



MEADOWS  
MENTAL HEALTH  
POLICY INSTITUTE

# Resource Allocation to Support Well-Being in Public Schools

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Jen Esterline, Melissa True, & Edna Henderson, MMHPI

# Today's Speakers



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Texas Association of School  
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*Chief Policy Officer  
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**Edna Henderson, LCSW**

*Director for Youth and Family  
Mental Health  
Meadows Mental Health  
Policy Institute*

# Why are we all here?



- Student mental health was a concern before the pandemic and has only gotten worse. Mental health affects everything:
  - Overall well being
  - Academic outcomes
  - Classroom behavior
  - Attendance
- Teacher morale and staff mental health continues to suffer. Only 58% of Texas teachers rate mental health and emotional well-being positively in relation to their work.
- Schools have competing priorities and limited funds.

# Why are YOU here?



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How have these trends impacted schools in your district?

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Take a few minutes to describe specific behaviors you see in your district that may be related to mental health struggles.

# A Closer Look At The Cost Of Absenteeism

## ▪ Educational Cost

- When a student misses 10 days of school each year, they lose roughly 6.5 months of educational time over the course of their public school career.
- Chronic absenteeism
  - Impacts reading in the early grades
  - Is associated with reduced academic achievement
  - Makes it harder for teachers to create a coherent sequence of instructional engagements

## ▪ Financial Cost

- Each student absence costs roughly \$45 per day in Foundation School Program funding, depending on the district and the program participation of the student.
- Staff absenteeism increases costs for substitute teachers or overtime.



# How much difference does a day make?

- What if, on a campus of 750 students, each student came to school one more day of each year?

$$\text{\$ 45 / day} \times 750 \text{ students} = \text{\$ 33,750 / year}$$

- For some districts, this is significant; for others, it is not. Either way, the benefits of student attendance go beyond the money.

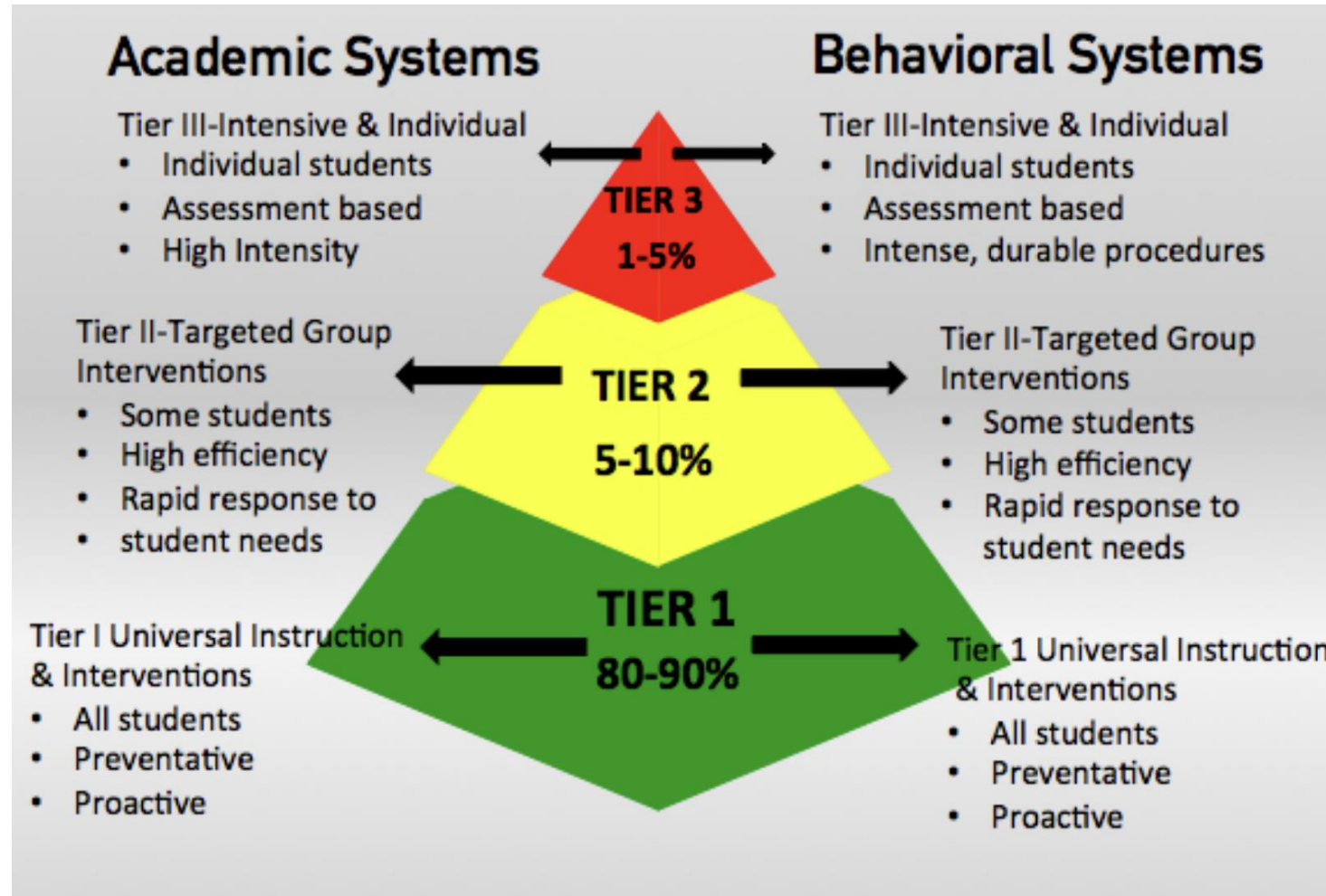


# Multi-Tiered System of Supports (MTSS)

Testing –  
Dyslexia  
Intervention

Reading  
Intervention

Wrng  
strategy



Long term  
counseling

Conflict  
Resolution  
Group

Guidance  
Lesson:  
Conflict &  
Bullying

South Carolina Department of Education, Office of Special Education Services. Created in 2018. Adapted from: OSEP Technical Assistance Center (2018). Multi-Tiered System of Support (MTSS) & PBIS Model.

# Tier 1 Evidence-Based Practices (EBPs)

- Professional Development
- Schoolwide Positive Behavior Support
- Social-Emotional Learning
- Grief and Trauma – Informed Practices
- Universal Screening
- Referral Pathways
- Character Education
- School Climate Improvement
- Culturally Responsive Systems
- Restorative Practices



# Tier 2 Evidence-Based Practices (EBPs)

- Low-Intensity Classroom Supports
- Brief Individualized Interventions
- Meaningful Work Assignments
- Support Groups
- Intervention Groups
- Skill-Building Groups
- Referrals for Additional Support
- Therapy Referrals



# Tier 3 Evidence-Based Practices (EBPs)

- Individual Therapeutic Interventions
- Parent/Caregiver Engagement
- Crisis and Safety Plans
- Community Referrals
- Reentry Plans
- Case Coordination
- Functional Behavior Assessments (FBA)
- Wraparound Services



# How Does This Look in Your District?

Tier 1 Activity	Funding Source (N/A if you haven't located funds)	Tier 2 Activity	Funding Source (N/A if you haven't located funds)	Tier 3 Activity	Funding Source (N/A if you haven't located funds)

What activities are needed in your district that are not yet funded?



# Where do we go from here?



- Creative funding
- State funds
- State & federal grants
- Community support & partnerships
- District approval
- Program evaluation



# Creative Funding



# Get Creative with Funding

Consider all Possibilities

- No mental health allotment in Texas. What have other districts done?

Funding Source	Number of Districts Reporting Use	The proportion of Districts Reporting Use (N=714)	Funding Source	Number of Districts Reporting Use	The proportion of Districts Reporting Use (N=714)
ESSER	525	73.5%	Medicaid/ SHARS	140	19.6%
Local Funds	384	53.8%	Non-Financial Agreement	125	17.5%
Title I	343	48.0%	Title III	89	12.5%
Foundation School	323	45.2%	Philanthropy	69	9.7%
State Compensatory Education	300	42.0%	Other	55	7.7%
McKinney Vento	182	25.5%	Title IVB	23	3.2%
Title IVA	179	25.1%	Private Pay / Insurance	22	3.1%
School Safety Allotment	141	19.7%	VOCA	11	1.5%

Source: Collaborative Task Force for Public School Mental Health, District Survey results, 2022

# Did your district use ESSER dollars to support mental health?



✓ Yes

✗ No



# Remember: Funding Can Change

- State and local funding can change. Some sources may expire (like ESSER) or be eliminated. New allotments or sources may be implemented.
- Legal requirements for different funding sources may change.
- We are talking about funding sources and requirements in place today. Always check for current available funding and requirements.



# Get Creative with Funding

## Braiding & Blending



- *Braiding*: Coordinating funds from different sources for a single purpose; each fund retains its identity and requirements.
- *Blending*: Combining funds into a single pot with its own requirements; each fund loses its identity.



# Get Creative with Funding

## Example of Braided Funding Sources

A district can combine multiple funding sources to support different components of its program:

- ESSER for MTSS training of campus teams
- Local and Title 2 funds for district staff support
- Philanthropic funds for systems development, coaching, consultation, and technical assistance





# Get Creative with Funding

## Important Reminders

- Each type of funding comes with requirements. Understand these in advance to avoid unwanted and unforeseen consequences.
- Prioritize wisely. Anticipate benefits and evaluate along the way to ensure benefits are being realized.



# Get Creative with Funding

## Tips for Maximizing Resources

### Identify

- All sources of funding that might be used.
- Current uses of those funds to see what might be cut or discontinued.
- Current programs doing the same thing that might be combined or replaced.
- Potential cost savings or revenue enhancements that might result from the investment



# Consider Trade-offs

In a world of scarce resources, they may be necessary.

- Sometimes, we are better at adding than subtracting, but there is a cost to retaining ineffective investments:
  - Less room in the budget for more effective ideas
  - Less staff capacity for more effective ideas
- Program leadership and district business office may not always agree on what trade-offs should be made.

# Trade-offs: What would you add?



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List some things you wish your district would do if it had the resources. Your answer does not have to involve mental health.

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# Trade-offs: What would you subtract?



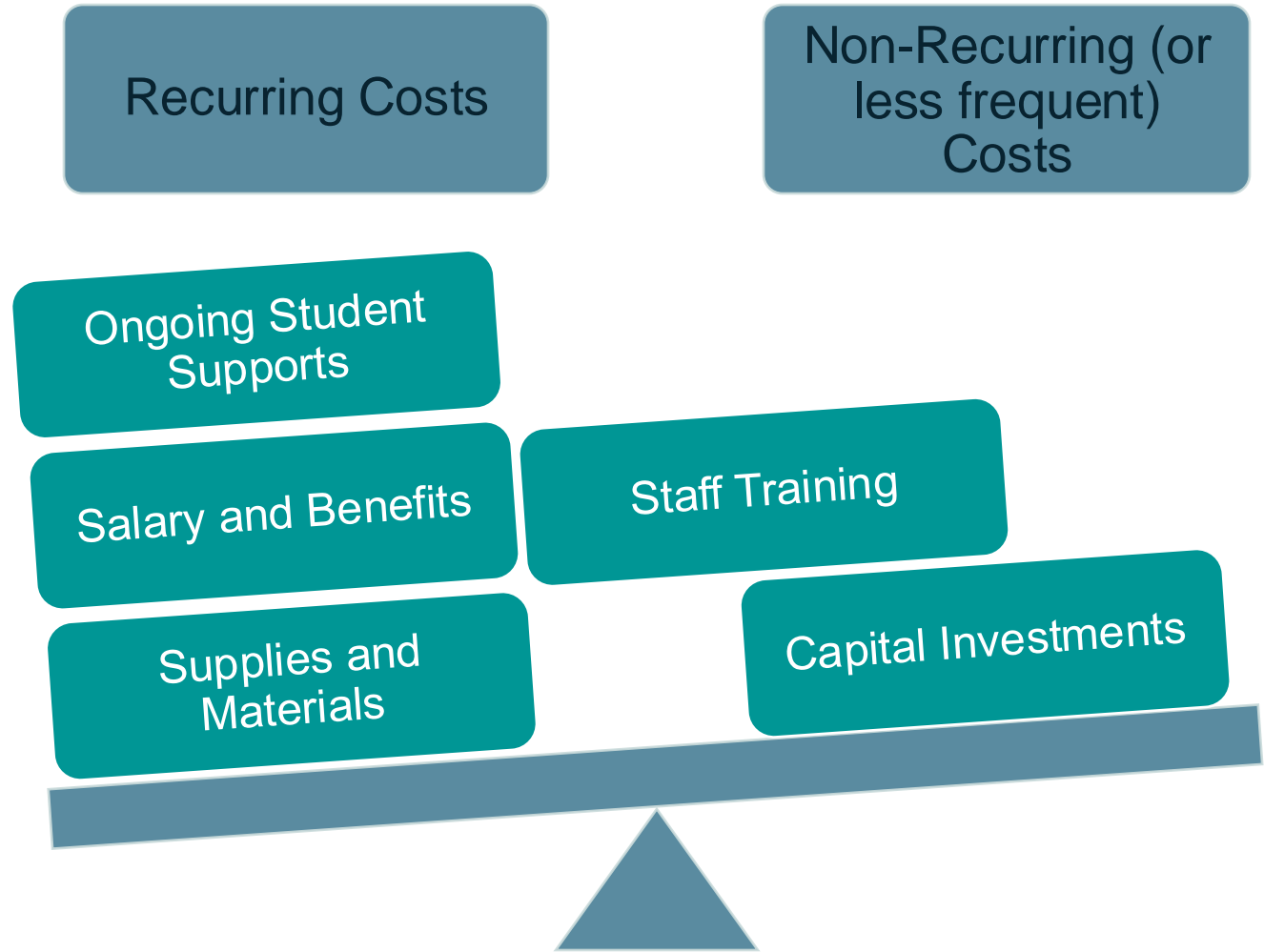
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List some things your district does currently that may no longer be necessary or appropriate.

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# Recurring v. Non-Recurring Costs

Some investments carry long-term payoffs. Others must be recurring to have an impact.





# State Funds



# State Funds

## Available Allotments

- Regular Program Allotment
- School Safety Allotment
- Compensatory Education Allotment\*

\*Subject to spending requirements



# Regular Program Allotment

- May be used for general educational costs for all students and is not subject to spending requirements.
- Might be used for Tier 1 interventions that are preventative or educational for all students.
- Be careful—there are many competing priorities for these dollars.



# School Safety Allotment

- May be used to provide mental health personnel and support.
- Be careful—there are many competing priorities for these dollars, too.



# Compensatory Education Allotment

## Purpose

- The purpose of the state compensatory education (SCE) allotment is to reduce disparity in performance on assessments and high school completion between educationally disadvantaged, at-risk, and all other students.
- [State Compensatory Education | Texas Education Agency](#)



# Compensatory Education Allotment

## Spending Requirements

- At least 55% of SCE funds must be used to:
  - Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between:
    - students who are educationally disadvantaged and students who are not educationally disadvantaged; and
    - students at risk of dropping out of school and all other students; or
  - Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments, and by federal regulations implementing that Act.



# Compensatory Education Allotment

## Allowable Expenses

- [FAQ - State Compensatory Education Program](#)
- Examples of allowable expenses
  - Q 57 (p. 13): Can SCE funds be used to pay the salary of a counselor?
  - Q 60 (p. 14): Can SCE funds be used to pay the salary of a school psychologist?
  - Q 72 (p. 15): Can SCE funds be used to fund a mentoring program for at-risk students?
  - Q 73 (p. 15): Can SCE Funds be used to pay the salary for a school social worker?

# Might the SCE Allotment work in your district?



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Take a few minutes to review the FAQ.

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List some interventions that you think might be eligible expenses for state compensatory education.

# HOMework



- Ask your CFO these questions:
  - How are we currently using state compensatory education dollars?
  - Does our district ever struggle to meet state spending requirements for these dollars?
  - Could these specific costs be an option for state compensatory education?
  - What safeguards would need to be implemented to ensure compliance?



# State Funds

## Reminders *Before* Using Allotments

- Discuss the proposed use with the appropriate person to determine whether there is room in the budget.
- Determine the program requirements that must be met for the proposed use to be an allowable cost.
- Determine whether any staff being paid with the funds would need to be split funded.



# State & Federal Grants



# TEA Student Supports

## Safe and Supportive Schools | Texas Education Agency

Popular Applications ASKED ECOS for Educators **Grant Opportunities** Secure Applications TEAL Login TSDS Help Desk

**TEA**  
Texas Education Agency

Search

[A-Z Index](#) [Contact](#) [Employment](#) [State Board of Education](#) **[Sign Up for Updates](#)** [TEA Correspondence](#)

[About TEA](#) [Texas Schools](#) [Academics](#) [Finance & Grants](#) [Reports & Data](#) [Student Assessment](#) [Texas Educators](#)

[Home](#) / [Texas Schools](#) / [Health, Safety, & Discipline](#)

### Safe and Supportive Schools



To ensure wellness, learning, and physical and psychological safety across the learning community, an integrated approach is essential to promote a comprehensive and aligned Safe and Supportive School Program (SSSP).

The SSSP is a systemic and coordinated multitiered support system that addresses school climate, the social

### Health, Safety, & Discipline

#### Safe and Supportive Schools

- [Fentanyl Response Communications Toolkit](#)
- [School Safety Resources](#)

#### Student Discipline

- [Child Abuse Prevention Overview](#)

#### Coordinated School Health

#### Human Trafficking

#### Physical Fitness Assessment

#### Pregnancy Related Services

#### Restorative Discipline Practices

#### SSSP Data Reporting Instrument Questions and Tool

- [SSSP Data Reporting Questions](#)
- [SSSP Data Collection Tool](#)

#### Legislation

- [School Mental Health Legislation](#)**
- [School Safety Legislation](#)



# TEA Student Supports

## Safe and Supportive Schools | Texas Education Agency

### ■ TEA Email Updates

#### Safe & Healthy Schools

- School Health and Related Services
- Health and Physical Education [i](#)
- Mental and Behavioral Health
- Safe and Supportive Schools

#### Special Student Populations

- At-Risk and Highly Mobile Student Program Division [i](#)
- Early Childhood Education [i](#)
- English Learners [i](#)
- Foster Care and Student Success [i](#)
- Gifted/Talented Education [i](#)
- Languages Other Than English [i](#)
- McKinney-Vento Homeless Education
- Mental and Behavioral Health
- Military Connected Students
- Pregnancy Programs [i](#)
- Spanish Curriculum Standards
- Special Education Updates [i](#)

# Student Supports Division Newsletter - January 2025



Subscribe to updates from Texas Education Agency

Email Address

e.g. name@example.com

Share Bulletin



Student Supports Division Newsletter - January 2025

Texas Education Agency sent this bulletin at 01/06/2025 08:00 AM CST

[View as a webpage](#)

**TEA**  
Texas Education Agency

January 2025 Student Supports Division

- A Message from the Interim Director
- Restorative Practices and Student Discipline
- Mental Health and Wellness Team
- Student Supports and Implementation Team

**In this newsletter**

**A Message from the Interim Director**



# State & Federal Grants

## Types of Grants

- *Formula Grant*: noncompetitive and based on a mathematical formula to calculate the grant entitlement for each eligible applicant.
- *Block Grant*: federal formula grant for a broadly defined purpose.
- *Discretionary Grant*: agency administering the grant has some discretion; may be competitive or noncompetitive.



# State & Federal Grants

## Grants Administered by TEA

- *State* grants are funded by the Texas legislature (ex. Communities in Schools or Safety and Facilities Enhancement (SAFE) Grants)
- *Federal* grants are funded by legislation passed by the U.S. Congress (ex. Title funds or Stronger Connections Grants)



# State & Federal Grants

## TEA's Extensive Online Resources

- [Grant Compliance and Administration | Texas Education Agency](#)
- [Grants Administration | Texas Education Agency](#)

### Helpful Topics

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The following webpages provide useful information and additional links related to TEA grants and grant processes.



#### Grant Basics

A look at the types of grants TEA administers



#### Applying for a Grant

An overview of the basic grant application process



#### Administering a Grant

An overview of post-award management, including reports and cash management



#### Grant Resources

Useful resources for preparing applications and administering grants



#### FAQs

Answers to frequently asked questions about grants



#### Expenditure Reporting

Information about recording grant expenditures and requesting payment



# State & Federal Grants

Finding Grants Administered by TEA

- Link to Grant Opportunities at the top of every TEA webpage

The screenshot shows the top navigation bar of the Texas Education Agency (TEA) website. The bar is blue with white text. On the left, there are links for 'Popular Applications', 'AskTED', 'ECOS for Educators', 'Grant Opportunities' (highlighted with a red box), 'Secure Applications', 'TEAL Login', and 'TSDS'. On the right, there is a 'Help Desk' icon. Below the navigation bar is the TEA logo (Texas Education Agency) and a search bar with the placeholder text 'Enter Keywords'. To the right of the search bar are links for 'A-Z Index', 'Contact', 'Employment', 'State Board of Education', 'Sign Up for Updates', and 'TEA Correspondence'. Below these links is a row of seven navigation buttons, each with an icon and a label: 'About TEA' (Texas map icon), 'Texas Schools' (schoolhouse icon), 'Academics' (book icon), 'Finance & Grants' (calculator icon), 'Reports & Data' (bar chart icon), 'Student Assessment' (document icon), and 'Texas Educators' (group of people icon).



# State & Federal Grants

## Finding Grants Administered by TEA

### ■ ProgramSearch



[eGrants Login \(via TEAL\)](#)

- [Universal Errata](#)
- [Grants Administration](#)
- [Guidelines, Provisions, and Assurances](#)
- [Forms for Prior Approval, Disclosure, and Justification](#)
- [Budgeting Costs Guidance Handbook](#)
- [Amending an Application](#)
- [TEA Help Desk](#)

#### TEA Grant Opportunities

This site is a central resource for all state and federal grants administered by TEA. Select an application name from the dropdown list of available grants, or use the dropdowns in the Search Options section below to locate a grant's Request for Application (RFA) and its specific program guidelines, application, due dates, and other important information. Additional resources and Universal Errata are linked in the sidebar. Please email questions about grants or grant funding to [Grants@tea.texas.gov](mailto:Grants@tea.texas.gov).

#### Available Grant Opportunities

Application Name :

#### Search Options (Select options below to search for the available grant opportunities)

Keyword(s) in Application Name :

(enclose text in quotes for exact match)

School Year :

Program/Subject Area :

Funding Type :

Application Type :

Submission Type :

#### Between Dates

Availability Date :

Due Date :

**\*\*Please note\*\*** - All dates and grant specifics are subject to change. Please monitor this website regularly for updated grant information and errata; applicants are responsible for meeting due dates and other grant requirements.

#### Search Results – Available Grant Opportunities

[Click to view grant opportunity details.](#)

View	Name of Grant Application	Availability Date	Due Date	Application Type	Submission Type
------	---------------------------	-------------------	----------	------------------	-----------------



# State & Federal Grants

## Are there any current grants for mental health?



[eGrants Login \(via TEAL\)](#)

- [Universal Errata](#)
- [Grants Administration Guidelines, Provisions, and Assurances](#)
- [Forms for Prior Approval, Disclosure, and Justification](#)
- [Budgeting Costs Guidance Handbook](#)
- [Amending an Application](#)
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#### Search Options (Select options below to search for the available grant opportunities)

Keyword(s) in Application Name  (enclose text in quotes for exact match)

School Year :

Program/Subject Area :

Funding Type :

Application Type :

Submission Type :

Between Dates  
 Availability Date :    
 Due Date :

**\*\*Please note\*\*** - All dates and grant specifics are subject to change. Please monitor this website regularly for updated grant information and errata; applicants are responsible for meeting due dates and other grant requirements.

#### Search Results – Available Grant Opportunities

[Click to view grant opportunity details.](#)

View	Name of Grant Application	Availability Date	Due Date	Application Type	Submission Type
	2024-2025 ESC Title IV Mental and Behavioral Health Training and Support Grant	12/16/2024	02/14/2025	Discretionary Non-Competitive	PDF
	2023-2026 Supplemental Special Education Services (SSES)	07/25/2023	08/24/2023	Discretionary Non-Competitive	PDF
	2023-2024 Brillante TCLAS Supplemental	04/19/2023	06/20/2023	Discretionary Non-Competitive	PDF
	2023-2024 ESC Title IV Mental and Behavioral Health Training and Support Grant	08/24/2023	10/23/2023	Discretionary Non-Competitive	PDF
	2022-2024 Supplemental Special Education Services (SSES)	08/29/2022	09/29/2022	Discretionary Non-Competitive	PDF



# Federal Grants

## General Requirements

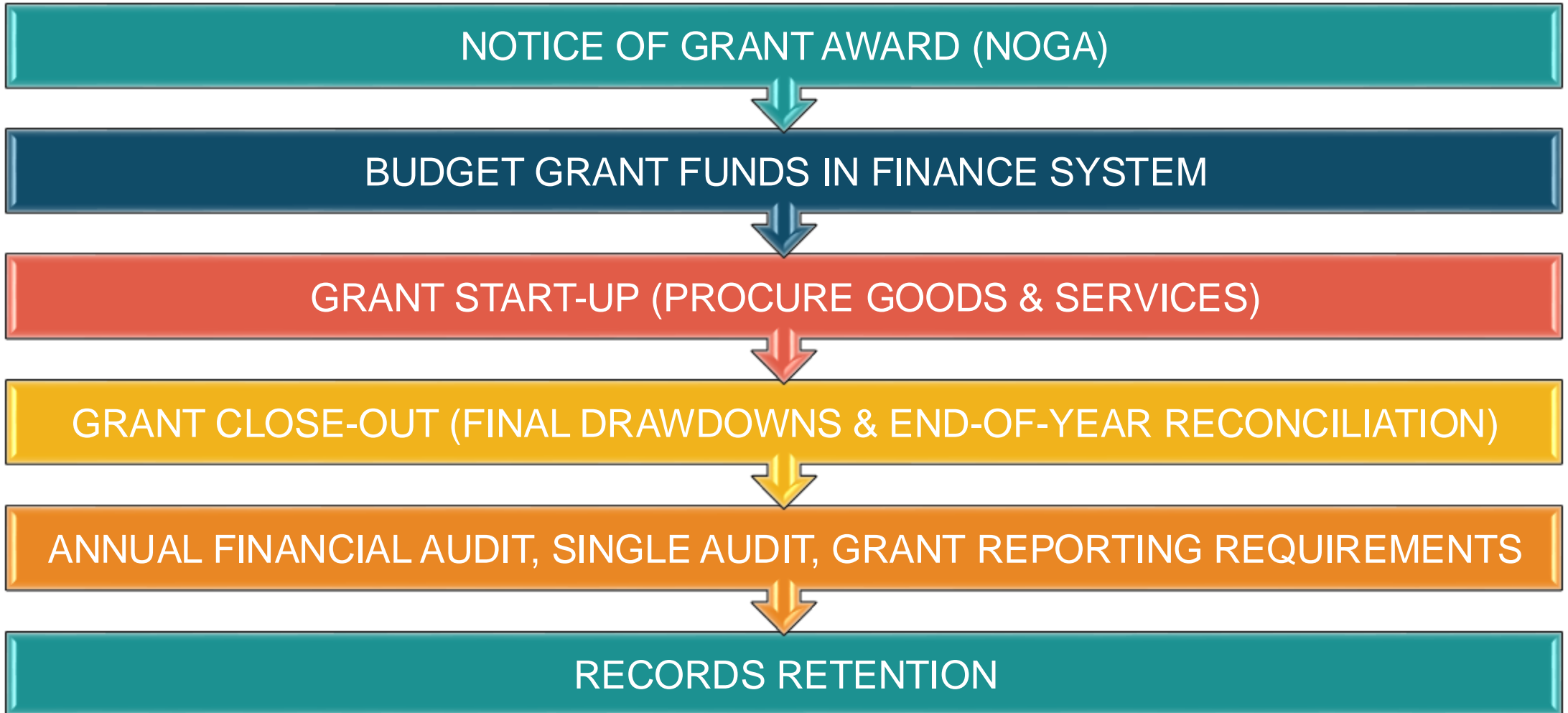
Each grant is unique and may have its own requirements, but most federal grants are subject to requirements like these:

- Compliance with rigorous procurement requirements
- Record maintenance and retention requirements
- Documentation of time and effort for personnel paid in whole or in part with federal funds
- Application amendments if certain program changes are made
- Requirements to supplement rather than supplant



# Federal Grants

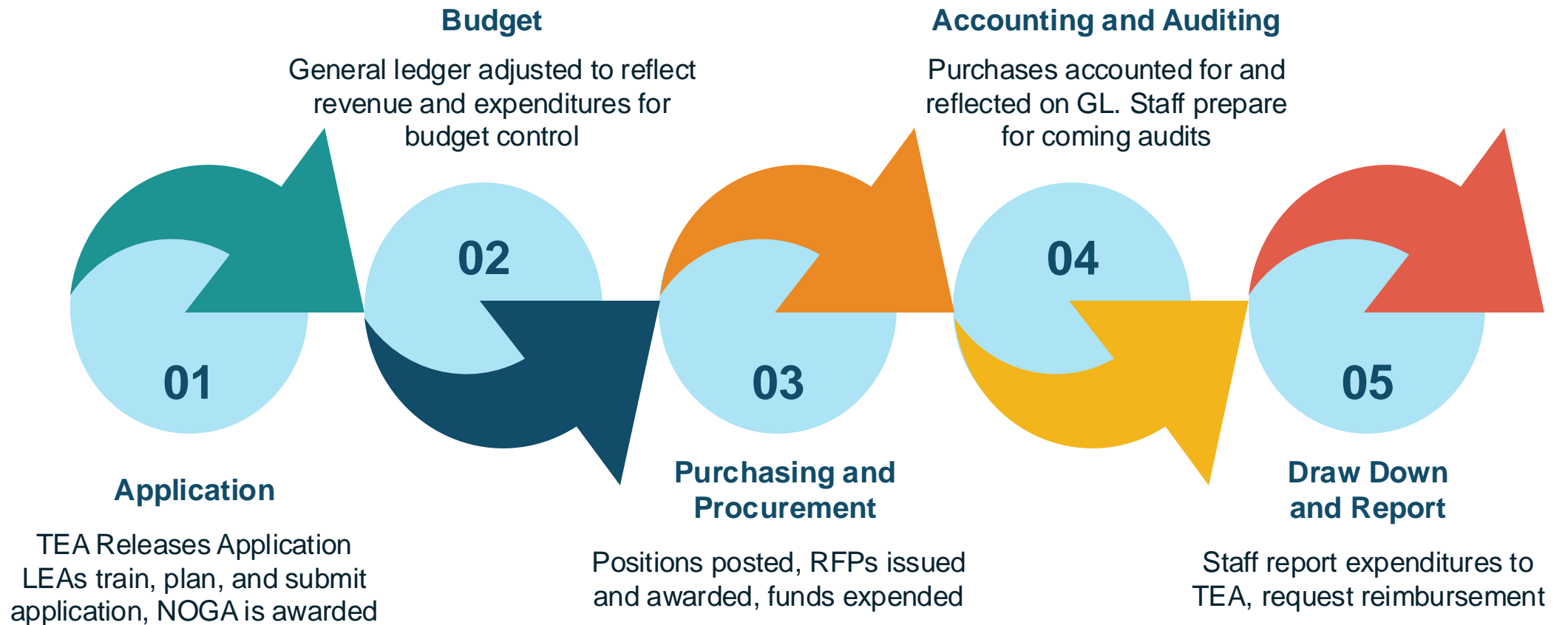
## Life Cycle of a Federal Grant





# Federal Grant Cycle

Spending federal dollars is not as easy as spending state or local dollars. A combination of state and federal rules, policies and procedures come into play.





# Federal Grants

## Title Funds—Federal Program Compliance | Texas Education Agency

Administered by TEA and authorized under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized in 2015 by the Every Student Succeeds Act (ESSA)

- Title I, Parts A, C, D (supporting education of economically disadvantaged students)
- Title II, Part A (professional development, including developing a support system for teachers and other school leaders)
- Title IV, Part A (Student Support and Academic Enrichment)
- Title V, Part B (Rural Education Initiative)
- Title VII (Impact Aid)
- McKinney-Vento (supporting education of students experiencing homelessness)



# Spotlight on Title II, Part A

## Title II, Part A — Supporting Effective Instruction | TEA

- Purpose: To increase student achievement; improve quality and number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



# Spotlight on Title II, Part A

## Title II, Part A — Supporting Effective Instruction | TEA

- Resources:
  - [Title II, Part A - Supporting Effective Instruction \(Program Guide\)](#)
  - [Title II, Part A Frequently Asked Questions Document](#)
- Examples of Allowable Costs:
  - FAQ 74 (p. 47): Counselors meet the definition of specialized instruction personnel, but they do not meet the definition of a school leader, can they still receive Title II, Part A Services?
  - FAQ 3 (p. 12): Coordinating with community examples
  - Guide (p. 22): Supporting Students Affected by Trauma and/or Mental Illness

# Might Title II work in your district?



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Take a few minutes to review the FAQ and Guide.

---

List some interventions that you think might be eligible expenses for Title II.

# HOMework



- Ask your CFO these questions:
  - How are we currently using Title II dollars?
  - Could these specific costs be an option for Title II funds?
  - What safeguards would need to be implemented to ensure compliance?



# State & Federal Grants

## Other Federal Grants

- Department of Education—[Grants for Birth to Grade 12 | U.S. Department of Education](#)
- Department of Health & Human Services—[Grants & Contracts | HHS.gov](#)
- Department of Justice—[Opportunities & Awards | Current Funding Opportunities | Office of Justice Programs](#)
- Substance Abuse and Mental Health Services Administration—[Grants Dashboard | SAMHSA](#)



# State & Federal Grants

## Finding Grants

- [Grants.gov](#)
  - [Search Grants](#)
  - [Manage Subscriptions](#)
  - [Learn Grants](#)
- [Simpler.Grants.gov](#)
  - [Search Funding Opportunities](#)
  - [Subscribe](#)



# Searching on Grants.gov

## SEARCH GRANTS



[Search Tips](#) [Export Results](#)

### BASIC SEARCH CRITERIA:

Keyword(s):

Opportunity Number:

Assistance Listings:

**Search**

SORT BY:

Posted Date (Descending)

**Update Sort**

DATE RANGE:

All Available

**Update Date Range**

### OPPORTUNITY STATUS:

Forecasted (61)

Posted (681)

Closed (416)

Archived (9,391)

### FUNDING INSTRUMENT TYPE:

- All Funding Instruments
- Cooperative Agreement (11)
- Grant (742)
- Procurement Contract (1)

### ELIGIBILITY:

- (694)
- Independent school districts (742)

1 2 3 4 5 6 ... NEXT >

Opportunity Number <input type="text"/>	Opportunity Title <input type="text"/>	Agency <input type="text"/>	Opportunity Status <input type="text"/>	Posted Date <input type="text"/>	Close Date <input type="text"/>
<a href="#">PAR-25-356</a>	T32 Training Program to Promote Broad Participation (T32 Clinical Trial Not Allowed)	HHS-NIH11	Posted	01/16/2025	09/14/2026
<a href="#">O-BJA-2025-172340</a>	BJA FY25 STOP School Violence Program	USDOJ-OJP-BJA	Posted	01/15/2025	03/27/2025
<a href="#">HRSA-25-066</a>	Behavioral Health Workforce Education and Training Program for Paraprofessionals	HHS-HRSA	Posted	01/15/2025	03/18/2025
<a href="#">HHS-2025-ACF-OHS-CH-0085</a>	Head Start/Early Head Start Recipient - Multiple Communities in CO, DE, LA, NC, OK, OR, TN, TX	HHS-ACF-OHS	Forecasted	01/15/2025	
<a href="#">RFA-DK-26-007</a>	Collaborative Research Using Biosamples and/or Data from Type 1 Diabetes Clinical Studies (R01 - Clinical Trial Not Allowed)	HHS-NIH11	Posted	01/15/2025	03/08/2026
<a href="#">HRSA-25-044</a>	Telehealth Rapid Response Center	HHS-HRSA	Posted	01/14/2025	04/15/2025
<a href="#">HHS-2025-ACF-ACYF-CA-0078</a>	Child Welfare and Domestic Violence Agency Collaborations to Support Families	HHS-ACF-CB	Posted	01/14/2025	03/21/2025
<a href="#">PAR-25-313</a>	NCI Pathway to Independence Award (K99/R00 Clinical Trial Required)	HHS-NIH11	Posted	01/14/2025	10/14/2025
	Interventions on Health and Healthcare				



# Searching on Simpler.Grants.gov

## Search funding opportunities

**Search terms** Enter keywords, opportunity numbers, or assistance listing numbers

### Opportunity status

- Forecasted
- Posted
- Closed
- Archived

### Funding instrument 1

- [Select All](#) [Clear All](#)
- Cooperative Agreement
  - Grant
  - Procurement Contract
  - Other

### Eligibility 1

- [Select All](#) [Clear All](#)
- State Governments
  - County Governments
  - City or Township Governments
  - Special District Governments
  - Independent School Districts
  - Public and State Institutions of Higher Education
  - Private Institutions of Higher Education
  - Federally Recognized Native American Tribal Governments
  - Other Native American Tribal Organizations

## 712 Opportunities

Sort by Posted date (Newest)

- 1
- 2
- 3
- 4
- 5
- ...
- 29
- Next >

- CLOSING: September 14, 2026** | Posted: January 16, 2025 | Award Ceiling: \$-- | Floor: --

**[T32 Training Program to Promote Broad Participation \(T32 Clinical Trial Not Allowed\)](#)**

Agency: HHS-NIH11 | Opportunity Number: PAR-25-356
- CLOSING: March 18, 2025** | Posted: January 15, 2025 | Award Ceiling: \$0 | Floor: 0

**[Behavioral Health Workforce Education and Training Program for Paraprofessionals](#)**

Agency: HHS-HRSA | Opportunity Number: HRSA-25-066
- CLOSING: March 8, 2026** | Posted: January 15, 2025 | Award Ceiling: \$-- | Floor: --

**[Collaborative Research Using Biosamples and/or Data from Type 1 Diabetes Clinical Studies \(R01 - Clinical Trial Not Allowed\)](#)**

Agency: HHS-NIH11 | Opportunity Number: RFA-DK-26-007
- FORECASTED** | Posted: January 15, 2025 | Award Ceiling: \$11,657,415 | Floor: 1,066,650

**[Head Start/Early Head Start Recipient - Multiple Communities in CO, DE, LA, NC, OK, OR, TN, TX](#)**

Agency: HHS-ACF-OHS | Opportunity Number: HHS-2025-ACF-OHS-CH-0085
- CLOSING: March 27, 2025** | Posted: January 15, 2025 | Award Ceiling: \$2,000,000 | Floor: --

**[BJA FY25 STOP School Violence Program](#)**



# State & Federal Grants

## Finding Grants

- Greenlights Grant Initiative
  - Available Grants
  - Grant Resources



# State & Federal Grants

## Other State Grants

- Other state agencies may offer grant opportunities that could fund mental health initiatives.
- Check agency websites for more information.
- Example: [Behavioral Health Services Grants | Texas Health and Human Services](#)



# Community Support & Partnerships



# Community Support

## Start Local

- Education Foundation if your district has one
- Local governmental departments
- Healthcare institutions
- Local faith-based organizations
- Local corporations that sponsor mental health initiatives or offer other funding opportunities
- Service organizations, like Rotary Club or Junior League
- United Way
- Other local philanthropies



# Community Support

## Broaden Your Search

- The Grantsmanship Center: Provides extensive training for seeking grants
  - Texas Grant Resources: Includes resources and tools for Texans

### TEXAS FUNDING SOURCES

Use these free resources to find funders in the State of TEXAS



- Top Giving Foundations in Texas
- Community Foundations in Texas
- Corporate Giving Programs in Texas
- Texas State Home Page



# TEA Student Supports

## Safe and Supportive Schools | Texas Education Agency

The screenshot shows the top navigation bar of the TEA website. It includes a blue header with the TEA logo, a search bar, and a list of navigation links: Popular Applications, ASKED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, TSDS, A-Z Index, Contact, Employment, State Board of Education, Sign Up for Updates, and TEA Correspondence. Below the header is a row of icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A breadcrumb trail at the bottom reads: Home / Texas Schools / Health, Safety, & Discipline.

## Texas School Mental Health Resource Database

TEA, in collaboration with the Texas Regional Education Service Centers (ESCs) and Westat - the Region 14 Comprehensive Center, has developed the Texas School Mental Health Database. This tool allows Texas school personnel and other stakeholders to search and filter state and local resources to connect their school teams and families with mental health services and related support.



grated approach is essential to promote a comprehensive and aligned Safe and Supportive School Program (SSSP).

The SSSP is a systemic and coordinated multitiered support system that addresses school climate, the social

- [School Mental Health Legislation](#)
- [School Safety Legislation](#)



# Community Support

## Broaden Your Search

- Texas School Mental Health
  - School Mental Health Texas Database

### Texas School Mental Health Resources



This database was created in response to Senate Bill 11 from the 86th Texas Legislature, which required the Texas Education Agency (TEA) to develop a rubric for Education Service Centers (ESCs) to use in identifying resources that are available to schools in their respective regions, along with a list of statewide resources available to school districts to address the mental health of students. This database was created to increase the value and access of the identified resources to all stakeholders. For more information, please refer to TEA's updated report to the Texas Legislature [↗](#).



# Community Support

## Broaden Your Search

**TEA** [Home](#) [About](#) [Find Resources](#) [Log In](#)

**ESC REGION SERVED**  
- Select -

**COUNTIES SERVED**  
- Select -

**DISTRICTS/CHARTERS**  
- Select -

**KEYWORDS/TAGS**  
- Select -

**ENTER RELATED TERMS**  
Search by individual terms and phrases

STATE-WIDE ONLY

[Apply](#) [Clear All](#) [How to Search](#)



# Community Support

Now Refine It

Refine results

**RESOURCE TYPE**

- Select -

Community-Based Prevention & Intervention Service

Private Funding Opportunity

Public Funding Opportunity

School-Based Mental Health Provider Service

- Select -

**AREA OF FOCUS**

- Select -

**STATE AGENCY ASSOCIATION**

- Select -

# Explore the Database



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Identify two organizations or programs that you want to explore further.

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List initial steps you can take to learn more.



# District Approval



# Seek Approval First



Get district approval before you apply for a grant, approach a public or private funder, assume you can access special program funds, begin implementing a program, or obligate the district in any way.



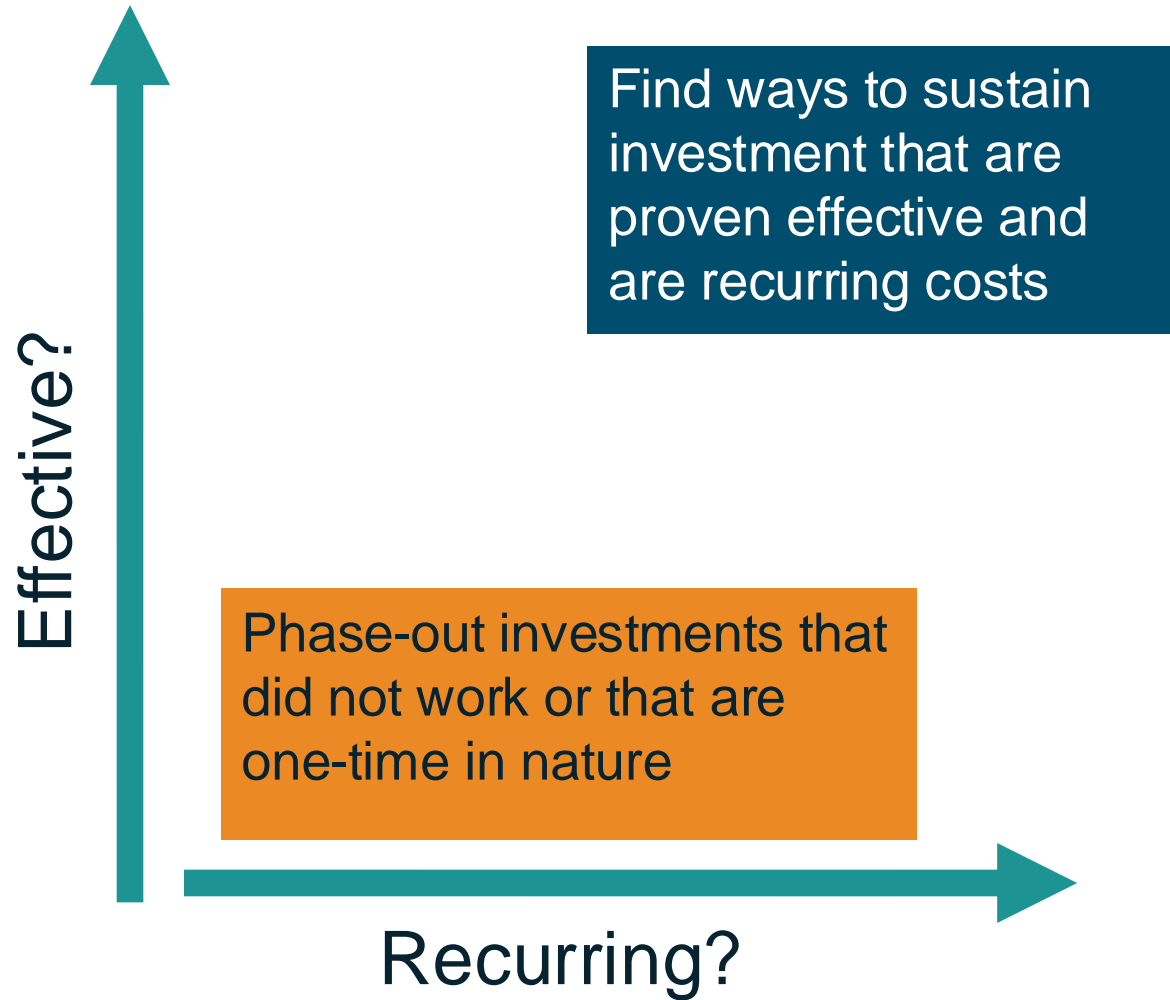
# Tips for Seeking Approval

- Follow the required process for seeking approval.
- Be prepared to
  - Offer ideas on funding.
  - Address requirements of the proposed funding.
  - Discuss budgetary factors.
- Consider
  - Whether the requested program duplicates an existing program.
  - How the requested program or additional staff meets district and board goals and fits into the district's long-range plan.
- Be clear about the objectives and desired outcome.



# Program Evaluation

# Planning for Sustainability: Evaluate Investments





# Program Evaluation

## Don't Skip this Step

- Why? To ensure that the goals are being achieved and that the investment of scarce district resources is worth it.
- How?
  - Set clear goals
  - Create a framework related to expected benefits
  - Gather good data on spending, implementation, and outcomes
  - Implement a process to review and evaluate the data to inform program improvement or abandonment if data no longer support continued investment.
  - Example: [Multi-Tiered System of Supports \(MTSS\) Fidelity of Implementation Rubric | MTSS Center \(mtss4success.org\)](#)



# Program Evaluation

## Tips for Capturing Necessary Data

- Conduct a comprehensive needs assessment to identify initiatives or activities to prioritize.
- Create a framework for action.
- Begin with the end in mind.
- Consider
  - Creating local object codes to capture cost.
  - Linking program outcomes to quantifiable metrics that support school improvement efforts.
- Assess whether the investment had a monetary return, potentially offsetting some of the cost.
- Develop a process and timeline for analyzing this data and sharing it with other stakeholders in the district.

# Evaluation Practice



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Consider a current mental health initiative in your district.

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What data do you have that allow you to measure success and plan improvement?

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What data *could* you collect that would enhance your understanding of program success?

# Discussion and Questions



# Call to Action



EXPLORE AND UTILIZE  
THE TOOLKIT



COLLABORATE FOR  
SUSTAINABLE FUNDING



START A FUNDING  
SUSTAINABILITY PLAN



CONNECT WITH THE  
MEADOWS INSTITUTE

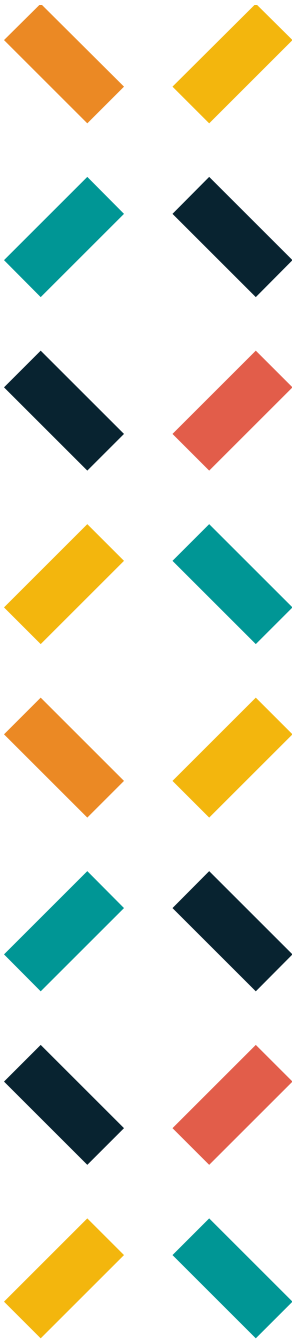
[TOOLKIT LINK](#)



# We appreciate your feedback!

Scan the QR code below to share your feedback on today's session.





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