



STATE OF TENNESSEE
DEPARTMENT OF MENTAL HEALTH
AND SUBSTANCE ABUSE SERVICES

ANNOUNCEMENT OF FUNDING
School Based Behavioral Health Liaisons

TENNESSEE FISCAL YEAR 2019

July 1, 2018 - June 30, 2019

Completed proposals due: September 14, 2018

Tennessee Department of Mental Health and Substance Abuse Services
Division of Mental Health Services
Andrew Jackson Building, 6th Floor, 500 Deaderick St.
Nashville, TN 37243
tn.gov/behavioral-health

**Tennessee Department of Mental Health and Substance Abuse Services
Division of Mental Health Services**

**School Based Behavioral Health Liaisons
Announcement of Funding**

Table of Contents

Introduction

1. GENERAL CONDITIONS

- 1.1. Funding Information
- 1.2. Timelines
- 1.3. Eligibility
- 1.4. Scope of Services
- 1.5. Prohibitions on Use of Federal Mental Health Block Grant (MHBG) Funds
- 1.6. Prohibition on Supplantation of Federal Mental Health Block Grant (MHBG) Funds
- 1.7. Communications
- 1.8. Proposal Preparation, Formatting, Submission and Withdrawal
- 1.9. Proposal Review, Scoring and Selection
- 1.10. State Amendments to Announcement
- 1.11. State Cancellation of Announcement

2. PROPOSAL NARRATIVE

- 2.1. Statement of Need
- 2.2. Program Design
- 2.3. Key Partners
- 2.4. Proposed Staffing
- 2.5. Project Sustainability
- 2.6. Trauma-Informed Care

ATTACHMENTS

- Attachment A Cover Sheet
- Attachment B Organizational Chart
- Attachment C Proposed Budget and Budget Justification
- Attachment D Existing Agreements and Third-Party Revenue Source(s)
- Attachment E Letter of Commitment from Partnering School
- Attachment F Evaluation Tool
- Attachment G Proposed Scope of Services

**Tennessee Department of Mental Health and Substance Abuse Services
Division of Mental Health Services**

**School Based Behavioral Health Liaisons
Announcement of Funding**

Release Date: August 21, 2018

Introduction

The Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS), Division of Mental Health Services (the “State”) is seeking proposals from community mental health agencies interested in providing School Based Behavioral Health Liaisons in their community. The primary goal of the School Based Behavioral Health Liaison program is to provide recurring funds for up sixteen (16) new School Based Behavioral Health Liaison positions to assist schools in implementing universal, trauma-informed practices that prevent and/or mitigate the effects of trauma for students with a Social Emotional Disturbance (SED) or at risk of developing mental health or substance use disorder. School Based Behavioral Health Liaisons will provide support and consultation to teachers and school personnel in implementing schoolwide trauma-informed practices, training and education to school personnel in behavioral health topics (including mental health issues and substance abuse prevention) and trauma-informed approaches, individual and/or group interventions and psychoeducation to students to develop positive coping and de-escalation strategies, and liaison services to foster positive relationships between the school and families.

The School Based Behavioral Health Liaison goals include:

- Assist school administration, staff, and teachers in identifying and implementing schoolwide trauma-informed practices, including universal prevention and early intervention strategies that promote a positive school climate.
- Assist teachers in creating positive, trauma-informed classroom environments that meet the needs of student service recipients.
- Improve positive classroom engagement, interactions and educational achievement for student service recipients.
- Foster positive partnerships between the school and student families through providing liaison services and developing trauma-informed support plans collaboratively with the school and families of students.
- Help the classroom teachers understand childhood mental illness and substance use disorders, and how to develop effective, trauma-informed behavior responses that promote educational achievement and a positive school climate.
- Help students understand emotional or behavioral problems and mental health disorders, the risk of substance use/abuse and substance use/abuse disorders, and promote healthy ways for dealing with stress, including positive coping and de-escalation strategies through trauma-informed treatment interventions, individual therapy, group therapy, and/or support related to trauma, as needed.
- Participate in relevant trauma-informed trainings, as approved by the State, and utilize learned knowledge to assist in schoolwide implementation of trauma-informed practices and interventions.

1. GENERAL CONDITIONS

1.1. Funding Information

Project Period: Funding term for selected proposals will be November 1, 2018 through June 30, 2019. As funds are available, there may be additional Grant Contract periods for this service. Subject to funds availability, the funds for this program are expected to be recurring and future years of funding would follow the state fiscal year, July 1 – June 30.

Funding Amount: State of Tennessee Cost Reimbursement Grant Contracts may be available to eligible proposers up to the amount of \$50,000.00 (per proposed liaison program). Proposers should submit a budget based on a full year of program implementation. The budget may be prorated for the 8 month period if selected for contracting. TDMHSAS anticipates supporting up to sixteen (16) new School Based Behavioral Health Liaison positions with the intention to create equitable representation across the state with this current funding amount.

Funding awarded under this announcement will be supported with federal Community Mental Health Services Block Grant (MHBG) funding. The MHBG program's objective is to support the grantees in carrying out plans for providing comprehensive community mental health services. The MHBG program is authorized by section [1911 of Title XIX, Part B, Subpart I and III of the Public Health Service \(PHS\) Act \(PDF | 253 KB\)](#).

Allocations: Funding allocations will be awarded on the basis of how well a Proposer addresses guidelines and criteria of this Announcement. The actual amount available for a Grant Contract may vary depending on the number and quality of proposals received.

Subject to Funds Availability: Grant Contracts awarded as a result of this announcement of funding are subject to the appropriation and availability of federal Mental Health Services Block Grant funds. In the event that the funds are not appropriated or are otherwise unavailable, the State reserves the right to terminate Grant Contracts upon written notice to the Grantee

1.2. Timelines

The following is an anticipated schedule of events related to the School Based Behavioral Health Liaisons announcement of funding. The State reserves the right to make changes to this schedule as deemed necessary in the State's discretion. Any adjustment to the timeline will be communicated with Proposers.

Date	Event
August 21, 2018	TDMHSAS releases Announcement
August 24, 2018	Proposers' Written Questions Regarding the Announcement are due
August 28, 2018	TDMHSAS hosts a conference call to respond to questions
September 14, 2018	Proposals are due via email
September 21, 2018	TDMHSAS Makes Announcement of Accepted Proposal(s)
November 1, 2018	Contract shall be effective upon gathering all required signatures and approvals from the State in accordance with Section D.1 Required Approvals

1.3. **Eligibility**

The agency submitting the proposal for School Based Behavioral Health Liaisons funds must be: a TDMHSAS-licensed community mental health agency in good standing. School-based liaisons must be masters level clinicians with proficiency in or ability and willingness to be trained in a trauma-informed approach and relevant trauma-informed practices (e.g. trauma-specific behavior interventions, trauma-responsive schools, etc), as approved by the TN Department of Mental Health and Substance Abuse Services.

The School Based Behavioral Health Program will expand to have equitable representation across the state. Therefore, preference will be given to proposals from areas that do not currently have a school based liaison and that promote equitable representation of the program statewide. Preference will also be given to those proposals which include a letter of commitment from a partnering school describing the school's willingness and readiness to implement a schoolwide trauma-informed approach.

School based liaisons are currently in the following counties: Carter, Cocke, Crockett, Gibson, Hamilton, Hawkins, Madison, Rutherford, Sullivan, Unicoi, Washington, and Williamson.

The MHBG program funds target:

- Adults with serious mental illnesses. This includes persons age 18 and older who have a diagnosable behavioral, mental, or emotional condition—as defined by the Psychiatric Association's Diagnostic and Statistical Manual (DSM) of Mental Disorders. Their condition substantially interferes with, or limits, one or more major life activities, such as: Basic daily living (for example, eating or dressing); Instrumental living (for example, taking prescribed medications or getting around the community); Participating in a family, school, or workplace
- Children with serious emotional disturbances. This includes persons up to age 18 who have a diagnosable behavioral, mental, or emotional issue (as defined by the DSM). This condition results in a functional impairment that substantially

interferes with, or limits, a child's role or functioning in family, school, or community activities. SAMHSA's definitions of children with serious emotional disturbances and adults with serious mental illness were provided in a 1993 Federal Register notice (*May 20, 1993; 58 FR 29422*).

1.4. Scope of Services

See Attachment G for the Intended Scope of Services, which is Section A. of a State of Tennessee Grant Contract. Please note that the State of Tennessee reserves the right to make any changes to the scope of services as deemed necessary before issuing the final Grant Contract. The State of Tennessee also reserves the right not to issue any Grant Contracts in response to this Announcement.

1.5. Prohibitions on Use of Federal Mental Health Block Grant (MHBG) Funds

Pursuant to federal laws and regulations, the Grantee shall not use any federal Community Mental Health Services Block Grant (now MHBG, formerly CMHS BG) funds made available under this Grant Contract for any of the following purposes:

- a) to provide inpatient services;
- b) to make cash payments to intended recipients of health services;
- c) to purchase or improve land, purchase, construct or permanently improve (other than minor remodeling) any building or other facility, or to purchase major medical equipment;
- d) to satisfy any requirement for the expenditure of non-federal funds for the receipt of federal funds;
- e) to provide financial assistance to any entity other than a public or non-profit private entity.

1.6. Prohibition on Supplantation of Federal Mental Health Block Grant (MHBG) Funds

Pursuant to federal laws and regulations, the Grantee shall not use any funds paid or services rendered under the federal Community Mental Health Services Block Grant (now MHBG, formerly CMHS BG) to supplant any other funds available for the services provided under this Grant Contract.

1.7. Communications

Proposer E-Mail List: The State will create an e-mail list to be used for sending communications related to this Announcement. If you wish to be added to this list, please promptly send your contact information, including e-mail address to Justine.Bass@tn.gov. Any delay in sending such information may result in some communications not being received. The State assumes no responsibility for delays in being placed on the list.

Questions and Requests for Clarification: Questions and requests for clarification regarding this Announcement should be submitted in writing on or before August 24, 2018 to Justine.Bass@tn.gov in order to be answered. A conference call will be held to respond to questions submitted on August 28, 2018.

State's Written Responses and Communications are Binding: Only the State's official, written responses and communications will be binding with regard to this Announcement. The State will consider oral communications of any type to be unofficial and non-binding.

1.8. Proposal Preparation, Formatting, Submission and Withdrawal

Preparation of Proposal: The Proposer accepts full responsibility for all costs incurred in the preparation, submission, and other activities undertaken by the Proposer associated with the proposal.

Formatting and Content Requirements: The State's goal to review all proposals submitted must be balanced against the obligation to ensure equitable treatment of all proposals. For this reason, formatting and content requirements have been established for proposals.

- Proposals must be received via e-mail by the deadline of September 14, 2018.
- Proposals must address all applicable project narrative questions and label the sections accordingly within the proposal.
- Proposal pages must be typed, single-spaced on standard 8 ½" x 11" paper, in font size twelve (12), with 1" margins. The spacing and margin requirements do not apply when preparing the attachment worksheets.
- All proposal pages and attachments must include a header with Proposer name and page number.
- The combined proposal length should not exceed 15 pages, including all attachments. The length of the proposal is limited to 10 pages for the project narrative and 1 page for the budget narrative summary.

Submission: Proposals should be submitted to the State via email to Justine.Bass@tn.gov by the deadline and meet other submission criteria detailed in this Announcement in order to be eligible for review. The following checklist of items should be submitted for each Proposal:

- Cover Letter
- Cover Sheet (Attachment A, signed by authorized representative)
- Table of Contents
- Project Narrative
- Organizational Chart(s) (Attachment B)
- Proposed Budget and Budget Justification (Attachment C)
- Existing Agreements and Third Party Revenue Source (Attachment D)
- Letter of Commitment from partnering school (Attachment E)
- Evaluation Tool (Attachment F)

State’s Right to Reject Proposals: The State reserves the right to reject, in whole or in part, any or all proposals; to advertise for new proposals; to arrange to perform the services herein; to abandon the need for such services; and to cancel this Announcement if it is in the best interests of the State. In the event such action is taken, notice of such action will be posted on the State’s website and notice of the posting will be distributed via the proposer e-mail list.

Proposal Withdrawal: Proposals submitted prior to the due date may be withdrawn, modified, and resubmitted by the Proposer so long as any resubmission is made in accordance with all requirements of this Announcement.

1.9. Proposal Review, Scoring and Selection

Proposal Review: Proposals will be scored based on the ability to demonstrate the intended success of the project. The State recognizes the need to ensure that funding provided for the School Based Behavioral Health Liaisons provides maximum benefit to the citizens of Tennessee. Grantees are selected in accordance with state policy, department duties, department powers, and commissioner duties and powers as related to serving as the state’s mental health and substance abuse authority responsible for planning for and promoting the availability of a comprehensive array of high quality prevention, early intervention, treatment, and habilitation services and supports that meets the needs of service recipients in a community-based, family-oriented system.

Proposal Scoring: Each proposal component is allocated a maximum point value that determines a range within which reviewers will assign specific points. The number of points allocated to each component below is the maximum number of points the reviewer may assign. Reviewed proposals may receive a total score between zero (0) and one hundred (100).

Proposal Component	Score
Cover Letter	0 points, but essential
Cover Sheet (Attachment A)	0 points, but essential
Table of Contents	0 points, but essential
Project Narrative Statement of Need – 20 points Program Design – 10 points Key Partners – 10 points Proposed Staffing – 5 points Project Sustainability – 15 points Trauma-Informed Care – 20 points	80 points

Organizational Chart(s) (Attachment B) <i>Organizational chart for the entity submitting the proposal, demonstrating where the School Based Behavioral Health Liaison fits within the overall structural organization of the entity submitting the proposal.</i>	5 Points
Proposed Budget and Budget Narrative (Attachment C) <i>Appropriate and realistic budget must be submitted along with a narrative justifying the budget.</i>	10 points
Existing Agreements and Third Party Revenue Source (Attachment D) <i>Provide documentation of any existing agreements with community stakeholders that provide additional resources to the School Based Behavioral Health Liaisons. List any current third party revenue sources that contribute to the long term sustainability of the Proposing entity. This attachment and its documentation do not count toward the ten (10) page limit of the Proposal Narrative.</i>	5 points
Letter of Commitment from Partnering School (Attachment E) <i>Provide a letter of commitment from the school your agency intends to partner with to implement the School Based Behavioral Health Liaisons program.</i>	0 points, but essential
Evaluation Tool (Attachment F) <i>Provide an evaluation tool to be utilized to measure program impact on school climate.</i>	0 points, but essential

Proposal Selection: The State will notify all Proposers selected for contracting by close of business September 21, 2018. The State reserves the right to further negotiate Proposals selected to be awarded funds. Prior to the execution of any Grant Contract, the State reserves the right to consider past performance under other Tennessee contracts.

Please note that the State of Tennessee reserves the right to make any changes to the announcement of funding, proposals selected, the scope of services, the amount of funding and any other aspect of this process as deemed necessary before issuing the final Grant Contract. The State of Tennessee also reserves the right not to issue any Grant Contracts in response to this Announcement.

No Obligation of State: This Announcement and its selection processes do not obligate the State and do not create rights, interests, or claims of entitlement in either the Proposer with the apparent best-evaluated proposal or any other Proposer.

Commencement of State Obligations: State obligations pursuant to a Grant Contract shall commence only after the Grant Contract is signed by the State and the Grantee

and after the Grant Contract is approved by all other Tennessee officials in accordance with applicable laws and regulations.

1.10. State Amendments to Announcement

The State reserves the right to amend this Announcement at any time. In the event the State decides to amend, add to, or delete any part of this Announcement, a written amendment will be posted on the State's website and notice of the posting will be distributed via the proposer e-mail list.

1.11. State Cancellation of Announcement

The State reserves the right to cancel, or to cancel and re-issue, this Announcement. In the event such action is taken, notice of such action will be posted on the State's website and notice of the posting will be distributed via the proposer e-mail list.

2. PROPOSAL NARRATIVE

Proposal narrative responses should address each of the following items, as applicable. The narrative should be structured and titled consistently according to these narrative sections. There is a maximum of ten (10) pages for the proposal narrative section.

2.1. Statement of Need: Using FY2018 data (e.g. suicide rate in county or other relevant data) describe the need for a school-based liaison within your community and within your targeted community school. Include a description of the current approach to trauma-informed care within your targeted community school. What, if any, is your agency's current level of involvement with the school? Are there other behavioral health providers already in the school? Include your understanding of the benefits of a trauma-informed approach within the school setting, and explain the expected impact of having a school based liaison within this school.

2.2. Program Design: The overall design of the program should match the details outlined in the scope of service. Please describe, in detail, how you would carry out the process and program structure to meet the identified goals and outcomes, as well as:

- How the plan will complement current school processes of positive school climate;
- How the plan will complement current agency initiatives to move toward a trauma-informed approach;
- How this project will support efforts to improve school climate, to educate and coach school staff in trauma-informed responses to behavior and implementation of schoolwide trauma-informed practices, and to assist students in developing positive coping and de-escalation skills;
- Description of any promising practices or evidence based practices included in the program design;
- A time-line should be provided which reflects activities of the first year;
- How the evaluation tool will be used to impact program outcomes

- 2.3. Key Partners:** Describe the applicant's core partner community school, and what role they will play in implementation of schoolwide trauma-informed practices. Describe how key staff (including administrative staff and other contracted agencies within the school) will assist in supporting the liaison and ensuring the school's commitment to identified practices. How will you collaborate with school administration and staff around implementation of a trauma-informed approach within the school? Additionally, please describe the key partners within the agency who will support the School Based Behavioral Health Liaison. Describe in detail how the agency will support the School Based Behavioral Health Liaison.
- 2.4. Proposed Staffing:** Detail the range and mix of professionals required to implement the School Based Behavioral Health Liaison program. Proposed staffing should be displayed on an organizational chart indicating the relationships among staff and interdependences within the applicant's agency and among identified core partners. Please provide sketch descriptions of the key positions including duties and responsibilities, required skills and knowledge, and supervisory relationships. Please describe how key staff will be integrated into the school to support a trauma-informed culture, positive school climate, and relationship-building with school personnel.
- 2.5. Project Sustainability:** Please describe the applicant's sustainability plan in detail. In the event that there are no new state dollars allocated for this purpose, describe how the project will be continued in your community after the grant ends. Information should be provided relative to provider reimbursement mechanisms, supplemental grants, and other municipal, county, state, or federal funding. Provide information describing how managed care organizations have been engaged in the project design. What is the agency's capacity, if any, to provide ongoing training and support? How will the agency support and sustain a trauma-informed program and a trauma-informed approach within the agency?
- 2.6 Trauma-Informed Care:** How will the applicant ensure the consultation and supports provided by the School Based Behavioral Health Liaison are trauma-informed? Please list specific strategies to reduce re-traumatization and to support healing and resiliency among the targeted population. How is the applicant currently implementing trauma-informed practices within their agency? Please identify if the agency has anyone trained in ACEs, trauma-informed care, or trauma-specific interventions, as well as their capacity to support and to supervise a School Based Behavioral Health Liaison. What level of training and knowledge does the agency have in regards to implementing a trauma-informed approach and trauma-informed responses to behavior?

Attachment A

COVER SHEET

School Based Behavioral Health Liaisons

Page 1 of 1

Legal Name of Proposer	
Federal ID#	
Edison Vendor ID#	
List of Targeted Coverage Area(s) being proposed	
CONTACT INFORMATION	
Name of Contact Person	
Title of Contact Person	
Address of Contact Person	
E-mail Address of Contact Person	
Phone Number of Contact Person	
AUTHORIZED REPRESENTATIVE INFORMATION	
Name of Authorized Representative <i>(For Non-Profit, if someone other than the Board Chairperson is named as the Authorized Representative, a signed copy of the resolution of appointment must be submitted.)</i>	
Title of Authorized Representative	
Address of Authorized Representative	
E-mail Address of Authorized Representative	
Phone Number of Authorized Representative	

Signature of Authorized Representative

Date

Attachment B

ORGANIZATIONAL CHART(S)

Provide organizational chart(s) for the entity submitting a proposal, demonstrating where the School Based Behavioral Health Liaisons will fit into the overall structural organization of the entity submitting the proposal.

Attachment C

PROPOSED BUDGET AND BUDGET JUSTIFICATION WORKSHEET

Page 1 of 2

PROPOSED BUDGET

Please download the Excel [budget template](#) to complete a proposed budget. Proposers should submit a budget based on a full year of program implementation. The budget may be prorated for the 8 month period if selected for contracting.

The budget template has four tabs: Instructions, Summary, Detail, and Salaries. Please review the Instructions tab before completing the proposed budget.

Program Name:					
The grant budget line-item amounts below shall be applicable only to expense incurred during the following					
Applicable Period:					
		BEGIN:	END:		
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT	GRANTEE PARTICIPATIO N	TOTAL PROJECT	
1, 2	Salaries, Benefits & Taxes ²	\$0.00	\$0.00	\$0.00	
4, 15	Professional Fee, Grant & Award ²	\$0.00	\$0.00	\$0.00	
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications ²	\$0.00	\$0.00	\$0.00	
11. 12	Travel, Conferences & Meetings ²	\$0.00	\$0.00	\$0.00	
13	Interest ²	\$0.00	\$0.00	\$0.00	
14	Insurance ²	\$0.00	\$0.00	\$0.00	
16	Specific Assistance To Individuals ²	\$0.00	\$0.00	\$0.00	
17	Depreciation ²	\$0.00	\$0.00	\$0.00	
18	Other Non-Personnel ²	\$0.00	\$0.00	\$0.00	
20	Capital Purchase ²	\$0.00	\$0.00	\$0.00	
22	Indirect Cost ²	\$0.00	\$0.00	\$0.00	
24	In-Kind Expense ²	N/A	N/A	N/A	
25	GRAND TOTAL	\$0.00	\$0.00	\$0.00	

Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies*, Appendix A ([posted on the Internet at: http://www.tn.gov/assets/entities/finance/attachments/policy3.pdf](http://www.tn.gov/assets/entities/finance/attachments/policy3.pdf))

Attachment C

PROPOSED BUDGET AND BUDGET JUSTIFICATION WORKSHEET Page 2 of 2

BUDGET JUSTIFICATION

School Based Behavioral Health Liaisons

Please include a written budget justification of funds needed to support the School Based Behavioral Health Liaisons proposal.

The justification summary should provide detail to support the Grant Contract funds included in each line-item.

The budget justification should be no longer than one page, single spaced.

Attachment D

EXISTING AGREEMENTS AND THIRD-PARTY REVENUE SOURCE(S)

Provide documentation of any existing agreements with community stakeholders that provide additional resources to support the School Based Behavioral Health Liaisons.

List any current third party revenue sources that contribute to the long term sustainability of the Proposing entity.

This attachment and its documentation do not count toward the ten (10) page limit of the Proposal Narrative.

Attachment E

LETTER OF COMMITMENT

Attachment F

EVALUATION TOOL

Attachment G

PROPOSED SCOPE OF SERVICES For Information Purposes Only and May be Revised Prior to Contract Award/Execution

School Based Behavioral Health Liaisons

- A.1. The Grantee shall provide all service and deliverables as required, described, and detailed herein and shall meet all service and delivery timelines as specified by this Grant Agreement.
- A.2. Services and supports under this Contract shall be delivered in a manner that promotes resiliency, recovery, and independence for individuals and families served. The Division of Mental Health services prioritizes key values critical to serving Tennesseans with behavioral health needs including programs and practices focused on promotion, intervention, and recovery support services which:
- Encourage co-occurring competent and co-occurring friendly programs;
 - Support culturally responsive and linguistically competent services;
 - Uphold System of Care core values and principles;
 - Aim to prevent and mitigate the impact of adverse childhood experiences (ACEs);
 - Promote trauma-informed approaches; and
 - Prioritize evidence-based and/or evidence-informed services resulting in strong outcomes
- A.3. Service Definitions:
- a. The **School Based Behavioral Health Liaisons (SBBHL) program** is one through which certain individuals, SBBHLs, provide face-to-face consultation with classroom teachers to assist them in creating positive, trauma-informed classroom environments, to enhance the learning environment for children at risk of developing an emotional/behavioral problem or substance use disorder, or with serious emotional disturbance (SED). Training and education regarding childhood mental health and trauma-informed behavior responses in the classroom will also be incorporated in the consultation to assist the teachers in promoting a healthy teaching environment. Each SBBHL shall provide psycho-educational groups and other support as needed to youth identified by teachers and/or other school officials. The SBBHL program will provide Liaison support between the family and the school and will, when invited, assist parents and youth with the Individualized Education Plan (IEP) process and with trauma-informed support plans.
 - b. **Individualized Education Plan (IEP)** - A document that defines a child's special education program and is designed to meet the unique educational needs of that child, who has been identified as a student with a disability as defined by federal

regulations. The IEP is intended to provide the most intensive intervention in order to close the achievement gap for students with disabilities. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.

- c. **Serious Emotional Disturbance (SED)** – Disability exhibiting one or more of the following characteristics to a marked degree over an extended period of time (during which documentation and informal assessments and interventions are occurring) that adversely affects a child's educational performance: 1) inability to learn which cannot be explained by limited school experience, cultural differences, or intellectual, sensory, or health factors; 2) inability to maintain satisfactory interpersonal relationships with peers and school personnel; 3) inappropriate types of behavior or feelings when no major unusual stressors are evident; 4) general pervasive mood of unhappiness or depression; 5) tendency to develop physical symptoms or fears associated with personal or school problems.

A.4. Service Recipients:

- a. Teachers and school staff in selected Tennessee schools approved by the State in _____ County will be able to request and receive consultation service for students in those schools. Emphasis will be on teachers who have students with SED or at risk of developing a mental health or substance use disorder due to the effects of toxic stress as a result of trauma and/or Adverse Childhood Experiences (ACEs). Schools are identified and selected, as agreed upon by the Grantee and the State, based on school request for services and/or documented need. The changing of any schools or counties must be with the advance written permission of the State.
- b. Students who are at risk of developing a mental health, or substance use disorder or with serious emotional disturbance (SED) in selected Tennessee schools, as defined in Section A.4.a., and their families will be able to request and receive services.

A.5. Service Goals:

- a. To assist school administration, staff, and teachers in identifying and implementing schoolwide trauma-informed practices, including universal prevention and early intervention strategies that promote a positive school climate.
- b. To assist teachers in creating positive, trauma-informed classroom environments that meet the needs of student service recipients, as defined in Section A.4.
- c. To improve positive classroom engagement, interactions and educational achievement for student service recipients, as defined in Section A.4, through

promotion of and support in implementing schoolwide trauma-informed practices.

- d. To foster positive partnerships between the school and student families through providing liaison services and developing trauma-informed support plans collaboratively with the school and families of students.
- e. To help the classroom teachers understand childhood mental illness and substance use disorders and how to develop effective, trauma-informed behavior responses that promote educational achievement and a positive school climate
- f. To help students understand emotional or behavioral problems and disorders, the risk of substance use/abuse and substance use/abuse disorders, and to promote healthy ways for dealing with stress including positive coping and de-escalation strategies through trauma-informed treatment interventions, individual or group therapy, and/or support related to trauma, as needed.

A.6. Structure:

- a. The Grantee shall maintain a sufficient number of Liaison(s) to meet the contract obligations as approved by the state. The Liaison(s) shall have at least a Master's degree in a mental health field, two (2) years of experience working with children with SED, and proficiency in or ability and willingness to become trained in a trauma-informed approach and relevant trauma-informed practices (e.g. trauma-specific behavior interventions and trauma-responsive schools), as approved by the State. The Grantee shall show proof of Liaisons' credentials upon request of the State.
- b. The Grantee shall collect demographic information including gender, race, ethnicity, and age of all children served. Further, the Grantee shall make all data and other documentation available in a manner prescribed by the State upon request of the State.
- c. The Grantee shall provide quarterly reports to the State delineating all activities provided by each SBBHL as listed in this Scope of Services. Quarterly reports are due within two (2) weeks following the end of each quarter. It is expressly understood and agreed the obligations set forth in this section shall survive the termination of this Grant Contract as specifically indicated herein.
- d. The Grantee shall provide a year-end summary of all activities that focuses on accomplishments as well as barriers. The year-end summary shall be due to the State by July 15th following the end of the fiscal year. It is expressly understood and agreed the obligations set forth in this section shall survive the termination of this Grant Contract as specifically indicated herein.

- e. The Grantee shall maintain documentation of services rendered, as defined in Section A.4., which shall be made available upon request of the State.
- f. The Grantee shall provide services as defined in Section A.4. If a service provided is reimbursable by a third party payor, the State shall be the payor of last resort. If a service is determined to be reimbursable by a third party payor, the State reserves the right to make appropriate adjustments when credit is due for services rendered.

A.7. Process:

- a. The Grantee shall provide face-to-face consultation with classroom teachers to assist in creating a positive, trauma-informed classroom that enhances the learning environment, and to assist the classroom teacher in developing effective, trauma-informed behavior responses for the service population, as defined in Section A.4., and other students in the class.
- b. The Grantee shall provide training to LEA personnel on a variety of mental health and substance abuse prevention topics including but not limited to:
 - (1) The nature of childhood mental health including students at risk and with a SED;
 - (2) Adverse Childhood Experiences and their effect on students
 - (3) Trauma-informed techniques for managing challenging behavior in the classroom;
 - (4) Substance abuse prevention; and
 - (5) Stress management, including effective coping and de-escalation strategies for students and/or self-care strategies for teachers.
 - (6) Additional topics by request such as, but not limited to, bullying, suicide, diagnoses of mental illness, and cutting or self-mutilation.
- c. The training will be offered in a variety of formats as meets the needs of the LEA personnel including but not limited to:
 - (1) Direct staff development training offered to a whole staff or subset group
 - (2) Individual student team coaching
 - (3) Webinar or technology links
 - (4) Phone call or conference call
 - (5) Observation of work with students
- d. The Grantee shall provide Liaison services to include communication between the school and the child's family to build open lines of communication and to build home-school partnerships. Liaison services can include assisting in the IEP process when requested, assisting in the alternative school placement process, developing trauma-informed support plans collaboratively with the school and families of the students to meet student individual needs, etc.

- e. The Grantee shall provide information and support for school personnel in navigating the local behavioral health system, including substance abuse and mental health services, and accessing mental health crisis services.
- f. The Grantee shall maintain logs, tracking documents or other appropriate management tools needed to track all aspects of these services. The State will review these documents during the annual monitoring visit.
- g. The Grantee shall ensure that each Liaison provides support opportunities to students at each school to include individual student consultations or interventions to assist in building positive coping and de-escalation skills, as needed; and at least one (1) group activity that covers the following topic(s): mental health problems and disorders; the risk of substance use/abuse and substance use/abuse disorders; healthy ways to deal with stress including mindfulness, coping and de-escalation strategies; and other topics as decided and requested by each school.
- h. The Grantee shall administer pre- and post-tests and satisfaction surveys as prescribed by the State. All pre- and post-tests and satisfaction surveys must be approved, in writing, by the State prior to use.

A.8. Outcome – Access:

The Grantee shall ensure that services are limited to schools as defined in Section A.4.a. to conduct the Trauma-Informed School Based Behavioral Health Liaison program.

A.9. Outcome – Capacity

The Grantee shall ensure that, within a partnership school, services are accessible to all eligible teachers, students, and student families, as defined in Section A.4.

A.10. Outcome – Effectiveness:

- a. The Grantee shall provide an end of year performance report to include measures which shall be quantitative and results-based in order to evaluate the successful completion of activities required by the contract. These measures must demonstrate results to be achieved as follows:
 - (1) School satisfaction ratings must average 3.5 or above out of 4.0 as measured by teacher and principal responses to a twice-a-year grantee generated survey;
 - (2) Pre-/post-tests will be given to each teacher trained and will demonstrate that at least eighty percent (80%) increased their knowledge about childhood mental health, substance abuse, and trauma-informed responses to behavior in the classroom.

- (3) Pre-/post-tests will be given to each student attending group activities and will demonstrate that an average of at least eighty percent (80%) overall increased their knowledge on topics as described in Section A.7.g.
- (4) Tracking logs will show that at least eighty percent (80%) of consultations and groups provided are consistent with a trauma-informed approach.