



Utah State Board of Education

FY27 SCHOOL-BASED MENTAL HEALTH (SBMH) SCREENING GRANT APPLICATION

QUALTRICS PREVIEW AND SCORING RUBRIC

August 2026

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FY27 SCHOOL-BASED MENTAL HEALTH SCREENING GRANT APPLICATION QUALTRICS PREVIEW

PURPOSE FOR THE QUALTRICS PREVIEW

This document is provided for reference purposes only. It contains the questions that will appear in the Fiscal Year 2027 (FY27) School-based Mental Health Screening Application, which will be available as a Qualtrics Form. Note that this PDF should not be submitted as it is not the official application. Local Education Agencies (LEAs) are encouraged to review these questions in preparation for the application process.

What: [Utah Code Section 53F-2-522](#) sets standards for LEAs to implement approved mental health screening programs for students. The legislature has appropriated an ongoing amount of \$1 million for the program. [Board Rule R277-625](#) also creates a process for a qualifying parent to receive reimbursement from the LEA for needed mental health treatment for the parent's student, based on the results of the mental health screening. R277-625 also clarifies what factors constitute a qualifying parent.

Note: This is a competitive grant. Grant recipients will be awarded in two tiers. Tier 1 will be designated for LEAs seeking reimbursement will be prioritized. Tier 2 will be the remaining LEAs. See the rubric for additional information on grant scoring.

PRE-REQUISITES

- LEA has submitted a record of determination for FY27 to be a participating LEA for the screening program.

In accordance with [Utah Code Section 63A-19-402\(2\)](#):

- This data is being gathered to apply for the FY27 School-based Mental Health Screening Grant.
- The data will only be shared with USBE staff that oversee the grant process.

- If you choose not to provide this information, it could impact USBE's ability to contact you about program requirements and updates. LEAs will be considered ineligible for funding if this information is not submitted.
- The record series for this record is annual reports 84427.

RESOURCES

[SBMH Screening Program & Grant Requirements](#)

[Board Approved Mental Health Screening Tools](#)

[School-Based Mental Health Screening Guidebook](#)

[Frequently Asked Questions \(FAQ\) SBMH Screening Program and Grant](#)

KEY DEFINITIONS

1. Mental Health: a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices.
2. Approved Mental Health Conditions: anxiety, depression, suicidal ideation.
3. Mental Health Screening or Screener: a systematic tool or process:
 - a. to identify if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health;
 - b. for an early identification strategy to detect the onset of mental health conditions, enabling the mental health conditions to be potentially addressed; and
 - i. that is not:
 - ii. a diagnostic tool or process; or
 - iii. a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.
4. Screening is a process for evaluating the possible presence of a particular problem and whether further action needs to be recommended to address the problem
5. Assessment is a process for defining the nature of a problem (including frequency, intensity, duration), determining a diagnosis, and developing specific recommendations for treatment of the problem or diagnosis.

6. Qualifying Parent: a parent that "qualifies for financial assistance" and who has a student receiving educational services through an LEA. A parent qualifies for financial assistance if:
 - a. the student qualifies for free or reduced lunch; or
 - b. as recommended by the local mental health authority, the parent demonstrates need including being:
 - i. uninsured;
 - ii. underinsured;
 - iii. ineligible for Medicaid to cover part or all of any recommended mental health treatments; or
 - iv. demonstrates a high need for interventions based upon results of the LEA's mental health screener.
-

Only LEAs that have submitted an FY27 Record of Determination to participate in the screening program will be listed and eligible to apply for competitive funding. There are two types of allowable uses of funds for this grant:

1. Mental Health Screening Implementation
 - a. Allowable expenses for implementation include: salary, benefits, contracting, and materials.
 - b. Funding restrictions include: incentives and travel.
2. Reimbursements for Relevant Mental Health Services
 - a. Allowable expenses for relevant mental health services include: reimbursement for qualifying parents.
 - b. Funding restrictions include: inpatient treatment.

SBMH SCREENING GRANT APPLICATION SCORING RUBRIC

PURPOSE FOR THE SCORING RUBRIC

The SBMH Screening Grant Application Scoring Rubric is designed to provide a consistent and transparent process for reviewing applications and ensuring alignment with state statute, Board rule, and program requirements. The rubric evaluates an LEA's demonstrated need for screening, readiness to implement a high-quality screening program, plans for responding to identified student needs, collaboration with families and community partners, crisis response procedures, and overall alignment with grant priorities. This is to help ensure that awarded funds support sustainable, student-centered screening programs that connect students and families to appropriate mental health supports and services.

POINTS POSSIBLE

Grant Section	Tier 1 Points Possible	Tier 2 Points Possible
Writing	15 (Five points per component)	15 (Five points per component)
LEA Information	7	7
Implementation	50 (10 points each)	50 (10 points each)
Qualifying Parent Reimbursement	8 Q7-9 are one point each Q10-12 are collectively five points	1 Points are from Q7 only
Evaluation	20 (10 points each)	20 (10 points each)
Total	100 points	93 points

The criteria and points possible for each question will be listed inline within the [Questions](#) portion of this document.

WRITING

GRAMMAR AND MECHANICS

Criteria (Tiers 1 and 2)

- 5 points: Responses had little to no errors.
- 3 points: Responses had some errors.
- 1 point: Responses had many errors.

ORGANIZATION

Criteria (Tiers 1 and 2)

- 5 points: Responses had a logical flow, structure, and transition.
- 3 points: Responses had some logical flow, structure, and transition.
- 1 point: Responses had no logical flow, structure, and transition.

IDEAS & CONTENT

Criteria (Tiers 1 and 2)

- 5 points: Responses were clear, focused, and provided supporting details.
- 3 points: Responses were sometimes clear, focused, and provided supporting details.
- 1 point: Responses were not clear, focused, nor provided supporting details.

QUESTIONS

1. Select your LEA from the list below.
 - a. Eligibility is limited to LEAs that submitted a Mental Health Screening Record of Determination.
 - b. If your LEA is not listed, it is not currently eligible to apply for funding
 - c. **Criteria** (Tiers 1 and 2)
 - 7 points: This question was answered.

IMPLEMENTATION

2. How did the LEA determine there was a need to implement a school-based mental health screening program?
 - a. Please describe the process used to assess need and include the following:
 - Data sources: What qualitative and/or quantitative data were reviewed to identify the need for screening (e.g., survey results, attendance data, disciplinary data, behavioral health trends, community needs assessments, stakeholder feedback, etc.)?
 - Stakeholder input: Which stakeholders were consulted (e.g., students, families, educators, administrators, school mental health professionals, community partners), and what key themes or feedback emerged?
 - Engagement process: How was stakeholder input gathered (e.g., surveys, focus groups, meetings, committees, public comment, interviews, or other methods)?
 - b. **Criteria** (Tiers 1 and 2)
 - 10 points: The response included all **three** supporting information.
 - 5 points: The response included two of the supporting information.

- 3 points: The response included one of the supporting information.
 - 1 point: The response did not include the requested supporting information.
3. Describe your school-based mental health screening program, including your LEA's readiness to implement the program.
- a. Please include the following in your response:
- Program Overview: Describe your screening program, including the grade levels to be screened, the screening tool(s) selected, and the overall goals of the program.
 - Implementation Plan: Explain how screening will be conducted, including timelines, staffing, consent procedures, communication plans, and processes for reviewing and responding to screening results.
 - Readiness for Implementation: Describe your LEA's preparedness to successfully implement the program. Include any planning activities, staff training, stakeholder engagement, policies and procedures, data management processes, or other steps taken to support implementation.
 - Available Resources and Capacity: Identify the personnel, partnerships, funding, systems, and support services available to implement the screening program.
- b. **Criteria** (Tiers 1 and 2)
- 10 points: The response included all **four** supporting information.
 - 7 points: The response included three of the supporting information.
 - 5 points: The response included two of the supporting information.
 - 3 points: The response included one of the supporting information.

- 1 point: The response did not include the requested supporting information.
4. How will the LEA use grant funds to implement and sustain its school-based mental health screening program?
- a. Please describe how funds will be used to support screening implementation, including any activities, personnel, materials, or services necessary to successfully administer the program.
 - b. Your response should include anticipated expenses such as:
 - Communication and outreach materials (e.g., parent notifications, informational materials, marketing, and advertisement costs)
 - Screening tools and technology (e.g., screening licenses, software subscriptions, data management systems, and related materials)
 - Personnel costs (e.g., stipends, salary support, or additional staff time needed to administer, coordinate, and follow up on screenings)
 - Contracted services (e.g., third-party providers or consultants conducting screenings, data analysis, training, or implementation support)
 - Other implementation costs necessary to support the screening program
 - c. **Criteria** (Tiers 1 and 2)
 - 10 points: The response included all **four** supporting information.
 - 7 points: The response included three of the supporting information.
 - 5 points: The response included two of the supporting information.
 - 3 points: The response included one of the supporting information.
 - 1 point: The response did not include the requested supporting information.

5. Students identified through screening as having a presenting concern should be connected to appropriate supports and resources.
 - a. Describe how the LEA will respond to screening results and ensure students and families are informed of available services.
 - b. Your response should address the following:
 - How students with identified concerns will be connected to school-based supports and services.
 - How students and families will be informed of and connected to community-based mental health resources.
 - How the LEA will collaborate with and refer students to the Local Mental Health Authority (LMHA) or other appropriate behavioral health providers when additional assessment or services are needed.
 - How parents/guardians will be notified of screening results, recommendations, and available resources.
 - c. **Criteria** (Tiers 1 and 2)
 - 10 points: The response included all **four** supporting information.
 - 7 points: The response included three of the supporting information.
 - 5 points: The response included two of the supporting information.
 - 3 points: The response included one of the supporting information.
 - 1 point: The response did not include the requested information.
6. Describe the LEA's procedures for responding when a student discloses an imminent risk of harm to self and/or others during the screening process.
 - a. Please explain the immediate steps that will be taken to ensure student safety and describe the policies, procedures, and protocols currently in place to address such situations.

b. Your response should include:

- The LEA's Crisis Response Protocol or other procedures used to assess and respond to imminent risk.
- How the LEA will ensure the student's immediate safety while on campus.
- Procedures for parent/guardian notification and involvement.
- Coordination with school-based mental health professionals, community crisis resources, emergency services, or the Local Mental Health Authority (LMHA), as appropriate.
- References or links to relevant LEA policies, procedures, or protocols governing crisis response and threat assessment.

c. **Criteria** (Tiers 1 and 2)

- 10 points: The response included all **five** supporting information.
- 7 points: The response included four of the supporting information.
- 5 points: The response included three of the supporting information.
- 3 points: The response included two of the requested supporting information.
- 1 point: The question was answered with no requested supporting information.

QUALIFYING PARENT REIMBURSEMENT

LEAs seeking reimbursement will be prioritized. Reimbursement questions are weighted more.

7. Does the LEA plan to use grant funds to reimburse "qualifying parents" for expenses associated with participation in the school-based mental health screening program?

- a. Yes
- b. No (if no is selected, skip to question 13)

- c. **Criteria** (Tiers 1 and 2)
 - 1 point: A choice is selected.
8. If yes is selected: Which one of these qualifications will the LEA use to verify that the parent meets the definition of “qualifying parent” as defined by [Board Rule R277-625](#)?
- a. Free and reduced lunch
 - b. Recommended by local mental health authority (LMHA)
 - c. **Criteria** (Tier 1 only – Prioritization)
 - 1 point: A choice is selected.
9. How will the LEA reimburse a “qualifying parent”? (select all that apply)
- a. Contract personnel to provide the mental health evaluation and therapy sessions (within the LEA)
 - If this is selected, skip to question 10
 - b. Purchasing vouchers (with community partners)
 - If this is selected, skip to question 11
 - c. Other
 - If this is selected, skip to question 12
 - d. **Criteria** (Tier 1 only – Prioritization)
 - 1 point: A choice is selected.
10. Contract personnel to provide the mental health evaluation and therapy sessions (within the LEA).
- a. Please enter a whole number only (do not include a dollar sign, commas, or other symbols).
 - What is the cost of evaluation?
 - What is the cost of each session?
 - b. **Criteria** (Tier 1 only – Prioritization)

- Questions 10-12 collectively can earn up to 5 points MAX altogether through a combination of:
 - All values entered are formatted correctly.
 - Provides a well-written description of "Other" with two or more supporting details.

11. Purchasing vouchers (with community partners)

- Please enter a whole number only (do not include a dollar sign, commas, or other symbols).
 - How many community partners does your LEA plan to partner with?
 - How many vouchers are you planning to cover with the funding?
 - What is the cost for each voucher?
 - What will the voucher cover? (i.e. evaluation and number of sessions)
- Criteria** (Tier 1 only – Prioritization)
 - Questions 10-12 collectively can earn up to 5 points MAX altogether through a combination of:
 - All values entered are formatted correctly.
 - Provides a well-written description of "Other" with two or more supporting details.

12. Please describe "Other."

- Criteria** (Tier 1 only – Prioritization)
 - Questions 10-12 collectively can earn up to 5 points MAX altogether through a combination of:
 - All values entered are formatted correctly.
 - Provides a well-written description of "Other" with two or more supporting details.

EVALUATION

13. What outcomes does the LEA expect to achieve through the implementation of the school based mental health screening program?

a. Provide a brief narrative describing the goals and objectives of the program and how they align with identified student needs. Include:

- Specific, measurable goals and objectives using the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) framework.
 - Example 1: “We will screen 150 students by May 30”.
 - Example 2: “We will host 3 screening events within the current school year.”
 - Example 3: “We will provide reimbursement for 15 students for follow-up services by the end of the school year.”
- The anticipated impact of the screening program on student well-being, early identification, access to supports, and/or referral processes.
- Potential barriers or challenges that may affect implementation and how the LEA plans to address them.

b. **Criteria** (Tiers 1 and 2)

- 10 points: The response included all **three** supporting information.
- 5 points: The response included two of the supporting information.
- 3 points: The response included one of the supporting information.
- 1 point: The response did not include the requested supporting information.

14. How will the LEA evaluate the effectiveness of the school-based mental health screening program and use results to inform continuous improvement?
- a. Describe how the LEA will measure implementation, outcomes, and overall program effectiveness. Include:
- The quantitative and qualitative data that will be collected.
 - How program activities and outcomes will be documented and monitored.
 - The methods that will be used to collect, analyze, and interpret data.
 - How data will be used to identify strengths, address challenges, and make improvements to the program over time.
 - How stakeholders (e.g., students, families, educators, administrators, and community partners) will provide feedback and help assess program effectiveness.
- b. **Criteria** (Tiers 1 and 2)
- 10 points: The response included all **five** supporting information.
 - 7 points: The response included four of the supporting information.
 - 5 points: The response included three of the supporting information.
 - 3 points: The response included two of the requested supporting information.
 - 1 point: The question was answered with no requested supporting information.

Submit

END

Your response has been successfully submitted and recorded. Thank you for completing the School-Based Mental Health Screening Grant Application.

The information you provided will be reviewed following the close of the application period. Applicants will be notified regarding funding decisions and next steps after the grant deadline has passed and all applications have been evaluated.

If you have questions about the application, need to make a correction to your submission, or would like additional information about the grant program, please contact:

Michelle Knight

Suicide Prevention Specialist

Utah State Board of Education (USBE)

<mailto:michelle.knight@schools.utah.gov>

We appreciate your commitment to supporting student mental health and well-being. Thank you for your efforts to identify and connect students with the resources and supports they need.