

Funding Expanded School Mental Health Programs

Center for School Mental Health Assistance
(2003)

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FUNDING EXPANDED SCHOOL MENTAL HEALTH PROGRAMS RESOURCE PACKET

Introduction

Traditionally, the roles of mental health care providers in schools (e.g., psychologists, psychiatrists, social workers) have been extremely limited. As a result, prior collaboration was meager among education/ school personnel and mental health providers when assisting students with behavior and/or psychosocial problems. Over the past 20 years, however, school personnel have become more aware of the need for and benefits of mental health services in schools. This increased awareness has created a push for mental health clinicians to be a part of interdisciplinary teams which include psychologists, psychiatrists, nurses, and social workers who provide mental health care services to children in schools across the country.

The term "expanded school mental health" (ESMH) is used to describe programs that deliver a range of services (prevention, assessment, treatment, case management) to youth in both general and special education, with strong collaboration between schools and community agencies. ESMH is not a model, but a framework that reflects core elements of effective mental health programs in schools. "Expanded" conveys that we are building on programs and services that exist in almost all schools; for example, reflecting the work of school psychologists, social workers, counselors, and in some cases other staff, such as school nurses, and teachers with particular expertise in addressing behavioral issues in students.

ESMH programs augment the work of these staff, and emphasize an effort by the school to fill in gaps and improve services in a collaborative and interdisciplinary team effort. Providing a range of services captures the notion of building comprehensive care for youth in the most universal natural setting, related to the strong evidence and growing awareness that most youth who would benefit from mental health care do not receive it.

This shift towards interdisciplinary mental health care for youth in schools has not only proven beneficial, but it has also encouraged child-focused researchers to improve existing conceptual models and broaden foci, spawning "cutting-edge" treatments for youth. Now, more than ever, researchers and clinicians from multiple disciplines are working together to enhance the lives and functioning of children and adolescents with various behavior and psychosocial problems.

Alongside increased demand for interdisciplinary mental health care in schools, increased demand exists for mental health care providers and researchers to sustain extramural funding to support their respective services and research projects. Securing extramural funding has thus become a priority among the mental health care community. Furthermore, research and clinical training programs reflect the burgeoning significance of securing extramural funding by including several grant writing components in their curricula. For a research program or a clinical facility to exist, let alone be competitive, extramural grants must be sought and, furthermore, must be

received. Unbeknownst to many, millions and millions of dollars are waiting to be granted to agencies in need of financial assistance.

The purpose of this resource packet is twofold. First, it provides a brief overview of how to receive extramural funding by listing sources of funding and sources of information, by summarizing the grant review process, and by providing a timeline that one will typically follow when applying for funding. Second, this packet informs and guides its users toward a better understanding of the availability of existing extramural funding opportunities and resources.

Getting Extramural Support

According to Levenson (2002), writing any grant application involves six major steps. The six steps include: 1) conducting a needs assessment, 2) determining goals, 3) defining objects of the project, 4) explaining project activities, 5) specifying evaluation procedures, and 6) formulating a budget. Although grant writing can be daunting, one must adopt a positive attitude and may best consider the process in a stepwise fashion. Once familiarity with this process is gleaned and initial intimidation is released, researchers and clinicians may discover an abundance of grant writing resources (e.g., Levenson).

Some Sources of Funding

1. Federal Government
2. State Government
3. Local Government
4. Professional Organizations
5. University Departments
6. Industry
7. Private Foundations

Some Sources of Information

1. Colleagues
2. Catalog of Federal Domestic Assistance (CFDA)
3. Institution (Office of Sponsored Programs / Research Administration)
4. Federal Register
5. Foundation Directories
6. Government Bidder's List
7. World Wide Web

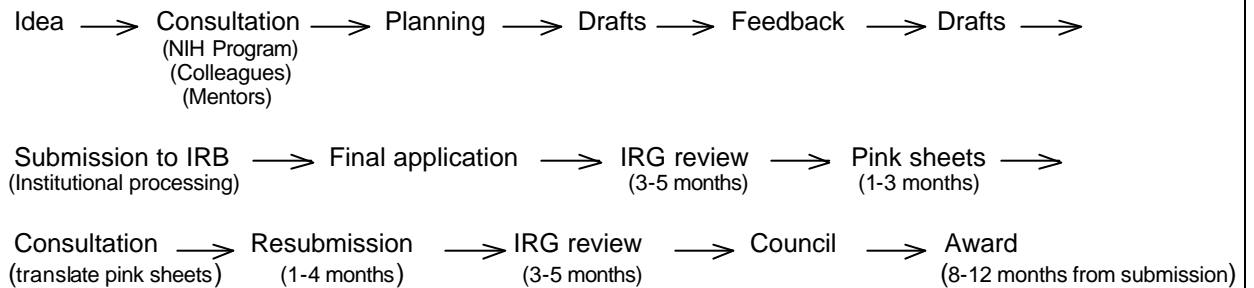
Grant Review Process

1. Submission (deadline dependent on program announcement)
2. Assignment to Initial Review Group (IRG)
 - Appeal possible
3. IRG review
 - Submission receives priority score
 - Submission receives percentile
4. Council
5. Pay line

Institutional Role

1. Institutional Review Board (IRB)
2. Grants management (pre-submission review [Routing])

Time Line for NIH Funding



General Pointers

1. Nothing beats a good idea; nothing substitutes for a good idea.
2. Nothing will help you if you do not read the instructions.
3. Anticipate what a group of smart people might find disagreeable about your grant application, and be able to explain the reasoning behind doing what you propose to do (know your IRB).
4. Be careful and thorough when proofreading your final draft. Do not overlook small details.
5. Get advice from mentors and colleagues--writing fundable applications is an acquired skill.
6. Develop a thick skin--everyone gets critical feedback and everyone has to resubmit.

Helpful Grant Writing Resource

All About Grants (www.niaid.nih.gov/ncn/grants/index.htm)

Levenson, S. (2002). How to get grants and gifts for the public schools. Boston, MA: Allyn & Bacon.

Blended Funding Resources

An important funding strategy is blended funding. This is a funding aggregate comprised of several different types and sources of monies, collected to sustain an Expanded School Mental Health (ESMH) program. Different types of funding include, but are not limited to:

- Grants
 - Federal
 - State
 - Local
 - Foundations
- Contracts
 - State Contracts
 - City Contracts
 - Health Department Contracts

- Contracts with school districts or specific schools
- Third-party reimbursements (i.e., health insurance reimbursements)

One benefit of blended funding is the ability of the ESMH program to provide a full continuum of service (universal prevention, targeted prevention, indicated prevention, and treatment). When programs limit their array of funding sources, they risk becoming “locked” into providing only one or two types of services on the continuum, as dictated by contract requirements. For example, programs that primarily rely on third-party reimbursements may possess scarce time or money to provide universal or targeted prevention services.

One system that endeavors to integrate blended funding is Baltimore City. By garnering an array of funding sources, Baltimore City seeks to achieve a funding system that closely reflects the continuum of mental health prevention and treatment services that should be available through coordinated, integrated expanded school mental health services. Figure 1 shows the funding sources for Baltimore City ESMH programs for the fiscal year 2002. This figure is provided as one example of a blended funding system, other cities and counties may require a different breakdown depending on the unique needs of that locale. Figure 2 depicts the “ideal” division of the continuum of mental health services delivered in a particular school or school system (as conceptualized by a statewide interdisciplinary team).

Figure 1. Example of Blended Funding from Baltimore City Fiscal Year 2002*

*Information provided by: Marcia Glass-Siegel, School Mental Health Coordinator at Baltimore Mental Health Systems and Baltimore City Public School System.

Baltimore City Expanded School Mental Health FY02 Funding Sources
(Total projected FY02 funding: \$4,685,700)

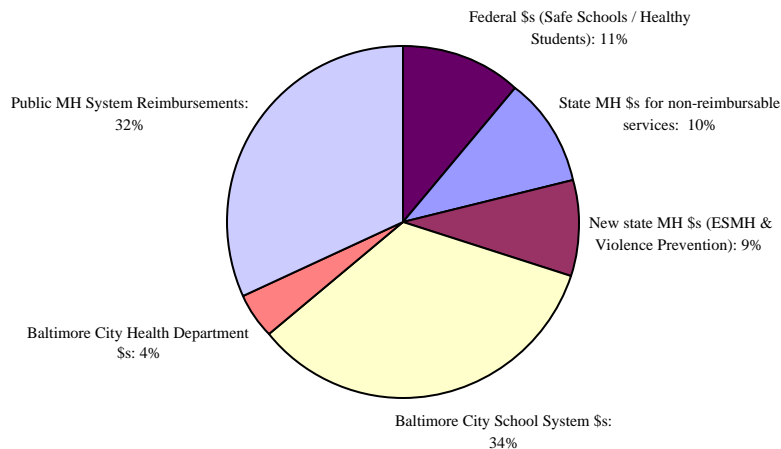
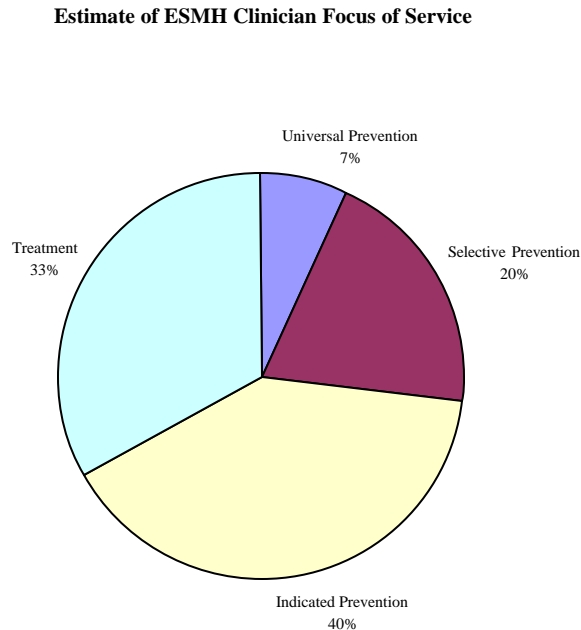


Figure 2. Proposed Model of Continuum of Expanded Mental Health Services in Schools.*

*Used with permission – (Bruns, E. J., Walrath, C., Glass-Siegel, M., & Weist, M. D. in press).



Center for School Mental Health Assistance Funding-Related Documents/Publications

Bruns, E. J., Walrath, C., Glass-Siegel, M., & Weist, M. D. (in press). Mobilizing research to inform a school mental health initiative: Baltimore's school mental health outcomes group. In M. D. Weist, S. Evans, & N. A. Lever (Eds.), *School mental health handbook: Advancing practice and research*. New York, NY: Kluwer.

Center for School Mental Health Assistance (1996). *Critical Issues Planning Session Document: Funding School Mental Health Programs*. Baltimore, MD: Author

Center for School Mental Health Assistance (2001). *School mental health funding opportunities: databases and private foundations*. Baltimore, MD: Author.

Evans, S., Glass-Siegel, M., Frank, A., Van Treuren, R., Lever, N., and Weist, M.D (In Press). Overcoming challenges of funding school mental health programs. *Handbook of school mental health programs: Advancing practice and research*. New York, NY: Kluwer Academic / Plenum Publishers.

Nabors, L.A, Rommel, J., & Weist, M.D (2000). *Involvement of Expanded School*

Mental Health Programs in the State Children's Health Insurance Program.
 Baltimore, MD: Author.

Nabors, L.A., & Mettrick, J.E. (2001). Incorporating expanded school mental health programs in State Children's Health Insurance funds. *Journal of School Health*, 7(2), 73-76.

Additional Funding-Related Documents/Publications

Advocates for Youth (1993). Volume III: Potential sources of Federal support for school-linked health services. Washington, DC: Authors. Ordering information, please call (202) 347-5700.

Center for Mental Health in Schools (2000). *An introductory packet on financial strategies to aid in addressing barriers to learning.* Los Angeles, CA: Authors.

Center for Mental Health in Schools (2000). *Surfing for funds.* Los Angeles, CA: Authors. Visit the University of California, Los Angeles website:

www.smhp.psych.ucla.edu/pdfdocs/fundfish.pdf.

Judge Baker's Children's Center (1999). A practical guide: Fundraising for local evaluations of children's mental health programs. Boston, MA: Authors. Ordering information, please call (617) 232-8390 or visit their website: www.jbcc.harvard.edu.

The following table provides a list of sources that provide funding opportunities specifically designed for school-based mental health activities and development.

Source	Web Address	Description
Adolescent & School Health- Healthy Youth Funding Database	www2.cdc.gov/nccdphp/shfp/index.asp	Information about how persons can acquire funds for developing and improving school health programs.
Department of Education Forecast of Funding	www.ed.gov/offices/OCFO/grants/forecast.html	Information regarding programs and competitions for which the Department of Education has invited or expects to invite applications for new awards. The site also provides actual or estimated deadline dates for the transmittal of applications under these programs.
eSchool News School Funding Center	www.eschoolnews.com/resources/funding/	Information on up-to-the-minute grant programs, funding sources, and technology funding.
The Foundation Center- Funding Funders	www.fdncenter.org/funders/	Search resource to find various foundations, grantmakers, or non-profit sites on the internet.
School Grants	www.schoolgrants.org	A collection of resources and tips to help kindergarten through 12 th grade educators apply for and obtain special grants designed to help a variety of school-related projects.
Department of Education	www.ed.gov/GrantApps	Lists information regarding available grant competitions.

The following is a list of sources that provide more general and broader extramural funding opportunities that may or may not be designed specifically for school-based mental health programs.

Source	Web Address	Description
American Psychological Association	www.apa.org	Based in Washington, DC, the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. This site provides useful summaries of many funding opportunities.
Catalog of Federal Domestic Assistance (CFDA)	www.cfda.gov	This web site gives you access to a database of all Federal programs available to State and local governments (including the District of Columbia); federally-recognized Indian tribal governments; Territories/possessions of the United States; domestic public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals.
Federal Register	www.access.gpo.gov/su_docs/fedreg/frcont02.html	This web newspaper posts changes in programs and a few grant announcements.
The Foundation Center	www.fdncenter.org	The foundation's mission is to support and improve institutional philanthropy by promoting public understanding of the field and by helping grantseekers succeed. Activities include: collect, organize, and communicate information on U.S. philanthropy, conduct and facilitate research on trends in the field, provide education and training on the grantseeking process, ensure public access to information and services through World Wide Web site, print and electronic publications, five library/learning centers, and a national network of cooperating collections. Founded in 1956, the Center is the nation's leading authority on institutional philanthropy and is dedicated to serving grantseekers, grantmakers, researchers, policymakers, the media, and the general public.
Centers for Medicare & Medicaid Services	www.cms.hhs.gov	This site provides information regarding service funding related to Medicaid/EPSTDT and the State Children's Health Insurance Program (SCHIP).
Center for Health and Health Care in Schools	www.healthinschools.org	The Center for Health and Health Care in Schools (CHHCS) is a nonpartisan policy and program resource center located at The George Washington University School of Public Health and Health Services. The aim of CHHCS is to strengthen health care delivery systems for children and adolescents and to maximize outcomes for children through more effective health programming in schools. Programs range from those that help students adopt healthy habits to those that foster a physically and emotionally healthy school environment.

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Federal World Information Network	www.fedworld.gov	The FedWorld.gov web site is a gateway to government information. This site is managed by the National Technical Information Service (NTIS) as part of its information management mandate and provides links to various government-related sites where funding opportunities may be offered.
U. S. Department of Education	www.ed.gov	The purpose of this web site is to support improvements in teaching and learning and to help meet special needs of schools and students in elementary and secondary education. The U.S. Department of Education (ED) is delivering about \$28 billion this year to states and school districts, primarily through formula-based grant programs. To help strengthen teaching and learning in post-secondary institutions, ED is providing about \$2 billion.
National Science Foundation	www.nsf.gov	The National Science Foundation (NSF) is an independent agency of the U.S. Government, established by the National Science Foundation Act of 1950. The Foundation consists of the National Science Board--24 part-time members and a Director, each appointed by the President with the advice and consent of the U.S. Senate. The primary mission is to promote the progress of science; to advance national health, prosperity, and welfare; and to secure the national defense.
Substance Abuse and Mental Health Services Administration	www.samhsa.gov	The Department of Health and Human Services (DHHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially to those who are least able to help themselves. The Department includes more than 300 programs, with foci including medical and social science research, preventing outbreak of infectious disease, immunization services, and Medicare (health insurance for elderly and disabled Americans)/ Medicaid (health insurance for low-income people), among others. DHHS is the largest grant-making agency in the federal government, providing some 60,000 grants per year.
U. S. Housing and Urban Development	www.hud.gov/grants/index.cfm	Mission of the U.S. Housing and Urban Development are to create opportunities for home ownership; provide housing assistance for low-income persons; work to create, rehabilitate and maintain the nation's affordable housing; enforce the nation's fair housing laws; help the homeless; spur economic growth in distressed neighborhoods; and help local communities meet their development needs.
National Criminal Justice Reference Service	www.ncjrs.org	NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and

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		<p>practice related to criminal and juvenile justice and drug control. NCJRS services and resources are available to policy makers, criminal and juvenile justice practitioners, educators, community leaders, and the general public. Anyone interested in the fields of criminal and juvenile justice and drug policy can use or request NCJRS services and assistance. NCJRS offers a range of services and resources, balancing information needs of the field with technological means to receive and access support.</p>
National Institute of Health	www.nih.gov	<p>The NIH conducts research in its own laboratories; supports the research of non-Federal scientists in universities, medical schools, hospitals, and research institutions throughout the country and abroad; helps train research investigators; and fosters the dissemination of medical information. The NIH is one of eight health agencies of the Public Health Services which, in turn, is part of the U.S. Department of Health and Human Services. Comprised of 27 separate components, mainly Institutes and Centers, NIH has 75 buildings on more than 300 acres in Bethesda, MD. From a total of about \$300 in 1887, the NIH budget has grown to more than \$20.3 billion in 2001.</p>
The Ford Foundation	www.fordfound.org	<p>The goals of the Ford Foundation are to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement. The Ford Foundation is one source of support for these activities. They work mainly by making grants or loans that build knowledge and strengthen organizations and networks. As financial resources are modest in comparison to societal needs, Ford focuses on a limited number of problem areas and program strategies within their broad goals.</p>
WK Kellogg Foundation	www.wkkf.org	<p>The W.K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. Its founder W.K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems. One way that the foundation accomplishes its mission is through grant opportunities.</p>
Lilly Endowment, Inc.	www.independentsector.org/pathfinder/resources/foundations/lil_end.html	<p>Created in 1937, Lilly Endowment Inc. is a private philanthropic foundation based in Indianapolis, IN. It supports the causes of religion, education, and community development, and is interested in initiatives that</p>

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		benefit youth, foster leadership education among nonprofit institutions, and promote the causes of philanthropy and volunteerism. While the Endowment's grantmaking focuses primarily on Indiana, it also provides funding for programs that are national in scope.
The Robert Wood Johnson Foundation	www.rwjf.org/index.jsp	The Robert Wood Johnson Foundation was established as a national philanthropy in 1972 and today is the largest US foundation devoted to improving the health and health care of all Americans. They concentrate grantmaking in four areas: to assure that all Americans have access to basic health care at reasonable cost; to improve care and support for people with chronic health conditions; to promote healthy communities and lifestyles; and to reduce the personal, social and economic harm caused by substance abuse — tobacco, alcohol, and illicit drugs.
The William Penn Foundation	www.wpennfdn.org	The William Penn Foundation promotes the understanding of and action upon important issues facing the Philadelphia Region. It funds proposals from nonprofit organizations working in Arts and Culture; Children, Youth, and Families; and Environment and Communities. It seeks dialogue with organizations and others concerned about our communities. Their vision is to advance a dynamic, diverse region with meaningful opportunity, with the mission to improve quality of life in the Philadelphia region through efforts that strengthen children's futures, foster rich cultural expression, and deepen connections to nature and community.
John D. & Catherine T. MacArthur Foundation	www.macfdn.org	The John D. and Catherine T. MacArthur Foundation is a private, independent grantmaking institution dedicated to helping groups and individuals foster lasting improvement in the human condition. The Foundation seeks to develop healthy individuals and effective communities; peace within and among nations; responsible choices about human reproduction; and a global ecosystem capable of supporting healthy human societies. The Foundation pursues this mission by supporting research, policy development, dissemination, education and training, and practice.
The Andrew W. Mellon Foundation	www.mellon.org	The Andrew W. Mellon Foundation is a Not-for-Profit Corporation designed to "aid and promote such religious, charitable, scientific, literary, and educational purposes as may be in the furtherance of the public welfare or tend to promote the well-doing or well-being of mankind." Under this broad charter, the Foundation currently makes selective grants to institutions in higher education; cultural affairs and the performing arts; population;

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		conservation and the environment; and public affairs.
The Charles Stewart Mott Foundation	www.mott.org	The Charles Stewart Mott Foundation affirms its founder's vision that each of us "is in a partnership with the rest of the human race"-- that each individual's quality of life is connected to the well-being of the community, both locally and globally. They pursue their vision via creative grantmaking, thoughtful communication, and other activities that enhance the community in its many forms. They strive to maintain an ethic of caring, integrity and service. The Foundation seeks to strengthen, in people and their organizations, what Mr. Mott called "the capacity for accomplishment."
The Rockefeller Foundation	www.rockfound.org	The Rockefeller Foundation is a knowledge-based, global foundation with a commitment to enrich and sustain the lives and livelihoods of poor and excluded people throughout the world. In order to maximize its resources and leverage the Foundation's strengths, grantmaking is organized around four thematic lines of work: Creativity & Culture, Food Security, Health Equity and Working Communities. A cross-theme of Global Inclusion supports, promotes and supplements the work of these themes.
Carnegie Corporation of New York	www.carnegie.org	Carnegie Corporation of New York was created by Andrew Carnegie in 1911 to promote "the advancement and diffusion of knowledge and understanding." Under Carnegie's will, grants must benefit the people of the United States, although up to 7.4 percent of the funds may be used for the same purpose in countries that are or have been members of the British Commonwealth, with a current emphasis on Commonwealth Africa. As a grantmaking foundation, the Corporation seeks to carry out Carnegie's vision of philanthropy, which he said should aim "to do real and permanent good in this world."
Proposal Writing – Government Contracting	www.proposalwriter.com	This web site offers proposal writing and management services for firms, organizations and universities bidding on government contracts. It also specializes in international development – providing technical assistance in management systems development, project management, project design and implementation, workplan development, and start-up of projects in the Middle East, Africa, Asia, Latin America, Caribbean, and the former USSR.

Fundraising Viability Questionnaire



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1. What are your current sources of funding?
2. Who is in charge of maintaining current sources and outreaching to new sources of funding?
3. Who are your main supports for your program? Would they be willing to “endorse” your program to others? Are they involved in helping you to develop resources for your program?
4. Are there opportunities for individuals to financially support your program?
5. Are there opportunities for individuals/organizations to volunteer their time and/or donate merchandise to your program?
6. Does your program have a non-profit status? Should you try to obtain one?
7. How much money does your program need?
8. What would the additional fundraising money be used for?
9. Do you have a sense of how to best market your program within the community?
10. Is there a grant writing team?
11. Is time allocated for staff to work on grant writing and other funding activities?
12. How is funding outreach coordinated?
13. Do you have an advisory board—are they involved in fundraising?
14. Do you have a clear mission statement and basic materials about your program for sharing with others for marketing and fundraising?
15. Who are the political leaders who are in support of your mission?
16. What key local, state, and national agencies have an agenda or support programs that are similar to yours?
17. Is your program on the radar screen within the local community and state? If no—what groups/organizations should your program be connected to?
18. Does your program use state-of-the-art practices?
19. Is your program willing to help teach/train others in your content area?
20. Does your program have a plan for future development and growth?

Fundraising Ideas for Non-Profit Organizations



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Ten Rules for Being a Good Fundraiser:

1. Ask for the gift. If you don't, someone else will.
2. Look and sound professional.
3. Be accountable for yourself and your organization.
4. Be honest and moral.
5. Speak for your cause with conviction.
6. If you cannot speak with conviction, recruit someone who can.
7. A prospect is simply a donor without motivation. It is up to you to provide the motivation!
8. A donor is a fundraiser who has yet to share their conviction with a friend. Ask them to.
9. A good fundraiser is just a friendly motivator!
10. A successful fundraiser has thick skin, a soft heart, a quick mind, a slow tongue, exceptional hearing, and no shame (especially when asking for a gift!)

- Adapted from Nonprofit Charitable Orgs with Robert DeMartinis:
<http://nonprofit.about.com/library/bltenrules.hmt?once=true&>