsel
Date: April 27, 2023
Re: Approval for Administering Avedis Foundation Grant Funds to Schools

On December 29, 2022, the federal government awarded the State Department of Education funds for a school-based mental health project called Project RESPECT (**Re**Specialize; **Re**Purpose, **Re**Educate, **Re**Cruit, **Re**Tain). It is a five-year project ending on 12/31/2027.

The project seeks to increase the number of credentialed school-based mental health service providers in 14 specified school districts through training, recruitment, and retention efforts. This project is a collaboration between the Department, the Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma State University, the Avedis Foundation, 14 school districts in Pottawatomie County, and some tribal entities. Details are attached. The U.S. Department of Education requires that all programs purchased with federal funds be evidence-based, meaning any selected programs used in Project RESPECT must be evidence-based according to an official website that maintains said evidence for any programs used for mental health purposes. Within the grant narrative, the grant write for the agency referenced the use of the CASEL online repository as the site where this evidence will be secured. However, the OSDE is not bound to any one specific repository to use as our source of evidence-based best practices. Instead of CASEL, the Department now intends to ensure the use of evidence-based programs, practices, and curriculum from the What Works Clearinghouse, the National Center for Intensive Intervention, or SAMHSA's Evidence-based Practices Resource Center instead. Beyond this change, further details are available in the narrative and the other attachments.

This grant required a 25% match of funds that will directly benefit the grant. To meet this required match, the Avedis Foundation committed to provide matching funds for seven mental health

professionals in the target districts. The seven districts that the Department and Avedis identified for the funds are McCloud, North Rock Creek, South Rock Creek, Grove, Pleasant Grove, Dale, and Bethel.

Avedis has asked whether the Department could accept their matching funds and distribute the funds to the appropriate school districts. Allowing Avedis to send the funds to the Department instead of seven school districts would simplify the distribution process and ensure proper accounting and reporting of funds.

Under state statute, the Board and not the Department has the authority to accept money on behalf of schools and provide for administering funds to schools. *See* 70 O.S. § 3-104(12). Accordingly, the Department is requesting Board approval to accept funds from Avedis on behalf of the school district specified in this memorandum and to distribute the funds to the school districts.

AVEDIS FOUNDATION

October 25, 2022

Joy Hofmeister
State Superintendent of Public Instruction
2500 N. Lincoln Blvd
Oklahoma City, OK 73105

Re: Letter of Commitment, Project RESPECT

Dear Superintendent Hofmeister:

On behalf of Avedis Foundation I am pleased to submit this Letter of Commitment to the Oklahoma State Department of Education (OSDE) for Oklahoma's Project RESPECT grant application.

Our mission is to measurably improve the health, wellness and quality of life for the people of Pottawatomie County and its surrounding communities. We work to achieve this through collaborative partnerships, strategic investments and grantmaking. We truly believe that collaborative partnerships and strategic investments are an avenue where we can work together with other organizations to address complex community issues. This approach may consist of convening or collaborating with key stakeholders to focus on targeted problem solving and attaining achievable outcomes. This grant opportunity aligns with our hope of targeting investments to promote real and lasting change in the communities that we serve.

Our agency will partner with the OSDE in the planning and implementation of mental health prevention and intervention/treatment services for students enrolled in the school district and will also assist in securing and training mental health providers placed in the participating school districts. Our agency will also serve on the statewide advisory board that will oversee the multi-tiered intervention system of support by providing matching funds to secure mental health providers for participating districts to ensure each district has one full-time mental health provider to serve Pottawatomie County rural students. These mental health professionals will complete a universal mental health screener for students, participate in district mental health training and technical assistance, and will provide Tier 2 and Tier 3 intervention and specialty treatment support for students in need of more intensive mental health services.

Your contact for our commitment will be Dr. Kathy Laster, President/CEO, 405-273-4055, kathy@avedisfoundation.org. We look forward to our commitment for collaboration with the OSDE and the school districts residing in our service area for the implementation of this worthwhile project.

Sincerely,


Dr. Kathy Laster
Avedis Foundation President/CEO

*We're here for
good.*

School-Based Mental Health
Project RESPECT – Oklahoma State Department of Education
ABSTRACT

The Oklahoma State Department of Education (OSDE), in collaboration with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma State University (OSU), 14 school districts located in Pottawatomie County, OK, the Avedis Foundation, and tribal entities is requesting funding to execute Project RESPECT (**ReSpecialize**; **RePurpose**, **ReEducate**, **ReCruit**, **ReTain**). The participating school districts include Asher, Bethel, Dale, Earlsboro, Grove, Macomb, Maud, McLoud, North Rock Creek, Pleasant Grove, Shawnee, South Rock Creek, Tecumseh, and Wanette Public Schools. This project will provide opportunities for teachers, community members, and clinical mental health providers to re-specialize their credentials to obtain their mental health provider certification and re-purpose their current field of study by participating in school-based mental health training to increase the number of credentialed school-based mental health service providers in all 14 school districts. These districts were designated as high need based on their high free/reduced lunch rate, high special education population, high minority student population, and lack of access to mental health personnel (all above the state average). The focus will be on recruiting mental health providers and retaining these providers who continue to work in their designated school district throughout the duration of the five-year project by providing an annual retention bonus. In addition, these providers, along with classroom teachers and district administrators, will be re-educated through on-going training and support to develop school-based trauma-informed best practices through the implementation of a Multi-Tiered System of Support (MTSS) in each district.

Priority 1: Increase the number of credentialed school-Based mental health service providers in LEAs with demonstrated need.

The Oklahoma State Department of Education (OSDE), in collaboration with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma State University (OSU), 14 school districts located in Pottawatomie County, OK, the Avedis Foundation, and various tribal nations is requesting funding to execute Project RESPECT (**ReSpecialize**; **RePurpose**, **ReEducate**, **ReCruit**, **ReTain**). The participating school districts include Asher, Bethel, Dale, Earlsboro, Grove, Macomb, Maud, McLoud, North Rock Creek, Pleasant Grove, Shawnee, South Rock Creek, Tecumseh, and Wanette Public Schools. This project will provide opportunities for teachers, community members, and clinical mental health providers to re-specialize their credentials to obtain their mental health provider certification and re-purpose their current field of study by participating in school-based mental health training to increase the number of credentialed school-based mental health service providers in all 14 school districts. These districts were designated as high need based on their high free/reduced lunch rate, high special education population, high minority student population, and lack of access to mental health personnel (all above the state average). The focus will be on recruiting mental health providers by paying a competitive salary, a sign-on bonus of \$8,000, and a re-location bonus (\$2,500 for in-state and \$5,000 for out-of-state). The project also aims to retain these providers who will continue to work in their designated school district throughout the duration of the five-year project by providing an annual retention bonus of \$5,000. In addition, these providers, along with classroom teachers and district administrators, will be re-educated through on-going training and support to develop trauma-informed best practices through the implementation of a Multi-Tiered System of Support (MTSS) in each district. The project will also initiate a high school Grow Your Own program to assist in the development of a diverse mental health provider workforce, and will re-

educate teachers through micro-credential mental health training opportunities and the implementation of evidence-based prevention tools and programs.

Competitive Preference Priority 1: SEAs proposing respecialization, professional retraining, or other preparation plan for existing mental health service providers to qualify them for work in LEAs with demonstrated need (5 points).

The OSDE will recruit 14 mental health providers both in and out of state through a very detailed communication plan in order to respecialize clinical mental health providers and retrain them to become school-based mental health providers serving in high need school districts in the rural, low-income county in central Oklahoma. These providers will learn about trauma-informed best practices, will learn how to conduct student mental health screenings, and will provide Tier 2 and 3 services to students with the greatest needs. These evidence-based practices will include activities such as Evidence Based Best Practices (EBPs) have been selected with collaboration of the ODMHSAS and agency school psychologists and licensed therapists. All named EBPs meet the moderate or strong evidence of effectiveness in working with students similar to those enrolled in the target LEAs. These will include: (1) Good Behavior Game training for all lower elementary teachers provided by trainers from ODMHSAS. This game builds self-regulation in young people by creating shared relational frames with adults and peers. By reinforcing desirable behaviors and inhibiting unwanted behaviors, children develop agency and command to delay gratification and reduce impulsivity. The game was tested with 1st and 2nd grade classrooms in Baltimore City, MD beginning in the 1985-86 school year. The trial was implemented in 41 classrooms in 19 elementary schools with two groups of 1st graders. Experts tracked students in these classrooms periodically to study the immediate, mid- and long-term effects of the game. The results from this trial showed positive outcomes for students and teachers, and (2) Mental Health First Aid Training will be provided by ODMHSAS for school staff. This training will introduce participants to risk factors and warning signs of mental health problems, build understanding of their impact and

overview appropriate supports. This 8-hour course uses role-playing and simulations to demonstrate how to offer initial help in a mental health crisis and connect people to the appropriate professional, peer, social and self-help care. The program also teaches common risk factors and warning signs of specific illnesses such as anxiety, depression, substance use, bipolar disorder, eating disorders and schizophrenia. Mental Health First Aid is included on the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices (NREPP). District leadership will need to invest in a formal routine when adding new EBPs. The Runge Protocol (2017) will help formalize the process by having each team member evaluate the EBPs or interventions being considered using 12 guiding questions Other EBPs selected and used may include structured school-based mentoring programs such as check-in/check-out or behavior contracting, Check & Connect, Stop & Think, Seeking Safety, Cognitive Behavioral Therapy (CBT+), and Adolescent Community Reinforcement Approach (A-CRA). Schools will have the autonomy to purchase SEL curriculum based on their needs, but the curriculum will need to be listed in CASEL's Program Guides to ensure it is evidence-based.

Competitive Preference Priority 2: Increasing the number of credentialed school-based mental health service providers in LEAs with demonstrated need who are from diverse backgrounds or from communities served by the LEAs with demonstrated need (10 points).

One of goals of this project is to increase the number of credentialed school-based mental health service providers in school districts with demonstrated need who are from diverse backgrounds or communities served by the school districts with demonstrated need. This priority will be met in the following two ways:

Implementation of a Strong Statewide Communication Plan – OSDE will work with their internal communications office to build a statewide communication plan for this project that will include print, social media, videos, training ads, billboards, presentations at colleges and universities, job fairs, and radio. Targeted communication will also be shared in areas that are

frequented by individuals with diverse backgrounds through presentations to the 35 American Indian Tribes in the state, the Oklahoma Hispanic Chamber of Commerce, and the Oklahoma Black Leaders Society, to name a few. A social media campaign will be shared on Facebook, Twitter, and Instagram and mailers will be sent to families who reside in Pottawatomie County and other areas with high concentrations of diverse community members.

High School Mental Health Awareness Grow Your Own Program – Oklahoma state law mandates that high school students complete an Individualized Career and Academic Plan (ICAP) each year in high school. As part of the ICAP experience, students across the state must take a career interest inventory each year. Results of the 2021-22 school year career interest inventory found that the top three jobs most Oklahoma high school students are interested in are human services, public service, and health-related services (OSRHE, 2022). Taking this information into consideration, OSDE, in partnership with the tribal nations and ODMHSAS, will host a one-week (5-day) summer camp each summer of the project beginning in June 2024. This residential camp will be held on the campus of an Institution of Higher Education in the county and will focus on jobs in the mental health profession, matching the career interests of Oklahoma students.

Twenty high school minority students enrolled in the 14 school districts within the target service area will be recruited each year to participate in camp. The camp will encourage high school students to pursue a career as a school-based mental health provider. The vision of the project will focus on students taking a one-hour college-credit course created in collaboration with Oklahoma State University, covering topics such as mental health, psychology, and ethics. Students will review Oklahoma mental health data, and will also learn more about their local Native culture and ways to incorporate cultural competency into mental health care. Behavioral health professionals from tribal nations, OSDE, and ODMHSAS will educate the students on career options and share

their experiences. College theater students will act as patients so students can practice identifying and working with different behaviors. It is the goal of this project that once students enroll in college, many will pursue a mental health degree.

In addition, students who attend the summer camp will be connected with a mental health professional mentor (carefully vetted prior to mentoring) and will also have the opportunity to participate in a one-semester paid apprenticeship (\$500/student) with a mental health provider during the school year following attendance in the summer camp experience. The recruitment of students for this Grow Your Own project will be provided by the Indian Education Directors in each of the 14 districts, the OSDE Office of Indian Education staff, grant staff making school and community presentations, and communication information mailed to students and parents and posted on social media. The camp will be provided free of charge to the students and will allow each student to receive a \$500 participation stipend to offset their time off from summer employment obligations. District school counselors will be available during each school year to assist these students with job shadowing opportunities and to help them apply for scholarships to support their college aspirations. These students, and any adults who would like to seek mental health professional certification, can also apply for a scholarship through Project RESPECT. Students who receive Project RESPECT scholarships will be required to sign a contract agreeing to work in a grant service area school district as a mental health provider for one year for every two years of scholarship support upon graduation.

a. Need for the Project (10 points)

Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project.

The State of Student Mental Health in Oklahoma. According to ODMHSAS, 2022, Oklahoma currently ranks #1 in the number of children who score four or higher (out of 11 on the Adverse

Childhood Experience (ACE) rubric. According to research (2019 National Center for Mental Illness), children who are exposed to three or more ACEs have an increased tendency towards behavioral problems, mental illness and/or substance misuse. Left unmet, mental health problems are linked to costly negative education outcomes such as academic and behavior problems, increase in suspensions/expulsions, chronic absenteeism, dropping out and delinquency. Before access to academic and behavioral instruction can occur, schools should seek to increase protective factors against ACES and provide appropriate mental health services (e.g., counseling, psychological and social services). According to federal research, students who are exposed to three or more ACEs have an increased tendency toward substance use disorders and behavioral problems. The eleven ACE exposure elements are identified in Table 1.

Table 1: ACE Exposure Elements		
Physical Abuse	Emotional Abuse	Mother Treated Violently
Physical Neglect	Intimate Partners Violence	Parental Separation or Divorce
Sexual Abuse	Substance Misuse Within Household	Household Mental Illness
Emotional Neglect	Incarcerated Household Member	

When children are exposed to chronic stressful events, their neurodevelopment can be disrupted. As a result, the child’s cognitive functioning or ability to cope with negative or disruptive emotions may be impaired. Over time, and often during adolescence, the child may adopt negative coping mechanisms, such as substance use or self-harm. Eventually, these unhealthy coping mechanisms can contribute to disease, disability, and social problems, as well as premature mortality. Behavioral problems due to high ACE exposures include a higher possibility of suicide attempts and lifetime depressive episodes. Research indicates that exposure to any ACE element increases the risk of attempted suicide by 2- to 5 - fold throughout a person’s lifespan, according to a 2001 study by the CDC. According to a recent Hamilton Project Study (2017), individuals who reported 6 or more ACEs had 24.36 times increased odds of attempting suicide

and having depressive disorders well into adulthood - sometimes decades after ACE element occurrence.

The Oklahoma student suicide among youth ages 10-24 has increased 111% over the past 8 years (countyhealthrankings.org, 2020). According to the 2019 Youth Risk Behavior Survey (most recent survey due to COVID 19), 15% of Oklahoma high school students reported having seriously considered suicide within a 12-month period. In addition, 17% of Oklahoma middle school students reported that they had seriously considered killing themselves at some point in their lives. In addition, Oklahoma is one of few states that does not require suicide prevention training for students in a school setting.

According to ODMHSAS, 2022, Oklahoma's ratio of school psychologists to students is 1:3,677 (recommended ratio is 1:500), school social workers is 1:5,167 (recommended ratio is 1:250), and school counselors is 1:374 (recommended ratio is 1:250). Most Oklahoma rural schools lack funding or find it difficult to recruit highly qualified individuals to fill school-based mental health positions. The mental health professional shortage coupled with the significant needs of the districts pose barriers for rural schools to adequately provide mental health resources for students and staff.

Individuals living in rural communities, such as Pottawatomie County, are often impacted by social, personal, economic and environmental factors that reduce their accessibility to treatment and services. When children and teenagers are unable to receive needed services, they are at higher risk for unhealthy and unsafe behaviors, including drug-use, violence, and suicide (Office of Disease Prevention and Health Promotion, 2019).

Opioid addiction in Oklahoma has risen to a public health crisis. Opioid addiction is rampant in the state. According to the 2018 Oklahoma Commission on Opioid Abuse Report, Oklahoma ranks

Number One in opioid addiction with the state spending more than \$244 million in opioid abuse treatment services in 2017. Oklahoma student and parent attitudes of acceptance toward opioid use are frighteningly dangerous. For example, on the 2019 Youth Risk Behavior Survey (YRBS), 16.4% of Oklahoma students reported they have taken prescription pain medication without a doctor's prescription compared to 14% in the nation. The percentage of students who reported they were offered, sold, or given an illegal drug at school in Oklahoma was at 22.5% compared to the national rate of 19.8%. Also, 39% of Oklahoma students reported that parents allowed them to take opioids for pain management, even without a prescription, compared to the national rate of 18.4%. According to the Oklahoma State Department of Health (OSDH), the number of unintentional deaths involving prescription drug use in 2016 was at 426 with 349 of those deaths related to opioid overdose. In Oklahoma, 24 of those deaths were young adults ages 15-24. OSDH reported that in 2017, 20% of Oklahoma hospital discharges reported prescription opioid overdose as the reason for the hospitalization.

Oklahoma has an incarceration rate of 993 per 100,000 people (including prisons, jails, immigration detention, and juvenile justice facilities), meaning that it locks up a higher percentage of its people than any democracy on earth (Prison Policy Initiative, 2021). Having an incarcerated parent is one of the ACE areas of concern and more than 25% of Oklahoma students are impacted. Impact of COVID-19 on Oklahoma Mental Health. According to the Health Minds Policy Initiative 2021, eighteen months after the first COVID-19 diagnosis appeared in Oklahoma, they observed impacts of the pandemic on behavioral health conditions, mental health-related deaths, levels of unmet need and changes in how Oklahomans access mental health treatment as a result of the pandemic. Key takeaways of these observations included

- Both anxiety and depression increased dramatically, with Oklahoma rates during some periods of the pandemic reaching nearly four times higher than in 2019.
- Oklahoma suicides increased 8% to 10% and in rural Oklahoma, there was a 27% increase in suicides.
- Overdoses are back to 2017 levels and rising, as more than two years of improvements in the death rate have been erased so far. Fentanyl and substance use under age 25 are among the drivers.
- Telehealth increasingly has been used to help ensure access to behavioral health services, and for people with commercial insurance, telehealth has become the top method for accessing mental health services.
- Access remains challenging for many, and just as many people with a perceived need for therapy do not receive it as receive it. Workforce challenges continue to pose a barrier to meeting behavioral health needs.

In summary, there has been a significantly higher prevalence of anxiety, depression and substance use among the general adult population in Oklahoma before, during, and after the COVID-19 period. Oklahoma's baseline rate for any mental illness was around 20% pre-pandemic, but COVID-era stressors led to a peak of nearly 45% in 2020 for depression and anxiety symptoms.

Taking into consideration the state of mental health in Oklahoma, the following targeted service area needs have also been defined.

Need 1: Students in target LEAs are demonstrating high levels of unmet mental health needs.

Only six (6) of 108 mental health providers in the state serve Pottawatomie County. In addition, according to ODMHSAS, 2022, the 2020 average of all adults and children residing in the target county with mental health issues indicates a serious mental illness (SMI) rate of 8.85% which is

higher than the state average of 8.23% and a student with severe emotional disturbance (SED) rate of 8.95% which is higher than the state average of 8.52%.

Need 2: Development and implementation of schoolwide prevention strategies is needed in

each district. There are no mental health services being provided in 12 of the 14 targeted school districts (Shawnee and Tecumseh, the two exceptions because of their suburban location and their access to local clinical mental health providers). COVID-19 has also led to significant gaps in prevention, intervention, and treatment services for children and youth, especially among indigenous students. As is evidenced by district data from the Office of Education Quality Assessment (OEQA) 2020 (most recent data available due to COVID), the districts have high concentrations of minority students (average of 35% compared to a state average of 20%) with American Indian students is the highest minority in each district. In addition, 18% of the districts' students receive special education services compared to the state average of 15%, and the districts have a free/reduced lunch rate average of 67% compared to a state average of 57%. Also, there are three mental health providers within the 14 districts, and only two of the 14 districts contract with community-based clinical therapists due to their rural isolation. These are all indicators of school districts with designated needs.

Need 3: Evidence-based interventions and supports are needed for students at all levels to

close the learning gap amplified by COVID-19. The COVID-19 pandemic has presented many challenges to students, educators, and parents. Children already coping with mental health conditions have been especially vulnerable to the changes, and it is now known the broad impacts on students because of schools being closed, physically distancing guidelines and isolation, and other unexpected changes to their lives which have resulted in unfinished learning for Oklahoma students. The 2022 National Assessment of Education Progress (NAEP) scores indicate student

performance in reading and math declined across the nation from 2019-2022 but the decline was worse for Oklahoma students.

Need 4: Lack of highly-qualified school-based mental health service providers. According to a 2021 Community Health Needs Assessment, 26% of Pottawatomie County residents surveyed indicated they struggled to access mental health services. The Shawnee community identified mental health as one of their top priorities to address based on feedback from surveys, focus groups, and key informant interviews. The county has a 1:330 population to mental health provider ratio.

Need 5: Accessibility to mental health treatment and services for students in high-need LEAS. According to the ODMHSAS 2022, there are six community clinical mental health service providers in Pottawatomie County, all located in the community of Shawnee, OK. Through phone call solicitations to these providers, evidence indicates that mental health services are only provided to students enrolled in Shawnee and Tecumseh Public Schools, with no services provided to students any of the other 12 districts within the target area, indicating a mental health desert for the majority of students to be served.

Need 6: Lack of school-based mental health training for classroom teachers. In addition to specialized personnel such as certified school counselors, social workers, and psychologists, rural schools struggle to recruit effective teachers capable of supporting students with mental health needs. According to the OSRHE, 2022, Oklahoma is one of five states that does not require teachers to complete a course in school mental health to obtain their teaching degree. In addition, like many states, Oklahoma currently has a historic teacher shortage. According to data from the 14 districts, this translates to over one-third of teachers in the districts who are either first year

teachers or teachers who have only an emergency or alternative teaching certificate which further justifies a need for increased mental health training for teachers within the target service area.

b. Quality of Project Personnel (30 Points)

1. Extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, nation origin, gender, age, or disability (10 points).

The Oklahoma State Department of Education is an equal opportunity employer and does not discriminate applicants or personnel who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, sex, age, or disability. Job openings will be posted in areas frequented by underrepresented groups including the agency website, community action agencies, Department of Human Services, tribal agencies, and unemployment offices. Individuals with similar backgrounds of students and parents to be served by Project RESPECT will be encouraged to apply and will be encouraged to share their testimonies during employment interviews.

- 2i. The qualifications of key project personnel (10 points).

The agency has a 21-member student support department that consists of an Assistant Deputy Superintendent for Student Support, an Executive Director of School-Based Mental Health, an Executive Director of School Counseling, a Bullying Prevention Specialist, and an Executive Director of Prevention and Intervention Services. These staff will support the target districts and grant staff with professional development and training including trauma-informed best practices and training in the development of a Multi-Tiered System of Support, and a school crisis intervention team to assist with school crises. In addition, the OSDE has trainers in multiple EBP prevention programs such as Olweus Bullying Prevention and Dating Violence that will be provided to students as needed.

Grant Staff Positions – Key personnel will include a Project Director at .10 FTE, Elizabeth Suddath, Assistant Deputy Superintendent for Student Support who will oversee the management and reporting of the grant. Elizabeth has a Master’s Degree in Public Service and more than eight years supporting students in a multi-tiered system of support (*See attached resume*).

In addition, a 1.0 FTE Project Manager, TBD, will be hired. Qualifications for this position include a minimum of a Master’s Degree in Education, Social Work, School Counseling, Public Health or Equivalent, and a minimum of three years of experience with tiered intervention services to students. The duties for this position include overseeing the day-to-day operation of the grant pertaining to each partner, assisting school districts in hiring mental health providers, organizing professional development for teachers and mental health providers in school-based mental health, monitoring program implementation, helping develop a communication plan for the project, assisting with the development of the student GROW YOUR OWN summer curriculum, and arranging for student tiered interventions of support (*See Job Description*).

Two full-time MTSS Specialists will also be hired and will serve as trainers for the 14 school districts and for statewide training purposes to ensure statewide implementation and sustainability of mental health services. Qualifications for these positions include a minimum of a Master’s Degree in Education, Social Work, School Counseling, Public Health or Equivalent, and a minimum of three years of experience working with tiered intervention services to students (*See attached Job Description*).

In addition, OSDE will hire one part-time (up to 29 hours per week) mental health provider for Year One only to provide tele-mental health services to students in the districts while full-time positions are being filled, to ensure that all students have access to services immediately following grant award. The qualifications for this provider include an LPC/LMFT/LCSW counselor, school

counselor, certified school psychologist, School Social Worker, or Licensed Mental Health Professional (LMHP) who will ensure students get provider services immediately following the award of the grant, and throughout the grant to students who are not attending class or have transportation issue. This position will provide therapy services to students within the 14 districts based on a referral from the on-site mental health provider or school counselor or administrator (*See attached Job Description*).

In addition, each LEA will hire one (1.0 FTE) LPC/LMFT/LCSW counselor, school counselor, certified school psychologist, School Social Worker, or Licensed Mental Health Professional (LMHP) to ensure each district has one licensed therapist on staff. The qualifications and responsibilities for these positions vary and can be found in the attached Counseling and School-Based Mental Health Integration document found in *Other Attachments*.

2ii. The qualifications, including relevant training and experience, of project consultants or subcontractors (10 points).

Dr. Gary Duhon from Oklahoma State University (OSU) will serve as the external evaluator for this grant through an interagency agreement. Dr. Duhon is a professor and the Director of Training for the Doctoral Program in School Psychology at OSU and has special educator field experience and is a Board Certified Behavior Analyst (BCBA). *Dr. Duhon's C.V. is attached.*

The qualifications for the OSU Bridge Center trainers who will serve as training consultants and provide training to teachers and mental health providers are as follows:

Dr. Sara Rich, a Licensed Health Service Psychologist and NCSP, is a clinical assistant professor of OSU-Center for Health Sciences' Department of Psychiatry and Behavioral Medicine. Dr. Rich also serves as Co-Director of the OSU BRIDGE Center. Dr. Rich has expertise in contextual implementation of MTSS across a variety of urban, suburban, and rural settings as a direct provider of services, trainer, and consultant. In her current role, Dr. Rich provides

evaluations of children for social, emotional, behavioral, and academic concerns through the OSU Behavioral Medicine Clinic and works with families to navigate appropriate services for children within school and community settings.

Dr. Brit'ny Stein is a Licensed Health Service Psychologist and NCSP, currently working as a School Psychologist in OSU-Center for Health Sciences' Department of Psychiatry and Behavioral Medicine. Dr. Stein has widespread experience implementing MTSS across rural, urban, and suburban schools, as well as consulting on multiple federally funded projects designed to train school staff in the implementation of evidence-based practices to support students at-risk.

c. Quality of Project Design (35 points)

1. Goals/Objectives/Outcomes are clearly defined and measurable (10 points).

Goals and objectives for Project RESPECT include the following:

Goal One: Increase the number of mental health providers in designated Oklahoma rural school districts.

Objective 1.1: To increase the number of school mental health providers working full-time in a school district in the designated service area by 14 providers by the end of Year Two as measured by hiring data. This objective is ambitious since there currently no providers in 12 of the school districts, and only three in the other two districts. This objective is attainable because of the strong communication plan that will be implemented statewide, competitive pay provided to these providers, sign on and retention bonuses provided to these professionals, and relocation expenses paid. In addition, these providers will receive an extensive amount of training in school-based mental health to ensure they have efficacy in working in a school setting.

Objective 1.2: To retain at minimum of 75% each year of the mental health providers working in each of the 14 districts as measured by retention data. This number is ambitious since there are

currently no providers in 12 of the school districts, and only three in the other two districts. This objective is attainable because of the strong communication plan that will be implemented statewide, competitive pay provided to these providers, and sign on and retention bonuses provided to these providers. In addition, these providers will receive an extensive amount of training in school-based mental health to ensure they will have efficacy in working in a school setting.

Objective 1.3: A minimum of 30% of the target mental health providers hired will represent a diverse population of the communities served as measured by human resource records. This objective is ambitious because there are very few mental health providers in this area of the state that represent the minority population. This objective is attainable due to the extensive communication, recruitment, and retention plan, and the training that will be provided in cultural responsiveness. In addition, 20 minority students per year will participate in the summer mental health camp Grow Your Own project which will also help in building a cadre of diverse mental health providers who enter the field of school-based mental health. Also, bonus points on an application rubric will be awarded to students from diverse backgrounds in the selection process for scholarships awarded to individuals who are seeking an advanced degree in a mental health field of study.

Objective 1.4: A maximum of 222 3-hour college courses will be paid to teachers, college students, and community members in the service area who will seek an advanced degree in a mental health field of study as measured by annual scholarship data. Scholarship recipients will be awarded points on a rubric to determine recipients and will have to sign a contract and agree to give back one year of teaching in a district with identified needs for every two years of scholarship funds awarded. OSDE will track contract compliance through the Office of Finance. These scholarships will be a “last resort” scholarship after all other funding streams have been deducted

to each participant's bursar account. Students will receive up to \$1,000 per 3-credit hour course. Funds will be paid directly to the institution of higher education.

Activities:

- Implement a detailed mental health provider communication plan including a detailed plan to recruit providers from diverse backgrounds.
- Pay a competitive salary with sign-on bonuses of \$8,000 and annual retention bonuses of \$5,000 to be paid by the school districts through a sub-contract with the districts.
- Provide scholarships for advanced degrees in mental health fields of study up to 222 hours of education per year.
- Use funds to create more on-line mental health coursework to alleviate the burden of attending classes and working.
- Use funds to create a one-credit hour higher education course in school-based mental health that will be available to any institution of higher education for education majors.

Goal Two: Increase the number of students who receive school-based mental health services.

Objective 2.1: 80% of students enrolled in the participating districts will complete two mental health screeners per year beginning in August 2023 as measured by screener results. This objective is ambitious because no students currently complete a mental health screener. This objective is attainable because each district will have one mental health provider and trained staff from the OSDE and OSU consultants who will assist with the completion of these screeners in August and May of each school year. Data from these screeners will help determine students in need of Tier 2 and 3 supports.

Objective 2.2: 50% of students receiving Tier 2 or 3 interventions will demonstrate a positive response to the intervention within one year of receiving services as measured by screener results,

observations, and provider notes and data This objective is ambitious because there are no tiered services provided to the majority of the students within the targeted school districts. This objective is attainable since there will be a licensed mental health professional in each district full-time for the life of the project.

Activities:

- Consultant providers will be hired for the first six months of the project to begin providing tele-mental health services to students as staff and providers are hired to ensure students have access to services immediately upon grant award.
- Student ambassadors who attended the summer camp experiences will be selected to assist their districts with local campaigns working to end all forms of bullying by developing change-making campaigns, organizing fundraisers and leading activities, on and offline, to help prevent bullying and to promote a positive school climate.
- A community-wide mental health initiative will be hosted by each community each year to recognize May as Mental Health Month. This event will focus on brain development and its impact on youth. Partnerships with institutions of higher education will provide students to assist in the planning and implementation of these events.
- Parent/Caregiver training will be held in each LEA a minimum of four times per year and will include topics such as (1) Teaching parents skills to effectively manage their adolescent's behavior, engage in self-care practices including effective coping strategies and effectively communicating with families; (2) Advocacy support to empower parents by providing information about parental resources and training in areas such as assertiveness, communication, goal setting and record keeping, which will help parents

advocate for their adolescent's services; and (3) Emotional support provided via discussion of issues, sharing experience in a group format.

- Create a state Mental Health Advisory Council who will meet bi-annually and will include representatives from OSDE, ODMHSAS, and school personnel who will review data from Project RESPECT and make suggestions for formative changes and project adjustments.
- Create district local advisory committee made up of staff, parents and community members, a parent advisory committee and a student advisory committee. These committees will meet once per semester.

Goal 3: Teachers and mental health providers will participate in annual professional development.

Objective 3.1: 70% of teachers and mental health providers within the 14 districts will complete a minimum of 15 hours of professional development in school-based mental health each year as measured by sign in sheets, agendas, and evaluation surveys. This objective is ambitious because teachers only completed one 4-hour training session last school year which was their introduction to school-based mental health. This objective is attainable because teacher training will be built into the school calendar and teachers.

Activities:

- School Climate and Connectedness – Positive school climate and connectedness are critical for students and families to feel valued as well as physically and emotionally safe. Universal strategies for building a strong, positive school climate that fosters student connection will include consistent school-wide behavior expectations, student leadership opportunities, a positive behavior acknowledgement system, and a school-wide discipline policy utilizing restorative practices.

- Restorative practices will be implemented in each school that are based on the premise that individuals and/or groups in conflict benefit from working together to find resolutions and building and repairing relationships to create healthy communities, increase social capital, decrease behavior disturbances, repair harm and restore relationships.
- Implementation of a Multi-Tiered System of Support- A Whole Child MTSS (aligned to the state's ESSA plan) initiative will be guided by implementation science, with a focus on the strategic actions that need to be performed at each stage of implementation. The aim from the outset will be to transfer expertise to the school system, so the expertise is built and maintained within the system.
- Establishing Mental Health Intervention Teams (MHIT) at the school site level. The professional development provided by the Oklahoma State University and hired MTSS Specialists will require mental health intervention teams to complete ongoing progress monitoring and performance feedback to ensure fidelity and maintenance of knowledge.

Proposed **outcomes** for the project are centered around student outcomes as they receive mental health services.

- Reduce school discipline issues
- Improve of school climate and safety
- Support student's behavioral and mental health
- Increase in instructional alignment between general and special education
- Reduce of school suspensions
- Reduce special education referrals
- Create safe and predictable school environments

2. Strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (10 points).

The Project RESPECT development team began planning the grant in September 2022 in anticipation of the grant announcement spearheaded by the Oklahoma State Department of Education by meeting with all district superintendents, then by convening district staff and community partners in all 14 target districts in October 2022. These planning meetings included teachers, administrators, parents, students, state department staff, tribal leaders, and community and partnering agencies to gather information and data, and to discuss program elements and components unique to each district. Project RESPECT's needs were identified by reviewing each district's comprehensive needs assessments. Activities were planned by these diverse groups to ensure input from teachers, partners, parents, and students.

Project RESPECT districts are committed to ensuring that all students and families of all races, ethnicities, national origins, colors, disabilities, gender identified, socioeconomic status, sexual orientations, abilities, ages, native languages, and faiths have equitable access to and participation in the program in each district in accordance with Section 427 of the U.S. Department of Education GEPA (*See Attached Statement*). The districts will prioritize the implementation of strategies that will foster equal access to program activities and equitable treatment for members of the community, especially those that have traditionally been underrepresented. Through ongoing development of our staff and leadership, we ensure the Project RESPECT resources and services are intentionally addressing issues of equity and inclusion. In addition, Project RESPECT will include inclusivity topics into the program's training curriculum.

Project RESPECT is particularly committed to ensuring all aspects of the program are culturally responsive, recognizing that every student and family brings unique cultural strengths to the programs. Staff will be hired to reflect the community they will serve, and will be trained in

specific strategies, including activating students/families' prior knowledge, making learning contextual, encouraging participants to leverage their cultural capital, accounting for language differences (employing bilingual staff, having translators readily available and translating documents into appropriate languages), communicating consistently high expectations and facilitating student and family empowerment. The program will utilize software that provides for multiple language translation, including Schoology.

3. Extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.

Project RESPECT training for clinical mental health providers who will work in the schools will be provided each summer prior to the start of the school. This training will be provided in collaboration with school district training for teachers to ensure both receive the same training to promote collaboration. Blended professional development on teaming behaviors, use of data, and related MTSS skills will be established routines for all staff in an interconnected system.

Professional development will include, at a minimum, the following:

- Trauma Basic Concepts – 6 hours (all staff)
- Trauma-Informed Instruction – 4 hours (all teachers)
- MTSS Training – 3 times per year, 6 hours per training (all teachers)
- Embedding Coaching – 1 hour per month (MHIT members)
- Superintendent Meetings – 1 time per quarter for 1 hour
- Youth Mental Health First Aid – 6 hours – (all teachers within first two years of project)
- Good Behavior Training – 1 grade per year; 2 days of training for 6 hours/day

Training will be provided by OSU, OSDE and ODMHSAS staff.

Also, teachers will have the option to complete up to ten micro-credential courses that have been created by OSDE in the areas of trauma and MTSS. Each micro-credential takes 20 hours to complete and the credential is then placed on the educators' teaching certificate. For the first 200 micro-credentials completed each year, teachers will receive a completion payment of \$750/credential.

In addition, through collaboration with the Oklahoma State Department of Education's School Safety and Security Office (SSSO), teachers will have the opportunity to participate in ongoing threat violence assessment training. This training will assist districts in creating a Crisis Intervention Team at each site, complete a school safety assessment, provide the district with information on how to mitigate identified risks, provide curriculum and training in how to assess students for potential violent threats, and provide training in how and when to refer students for mental health interventions and treatment services. Follow-up site visits and interviews will be conducted to determine what security changes were made to the school sites, how many students were referred to and received additional interventions and/or treatment services, and how many teachers, parents and students received violence threat assessment training. The Oklahoma Threat Assessment Training was created in partnership with Oklahoma Central University and in collaboration with the Salem Keizer Student Threat Assessment program, which assisted with the development of a curriculum on Student Threat Assessment protocols specific to Oklahoma, taking into consideration Oklahoma's challenges and unique needs.

Also, the districts will complete PREPaRE training to build a crisis response and preparedness team within each district using a train the trainer model.

Project RESPECT LOGIC MODEL

RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
Grant Staff Mental Health Professionals Teachers Administrators School Staff Partners Parents Institution of Higher Education (Summer Camp) Facilities (project staff offices and training space) External Evaluator	Communication/Recruitment Campaign Provider Incentives Scholarships Professional Development Trauma Informed Training MTSS Concepts Tele-Mental Health Universal Screener for All Students Students placed in Tier 2 and 3 Sessions State and Local Mental Health Advisory Committees Universal prevention programs taught in the school	# of mental health providers hired to work in target districts # of students served per year # of students who complete universal mental health screener # of teachers trained each year # of college scholarships awarded # of scholarship recipients retained/graduate # of students who receive tele-mental health assistance	Increase in trauma informed best practices among teachers by training 90% Increases in MTSS incorporation in target districts by training 100% Increase in micro-credentials on teacher certifications by 100% Improve school climate through pre/post climate surveys by 50%	Decrease by 10% office discipline referrals Decrease by 25% student bullying incidents Decrease in school violence issues by 10% Reduce special education referrals by 10%	Decrease in student chronic absenteeism by 15% Decrease in student suspensions by 10% Decrease in student suicide/attempts/ideation by 25% Decrease in student substance abuse issues by 10% Increase in high school graduation by 10% Higher diversity presence among mental health providers by 25%

d. Management Plan and Adequacy of Resources (25 points)

1. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project (10 points).

The adequacy of mechanisms for ensuring high-quality products and services will be based on the external evaluation conducted by Oklahoma State University. OSU will collect all data for the project with assistance from the grant team and districts' student information systems. The purpose of the evaluation is to identify progress in implementing program strategies, activities and achieving program outcomes. Results will be used to track progress and to inform quality improvement and program enhancement efforts. Data will be collected using existing data sources, collections through program tracking systems, surveys, interviews and document reviews. The evaluation will include both process and outcome measures and evaluation questions around the three strategies to improve student access to mental health services and receipt of services. The outline presented represents an evaluation framework for this program. If funded, the program will provide further detail regarding the information contained in this section for a final evaluation plan. OSU will engage systems for collecting, tracking, analyzing, retrieving, archiving, reporting and disseminating program participation, interventions, demographic, non-cognitive/behavioral and academic outcomes data to support continuous program improvement and gauge progress toward achieving the grant activity objectives. These systems are designed to monitor ongoing progress and to determine the efficacy of services and the extent to which leadership is operating the project with fidelity. The evaluation plan will enable management to be responsive to reporting requirements and communicate results and practices to U.S. Dept. of Education. The foundation of Project RESPECT's evaluation plan will be derived from the Context, Input, Process and Product/Impact (CIPP) Evaluation Model Checklist which is a comprehensive framework for guiding evaluations of programs, projects, personnel, products and systems. The evaluation plan

was further based on the goal of achieving a quality annual assessment ensuring that program goals and objectives are effectively met. Formative and Summative data will be collected daily, monthly, quarterly and annually depending on the objective and implementation strategy and intervention. Formative evaluation methods will be used in assessing needs and evaluating program services, allowing for examination of project implementation and improvement in needed areas. Formative evaluation will be conducted with open-ended discussions to seek solutions to ongoing needs and improve program plans. Summative evaluation methods will examine and report the degree to which all of the goals and objectives have been met through analysis and application of the data. In the first two months of the project, each district will begin its evaluation by completing the School Health Assessment and Performance Evaluation System to help them measure the quality of school mental health services. This free, online instrument will help each district to map their mental health services and supports and assess system quality using national performance standards.

Table 2. Objective Performance Measures			
Objective	Data Source	Data Collection Frequency	Method of Data Analysis
Objective 1.1: To increase the number of school mental health providers working full-time in a school district in the designated service area by 14 providers by the end of Year Two.	HR Records	Each month throughout project	Data analysis on communication activities; number of applicants
Objective 1.2: To retain at minimum of 75% each year of the mental health providers working in each of the 14 districts	HR Records	Each month throughout project	Data analysis on communication activities; number of applicants

Objective	Data Source	Data Collection Frequency	Method of Data Analysis
Objective 1.3: A minimum of 30% of the target mental health providers hired will represent a diverse population of the communities served	HR Records	Each month throughout project	Data analysis on communication activities; number of applicants
Objective 1.4: A maximum of 222 3-hour college courses will be paid to teachers, college students, and community members in the service area who will seek an advanced degree in a mental health field of study.	University enrollment and bursar records; attendance data	Quarterly throughout the project	Course surveys; completion data; retention data; college persistence data
Objective 2.1: 80% of students enrolled in the participating districts will complete two mental health screeners per year beginning in August 2023	Screener data outcomes; # screened	August and May of each year beginning in August 2023	Screening results; # of students placed in tiered services
Objective 2.2: 50% of students receiving Tier 2 or 3 interventions will demonstrate a positive response to the intervention within one year of receiving services	Provider observation, notes; participation data	Monthly throughout the project	Screening results; # of students placed in services; # of services completed; # of students receiving tele-mental health services
Objective 3.1: 70% of teachers and mental health providers within the 14 districts will complete a minimum of 15 hours of professional development in school-based mental health each year.	Sign in sheets, agendas, and evaluation surveys.	Monthly throughout the project	Evaluation surveys; teacher feedback; hours completed; micro-credentials received

Data Management: The external evaluator will track data by using the Project Accomplishments Database that has been developed by OSU. This tracking method is a secure, web-based data collection and reporting application allowing each district the ability to track all key capacity building activities (e.g. Training delivered, Partnerships developed, etc.), programs and services. Program staff will enter data and receive reports at any time, thereby providing real-time information related to grant goals and objectives. Data will be protected following FERPA guidelines with all grant staff and external evaluation team completing FERPA training. Data will be stored on a secure online website with user ID and password protection policies in place. Hard copy data will be stored in locked file cabinets with user logs completed prior to review. Data analysis will be completed by the Evaluation Team at least monthly or as otherwise noted in Table 3. Data will be shared with grant staff at least quarterly and shared with Advisory Boards, stakeholders and Department of Education a minimum of twice per year.

Performance Assessment: The evaluator will be responsible for completing the performance assessments each program year based on the program's performance measures set for this grant as indicated in the project objectives. Data will be analyzed a minimum of every quarter. Periodic adjustments will be made to the project based on data results led by the Project Director and Project Manager.

2. The relevance and demonstrated commitment of each partner in the project to the implementation and success of the project (5 points).

As described on Page 1 of this application, there are fourteen districts who make up all of the districts in Pottawatomie County who will serve as the target service area for Project RESPECT. These 14 school districts will provide the office space for their mental health provider, basic

office supplies, phone service, and internet. In addition to the 14 districts, the following partners have provided a Letter of Partnership and will provide additional quality services to this project.

Table 3. Program Partners	
Agency	Project Services
Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS)	<ul style="list-style-type: none"> • Training for teachers including Good Behavior Games and Youth Mental Health First Aid • Assistance with recruitment of mental health providers for the service area • Assistance with communication to encourage students to participate in scholarship program
Oklahoma State University	<ul style="list-style-type: none"> • Serve as the evaluator for the project • Training for teachers in building an MTSS model school/district • Data training using student behavior data • Access to an online discipline data tool • Assistance in the development of online mental health courses and the development of a one hour course in mental health for education degree majors
Avedis Foundation	<ul style="list-style-type: none"> • Provide matching funds to provide seven (7) mental health professionals in the target districts • Provide service area professional development in mental health and health

	<ul style="list-style-type: none"> • Assistance with communicating the project in the county to recruit possible cohort members to join
<p>Tribal Nations <i>(With only a 29 day application window, no tribal entities could secure a Letter of Commitment through their tribal leadership but we have a verbal commitment from 3 agencies).</i></p>	<ul style="list-style-type: none"> • Assist with the summer student mental health camp by serving as the lead agency • Collaborate and make arrangements with a local college or university to secure overnight space for campers • Collaborate with Avedis and OSDE to build the mental health camp curriculum • Collaborate with tribe and elders to ensure cultural input into the design of the camp curriculum

In addition to the above services, all of these partners, including all 14 school districts, have agreed to sit on a statewide Mental Health State Advisory Board for the next five years to ensure that the policies and practices implemented in the target county will be expanded to other districts and counties in the state to ensure sustainability of project activities and efforts. *See the Appendix of this application for Letters of Partnership and Commitment to this project.*

3. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support (5 points).

Project RESPECT has built a detailed sustainability plan to ensure the potential for continued support of the project upon completion of Federal grant funds.

Build Local Capacity: The Avedis Foundation will host an annual capacity-building training for districts to participate in with the OSDE grant writer serving as the trainer. These workshops will help build districts' capacity to obtain additional grant funding to sustain RESPECT activities through two-day grant writing trainings for teachers and administrators. Trainings will be held in a centralized location, and participants will leave with a completed grant application to submit for sustainability purposes. Every participant will be required to submit a grant within six months of each training event.

Institutionalize a Multi-Tiered System of Support in each district: Each target district will create and continue using an MTSS school model using the Oklahoma Trauma-Informed Schools Framework created by OSDE Office of Student Support. To do this, each district will:

- ✓ Learn the effects of trauma in the school;
- ✓ Learn the impact of Adverse Childhood Experiences and Trauma on behavior and development;
- ✓ Build a trauma-informed school system where members of the school community actively apply principles and practices of trauma-informed care through a comprehensive multi-tiered approach;
- ✓ Involve leaders at all levels in establishing policies, programs, practices, and ensuring education equity;
- ✓ Maintain sufficient financial and human resources for this mission; and
- ✓ Assess policy, programs, and practices regularly to determine their effectiveness.

Collaborate with Local Partners: Project RESPECT and each target district will add partners and secure matching funds each year to build local capacity to support the grant efforts. A local Advisory Board will meet annually, ensuring all partners are up-to-date on the project. During

these annual meetings, Project RESPECT will build a role for community partners and agencies in developing sustainability in each target district.

Document and Evaluate Outputs and Outcomes as Marketing Tools: OSDE’s Communication Office will produce data and reports based on evaluation outcomes and outputs that can be used as outreach tools to explain the program’s mission and successes to garner further support for program elements.

Work on Legislative Policies to Support School-Based Mental Health: One of the key roles of the OSDE will be to bring attention to Oklahoma legislatures about the importance and impact of Project RESPECT to continue the services within the target community and expand services that are found in this project throughout the state through state line-item funding approved by state legislators.

Participating Districts Will Utilize Other Federal Funds to Sustain Positions: Each of the participating districts have expressed their intent to utilize Title funds in subsequent years after the grant ends to ensure sustainability of the mental health providers.

4. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project (5 points).

Project RESPECT evaluation components will target individual students, schools, districts, and the practices and policies of the state in supporting full-service community schools. Therefore, a comprehensive plan to provide performance feedback and permit periodic adjustments will be critical to the success of the project. An annual summative evaluation plan will be completed by the external evaluator that will include a project focus group consisting of a minimum of 100 Project RESPECT teachers, parents, and students. This focus group, selected at random for participation, will be asked the following questions to guide periodic program adjustments: 1) How

well are students and parents participating in Project RESPECT activities; 2) To what extent are data systems used to identify students at risk of academic failure; and 3) to what extent are Project RESPECT strategies implemented with fidelity in each district? The next level of performance feedback will be conducted on an annual basis by project staff and the external evaluator who will take a more granular look at student and district data to answer the following questions: 1) How have the activities affected student outcomes and school-level performance indicators in participating districts. Next, periodic assessments will focus on the broader impact of the program initiatives on district and state-wide policies and practices for providing to expand mental health providers in public schools. This will take place on a bi-annual basis and will be led by the OSDE Project Director and project staff with reporting to the various state and local Advisory Boards. The following question will guide this phase: 1) To what extent has a sustainable implementation infrastructure for the scaling up and dissemination of the model?

S184H220021 - 22A
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Oklahoma State Department of Education
2500 N. Lincoln Blvd
Oklahoma City, OK 73105

S184H220021 - 22A

Joy Hofmeister
Oklahoma State Department of Education
2500 N. Lincoln Blvd
Oklahoma City, OK 73105



**US Department of Education
Washington, D.C. 20202**

S184H220021 - 22A

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Oklahoma State Department of Education 2500 N. Lincoln Blvd Oklahoma City, OK 73105	2	AWARD INFORMATION PR/AWARD NUMBER S184H220021 - 22A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Discretionary (Research and Development)																			
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Elizabeth Suddath (405) 212-7545 Elizabeth.suddath@sde.ok.gov EDUCATION PROGRAM CONTACT Amy J Banks (202) 453-6704 amy.banks@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 obsed@servicenowservices.com	4	PROJECT TITLE 84.184H Project RESPECT																			
5	KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Elizabeth Suddath</td> <td>Project Director</td> <td>0 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Elizabeth Suddath	Project Director	0 %													
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6	AWARD PERIODS <table border="0"> <tr> <td>BUDGET PERIOD</td> <td>01/01/2023 - 12/31/2023</td> </tr> <tr> <td>PERFORMANCE PERIOD</td> <td>01/01/2023 - 12/31/2027</td> </tr> </table> FUTURE BUDGET PERIODS <table border="0"> <thead> <tr> <th><u>BUDGET PERIOD</u></th> <th><u>DATE</u></th> <th><u>AMOUNT</u></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>01/01/2024 - 12/31/2024</td> <td>\$1,921,205.00</td> </tr> <tr> <td>3</td> <td>01/01/2025 - 12/31/2025</td> <td>\$1,921,205.00</td> </tr> <tr> <td>4</td> <td>01/01/2026 - 12/31/2026</td> <td>\$1,888,448.00</td> </tr> <tr> <td>5</td> <td>01/01/2027 - 12/31/2027</td> <td>\$1,816,398.00</td> </tr> </tbody> </table>			BUDGET PERIOD	01/01/2023 - 12/31/2023	PERFORMANCE PERIOD	01/01/2023 - 12/31/2027	<u>BUDGET PERIOD</u>	<u>DATE</u>	<u>AMOUNT</u>	2	01/01/2024 - 12/31/2024	\$1,921,205.00	3	01/01/2025 - 12/31/2025	\$1,921,205.00	4	01/01/2026 - 12/31/2026	\$1,888,448.00	5	01/01/2027 - 12/31/2027	\$1,816,398.00
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7	AUTHORIZED FUNDING <table border="0"> <tr> <td>THIS ACTION</td> <td>\$376,450.00</td> </tr> <tr> <td>BUDGET PERIOD</td> <td>\$2,259,588.00</td> </tr> <tr> <td>PERFORMANCE PERIOD</td> <td>\$2,259,588.00</td> </tr> </table>			THIS ACTION	\$376,450.00	BUDGET PERIOD	\$2,259,588.00	PERFORMANCE PERIOD	\$2,259,588.00													
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9	LEGISLATIVE AND FISCAL DATA <table border="0"> <tr> <td>AUTHORITY:</td> <td>PL 4631 TITLE IV ESEA</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES - NATIONAL PROGRAMS</td> </tr> <tr> <td>CFDA/SUBPROGRAM NO:</td> <td>84.184H</td> </tr> </table>			AUTHORITY:	PL 4631 TITLE IV ESEA	PROGRAM TITLE:	SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES - NATIONAL PROGRAMS	CFDA/SUBPROGRAM NO:	84.184H													
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**US Department of Education
Washington, D.C. 20202**

S184H220021 - 22A

GRANT AWARD NOTIFICATION

	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	
	0203M	2022	2023	ES000000	B	GNE	SMH	184	4101C	\$376,450.00	
10	PR/AWARD NUMBER:			S184H220021 - 22A							
	RECIPIENT NAME:			Oklahoma State Department of Education							
	GRANTEE NAME:			EDUCATION, OKLAHOMA DEPARTMENT OF 2500 N LINCOLN BLVD RM 112, OKLAHOMA CITY, OK 73105 - 4503							
	PROGRAM INDIRECT COST TYPE:			Training							
	PROJECT INDIRECT COST RATE:										
	TERMS AND CONDITIONS										
	(1) THIS ACTION INCREASES THE AMOUNT OF FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD AND PERFORMANCE PERIOD AS SHOWN IN BLOCK 7.										
	(2) These supplemental funds are a portion of Year 2 funds to be used in Year 2 after the Year 1 annual report is approved.										
							_____			_____	
							AUTHORIZING OFFICIAL			DATE	

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

- 1. RECIPIENT NAME** - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.
- 2. AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK.
- 3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
- 5.* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
- 6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
- 7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
- 8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

UEI/SSN - The UEI, issued in SAM.gov, is a unique 12 character organization identifier assigned to each recipient for payment purposes. The SSN, issued by the Social Security Administration to individuals, is a nine character identifier for individuals. The Department assigns the SSN as an identifier to individuals who are recipients of Federal financial assistance for payment purposes.

***REGULATIONS** - Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER** - The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME** - The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the UEI registered in SAM under the name and address appearing in this field. This name, address and the associated UEI is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE** - The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE** - The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.