

# Bidders Meeting

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***The information (verbal and written) provided in this presentation is not exhaustive, rather it provides an overview of relevant information to assist in the completion of the grant application. A successful application should address all of the requirements as indicated in the Primary Mental Health Program Request for Proposals (2016-18) which contains more detailed information.***

## ***Mandated State Grant***

### **A primary mental health program (Sec. 10-76t - 76w)**

- ✦ Establish a **school-based program**
- ✦ Provides **early detection** and **screening** for the **prevention of emotional, behavioral and learning** concerns
- ✦ Provides services to **students** primarily in **grades K-3**.
- ✦ Requires an **annual application** process

## ***State Grant- Statute, con'd***

### **Considerations in determining grant recipients pursuant to sections 10-76v – 10-76x:**

- ✦ Availability of **professional, paraprofessional and other program staff** with background and experience in **early intervention**
- ✦ Availability of **space** to accommodate the program in an elementary school building
- ✦ Demonstration of strong **support by administrative personnel, teaching staff, pupil personnel staff** and local community mental health centers
- ✦ Reasonable **evidence of future stability** of the program and its personnel

## Primary Project- An Evidence-Based Program

- ✦ **SAMHSA National Registry of Evidence-Based Programs (NREPP)**
- ✦ Report of the **Surgeon General Report** (One of five exemplary prevention programs in the nation in Mental Health (December 1999))
- ✦ **Safe & Drug Free Schools** (U.S. Dept. of Education)
- ✦ **Cost-Effective** (under \$400.00 a year per child)
- ✦ **Highly valued** by students, parents, and school staff for over 35 years in CT



## *Target Population*

### **Primary Mental Health Program (PMHP)**

- ✦ Servicing students (***primarily K-3***) who are experiencing minor (to moderate) adjustment problems
- ✦ **Reduce social, emotional and school adjustment difficulties**
- ✦ Seeks to **enhance learning and adjustment** skills

# **Best Candidates for PMHP**

- ✦ **Mild – Moderate Behavioral concerns**
- ✦ **School Adjustment** issues impacting Learning
- ✦ **Shy & Withdrawn**
- ✦ **Anxious**
- ✦ **Low Self-Esteem**



## *Continuum of Services*

**Children with serious  
emotional and behavioral  
challenges**

**1-7%**

**Students with mild to  
moderate social-emotional  
or behavior problems**

**5-15%**

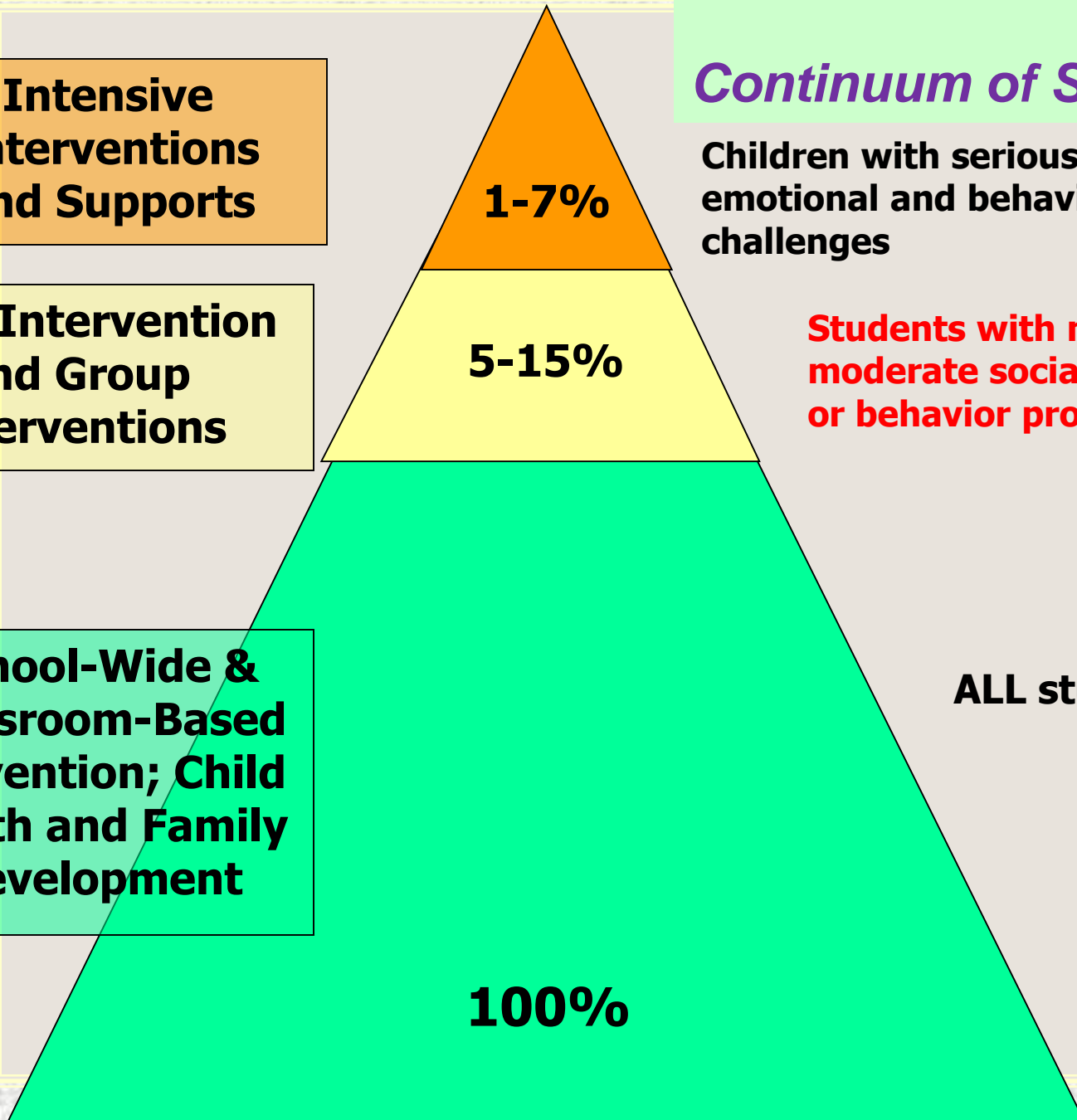
**ALL students**

**100%**

**Intensive  
Interventions  
and Supports**

**Early Intervention  
and Group  
Interventions**

**School-Wide &  
Classroom-Based  
Prevention; Child  
Youth and Family  
Development**



## ***How are Students Selected?***

All students are **screened (4-6 weeks) after school starts** for adjustment difficulties using **formal** and **informal** means:

### **Behavior Rating Scales, such as**

AML Rating Scale (**AML-R**) (teacher completed, screener)

Teacher- Child Rating Scale (**TCRS**) (administered Pre & Post)

Referral by:

Teachers

Other School Staff

Parent(s)



*What Type of Intervention is Used?*

**Psychoanalytic Play Therapy**

**Cognitive Behavioral Play Therapy**

**Gestalt Play Therapy**

**Child-Centered Play Therapy**

**Child Developmental Play Therapy**

**Adlerian Play Therapy**

# Child Centered Approach

Promotes the right and freedom of the child to:

- ✦ Choose
- ✦ Connect
- ✦ Communicate
- ✦ Experience
- ✦ Think
- ✦ Explore
- ✦ Question



# Child Associates

- ✧ Facilitate child-led activities
- ✧ Establish a warm, friendly relationship with good rapport
- ✧ Meet with child on a weekly basis
- ✧ Provide environment for free expression without fear of reprisal





# Mental Health Supervisors

- ✦ Provide child associate with **1 hour (minimum) direct weekly supervision**
- ✦ Adhere to all requirements of **data collection** for state-level evaluation (COMET data collection system)
- ✦ Establish **specific goals** based on student needs
- ✦ **Monitor student progress** through parent/teacher conferences
- ✦ Ensure plan to promote **strong parent involvement**, which includes:
  1. *Signed permission for student participation*
  2. *Participation in progress and termination conference*
  3. *Opportunities to learn about child's developmental needs & to enhance parenting skills*



## ***State Grant- Statute, con'd***

### **Duties of Mental Health Professionals:**

- ✦ **Supervise the acceptance of children** into the program
- ✦ **Select, train and supervise paraprofessionals** and community volunteers in program implementation
- ✦ **Ensure parental consent** has been **obtained** before a child's acceptance into an early detection and prevention program
- ✦ Consider school and community **resources** to serve **children not accepted for direct service.**

## ***State Grant- Statute, con'd***

### **The Department will:**

- ✦ **Coordinate** and **provide oversight** to grantees implementation of program via site visits and communication with district staff
- ✦ Communicate with **PMHP Contact Persons** (one per program)
- ✦ Provide (in conjunction with other agencies as needed) **training and technical support** to grantees in early detection, intervention techniques, screening, staffing, program management and evaluation (method contingent upon available funds)
- ✦ Identify specific **goals** and **objectives** for the program
- ✦ Specify **measures to assess** attainment of goals and objectives, and evaluate the effectiveness of the programs funded
- ✦ **Report results** of program implementation to the **Commissioner of Education**

## *Minimum Program Components*

**Program minimum requirements include but are not limited to:**

- ☐ Solid support among a school's administrative, instructional and pupil services staff
- ☐ For **continuing districts**, the implementation of a **CMHC** (enhancing program support and stability through opportunities for improving pro-social behavior, school adjustment, early detection and/or screening and family support for education) or expansion to an additional school
- ☐ Adequate and conducive **playroom space**
- ☐ Employment of a **child associate(s)** (CA) — a caring, responsible person with proven ability to relate well to children and provide direct services to children, as described in the following section

## *Minimum Program Components , con'd*

- ❑ Availability of one or more school **mental health professionals**, (e.g., school psychologist, school social worker, school counselor), to provide CA with a **minimum of one hour of direct supervision per week** at a designated time and consultation on an "as needed" basis
- ❑ **Commitment to staff development** for the **CAs** and **mental health professionals** through the provision of state and **district** level training
- ❑ Systematic **screening to identify children** who could benefit from services using the AML-R (a standardized behavior rating scale) or comparable measure as deemed appropriate by the CSDE



## *Minimum Program Components, con'd*

- ❑ Establishing **specific goals for individual children**, which evolve from the areas in which the child is perceived to have difficulties
- ❑ Provision of **individual** (and group sessions as appropriate) that focus on child-centered play and promote social development, improved self-concept and adjustment
- ❑ **Evaluation** of student outcomes through the use of data collection measures identified by the CSDE
- ❑ Timely submission of **four program updates** (two per semester) and an end-of-year **Annual Report** following the formats provided by the CSDE

## *Minimum Program Components, con'd*

- ❑ **Monitoring of student progress** towards goal achievement through informal parent/teacher conferences and formal progress and termination conferences
- ❑ **Signed permission** for student participation; parent and/or legal guardian(s) participation in **progress** and **termination conferences**; and in program activities and evaluation
- ❑ **Coordination** (as appropriate) of **services** for and **referral** of children to community agencies providing child and family services
- ❑ **Linkages** with other school-based prevention and early intervention **programs** and **supports**

## *Minimum Program Components*

- ❑ Reasonable **evidence of future stability**
- ❑ **Secure necessary signed releases/permission** from the parents and/or legal guardians of student participants to **allow the CSDE program manager and/or CSDE designee to observe a student or students engaged in Primary Project** activities/sessions during site visits
- ❑ **Secure necessary signed releases/permission** from the parents and/or legal guardian(s) of student participants to allow the CSDE program manager to have **access to all Primary Project pre- and post-measure data** (electronic and hardcopy formats) gathered and maintained via the COMET data collection and management system

## ***Submitting a Grant Application***

- ✦ **Competitive Grant** (rather than an entitlement)
- ✦ **Due Date:** June 16, 2016, 4:00 p.m.
- ✦ **Maximum Award:** \$20,000



# *Types of Grant Applicants*

## ***New Applicants***

**Definition:** Applicant has never before been awarded PMHP grant

- ✦ Maximum grant award: **\$20,000**
- ✦ Must submit a **complete/full proposal**
- ✦ **Bonus** of 5 Points

## ***Continuing Districts***

**Definition:** An applicant that has **previously received a PMHP grant**

- ✦ Maximum grant award: **\$20,000**
- ✦ Contribute: **\$5000**
- ✦ **Expand** to additional school(s) or implement/ continue Complimentary Mental Health Program (**CMHC**)
- ✦ Provide **School-based mental health professionals as in-kind contribution**
- ✦ Submit a **complete/full** application **every other year**
- ✦ Submit a **streamlined alternate years**

## ***Helpful Hints***

### ***Instructions***

- Follow instructions carefully
- Maximize bonus points
- Complete budget form(s) accurately
- Address Program Objectives
- Intended outcomes, not activities

### ***Model***

- Stay true to the model
- Child-led play, not social skills curriculum
- Minimum of 12- weeks direct service
- CA is appropriately utilized (not classroom or school aide)
- Individual sessions to establish rapport, relationship with student  
(May transition to group sessions, based on needs of child)

## ***Review Your Application***

### Appendix G: Proposal Evaluation (page 22)

- Complete (?) See checklist (page 23)
- Scoring criteria (pages 24-28)

## ***Scoring Criteria***

I. Program Foundation	10 pts.
II. Primary Project: Description & Implementation <i>(Note: If a Continuing District, points have been divided in ½ and rounded up for a maximum of 25 pts.)</i>	50 pts.
III. Complementary Mental Health Component or PMHP Program Expansion <i>(This section is for Continuing Districts only)</i>	25 pts.
IV. Additional Points <i>(If a Continuing District, maximum of 20 pts.)</i>	25 pts.



## ***Continuing Districts***

- Complete both Budget Forms C & F
- Budget Form F is *Critical*, it allows delineation of:
  - **State Funds** (Primary Project & CMHC)
    - a *maximum* of 20% of state funds may be designated for the Complementary Mental Health Component
  - **Local Contribution** (Primary Project & CMHC)
    - \$5,000
- State Funds requested on the **Abstract Page** (Appendix B) and the **Budget Form(s)** should be the same amount

## ***Additional Points***

- Infrastructure (up to 5 pts.): support programs, early intervention, linked
- Sustainability (5 pts.): record and/or intentions (i.e. school board)
- First Time Applicant (5 pts.): never before awarded a PMHP grant
- Priority School District (5 pts.)- see CSDE list
- Alliance District (5 Pts.)- see CSDE list



## ***Other Application Requirements***

- Board Approval
- Statement of Assurances
- Original + 4 copies (not faxed)
- Cover page:
  - Include email address of knowledgeable contact person during application process and during the grant implementation period (if selected as a grantee)
  - Date of first year of being selected to receive a PMHP grant (for Continuing districts)

# *Priority School Districts, 2016-17*

✦ Bridgeport

✦ Danbury

✦ Derby

✦ East Hartford

✦ Hartford

✦ Meriden

✦ New Britain

✦ New Haven

✦ New London

✦ Norwalk

✦ Norwich

✦ Stamford

✦ Waterbury

✦ Windham

# *Alliance School Districts, 2016-17*

✦ Ansonia	✦ Killingly	✦ Putnam
✦ Bloomfield	✦ Manchester	✦ Stamford
✦ Bridgeport	✦ Meriden	✦ Vernon
✦ Bristol	✦ Middletown	✦ Waterbury
✦ Danbury	✦ Naugatuck	✦ West Haven
✦ Derby	✦ New Britain	✦ Winchester
✦ East Hartford	✦ New Haven	✦ Windham
✦ East Haven	✦ New London	✦ Windsor
✦ East Windsor	✦ Norwalk	✦ Windsor Locks
✦ Hamden	✦ Norwich	
✦ Hartford		



# *Questions*

