



Request for Applications (RFA) 2014-2015 Behavioral Health Capacity Expansion Mini-Grant Program

Introduction and Purpose

The Historically Black Colleges and Universities-Center for Excellence (HBCU-CFE) in Behavioral Healthⁱ serves as a unique resource and training center designed to (1) promote student behavioral health to positively impact student retention; (2) expand campus service capacity, with a focus on culturally appropriate behavioral health resources; (3) facilitate best practices and information dissemination; and (4) foster student leadership and behavioral health workforce development.

The HBCU-CFE behavioral health capacity expansion mini-grant program supports and promotes opportunities for HBCUs to:

- Focus on service capacity expansion, including the provision of culturally appropriate behavioral health resources and workforce development.
- Embrace a public health approach to ensure student behavioral health needs are integrated throughout an institution's educational multiple systems.
- Strategically align with the overall network established through the HBCU-CFE
- Encourage behavioral health policy enhancement.

Background

The Affordable Care Act (ACA) and the Mental Health Parity and Addiction Equity Act (MHPAEA) will make health coverage more affordable and accessible for millions of Americans. In 2014, up to 38 million more Americans will have an opportunity to be covered by health insurance due to changes under the ACA. Between 20 to 30 percent of these people (as many as 11 million) may have a serious mental illness or serious psychological distress and/or a substance use disorderⁱⁱ.

The Substance Abuse and Mental Health Services Administration (SAMHSA) is keenly aware that to achieve its mission to reduce the impact of substance abuse and mental illness on American's communities, a well-trained, educated and fully functioning workforce is needed. SAMHSA also recognizes that increasing the size of the workforce, recruiting a more diverse, younger workforce, and retaining trained and qualified staff are necessary to provide for the behavioral health needs of the nation's population.

Preparing a workforce that can meet the challenges of the 21st century is an essential component of SAMHSA's strategic plan and programs. SAMHSA has embedded workforce elements in each of the eight Strategic Initiatives. Four of the priorities are included:

- Prevention of Substance Abuse and Mental Illness- Educate the behavioral health field about successful interventions, such as screening, brief intervention, and referral to treatment (SBIRT); and develop and implement training around suicide prevention and prescription drug abuse.

- Health Reform- Work with partners and stakeholders to develop a new generation of providers, promote innovation of service delivery through primary care and behavioral health care integration, and increase quality and reduce health care costs.
- Trauma and Justice- Provide technical assistance and training strategies to develop practitioners skilled in trauma and trauma-related work and systems that have capacity to prevent, identify, intervene and effectively treat people in a trauma-informed approach.
- Public Awareness Support- Ensure that the behavioral health workforce has access to information needed to provide successful prevention, treatment, and recovery services.

SAMHSA, in collaboration with other federal agencies, states, tribes, local organizations, and individuals, including consumers and the recovery community, has demonstrated many times through research and practice that - prevention works, treatment is effective, and people recover from mental and substance use disorders.

Faculty, fellow students, and staff are frequently the first to encounter students with behavioral health issues. However, they may not be familiar with the signs and symptoms of psychological distress, thus they are unable to direct the student(s) to the correct source for assistance. Several students in the HBCU network have participated in the HBCU-CFE in *Substance Abuse and Mental Health* mini grant program as a source of support for students and faculty.

A sampling of the outcomes from the mini grant program underscores the success, including:

- 80% of the HBCUs sustained activities seeded through the mini grant beyond the Federal funding
- 86 mini-grant recipients have established approximately 564 internships for students at both undergraduate and graduate levels
- Nearly 21,360 hours of service were reported for student internships
- Internship opportunities have fostered skill-building and practical experience as students are exposed to evidence-based practices, received culturally sensitive training for substance abuse professionals and gained experience working with special populations
- 74% of HBCU-CFE internships were completed in local and community based organizations providing substance abuse treatment services
- 64% reported an increase in involvement in mental health initiatives on campus
- 85% reported increased collaboration on mental health issues within or across schools
- 79% reported an enhancement or increase in the delivery of mental health services to studentsⁱⁱⁱ
- Sub-Awardees have received national recognition as a result of receiving the mini grant.

Behavioral Health Capacity Expansion Mini-Grant Program Description

The HBCU-CFE Behavioral Health Capacity Expansion RFA provides an opportunity for HBCUs to participate in a unique learning environment designed to develop leadership, promote best practices and stimulate interest in behavioral health careers. Through this effort, individual schools will receive assistance in promoting behavioral health as a keystone for a healthy campus, student retention and graduation.

The “mini grant” program will have a broader impact as the HBCU-CFE seeks to:

- Reinforce the infrastructure of the overall HBCU network to implement a public health approach to behavioral health promotion and prevention, referral to treatment, and recovery from behavioral health disorders.
- Facilitate workforce development through targeted technical assistance, establishing linkages between HBCUs, professional associations, and other resources to support campus capacity expansion, and internship.

- Conduct evaluations to determine overall effectiveness and opportunities for promoting “best practices”

Program Goals

The goals of the HBCU-CFE Behavioral Health Capacity Expansion Mini-Grant program are to:

- Increase the use of behavioral health promotion and prevention activities on campuses
- Expand screening and referral capacity for students at risk or displaying symptoms of a mental health and/or substance use disorder
- Promote behavioral health workforce development through exposure to evidence-based practices mentoring and field based experiences
- Work with HBCUs to provide students with course credit for participation in internships

Expected Outcomes

The HBCU-CFE behavioral health capacity expansion mini grant program will result in:

- Increased awareness of the early signs of emotional distress and resources for early intervention
- Increased collaboration on behavioral health issues within and across universities and their supporting communities
- Enhanced or increased delivery of behavioral health screening and treatment services to HBCU students
- Increased behavioral health education and training programs on HBCU campuses
- An increased number of HBCU students interning in the behavioral health field
- Increased HBCU student exposure to career options in the behavioral health workforce
- Established and/or increased HBCU partnerships with local, regional and State entities committed to increasing diversity in the behavioral health workforce.

Eligibility

All HBCUs are eligible to apply for an Option I or Option II mini-grant.

Two-Year Colleges are strongly encouraged to apply.

The CFE encourages each department to communicate within their institution for collaboration between departments to ensure a successful application.

Only one application may be submitted per institution.

Funding

Through a sub-award contract with Morehouse School of Medicine, the HBCU-CFE will fund up to 28 Option I schools @ \$7,500 per school. Funds will be disbursed in the three installments: 25% upon receipt of signed subcontract and an invoice for payment; 25% upon receipt of progress report, expenditure report and an invoice for payment; and 50% at the completion of the project and the submission of final report, student outcome forms, financial documentation and invoice for payment.

The HBCU-CFE will fund up to five awards for Option II schools at \$3,000 each. Note: There is no exchange of direct funds for Option II. However, behavioral health tool kits will be purchased by the HBCU-CFE.

Option I: Behavioral Health Service Capacity Expansion and Workforce Development

Projects in this category will promote behavioral health awareness, conduct behavioral health trainings, screenings/referrals, and support student internships at behavioral health sites.

The Behavioral Health Capacity Expansion projects must address the following focus areas:

- Increasing outreach and engagement of students who have identified as being at higher risk for unaddressed behavioral health needs (e.g., veterans, LGBTQ, non-traditional students, women with or at-risk for HIV infection)
- Stimulating service capacity expansion (e.g., increasing the number of peer educators across the network, encouraging the integration of primary and behavioral health care services on campuses, etc.)
- Enhancing workforce development opportunities through partnerships with community-based providers and organizations

Option II: Campus Specific Behavioral Health Service Capacity Expansion

Projects in this category will customize and implement the College Response Program to address campus specific behavioral health issues. Option II mini-grants are required to submit a progress and final reports. **There will be no exchange of direct funds. Instead, the CFE will support your campus-based behavioral health initiative by purchasing only behavioral health toolkits listed.**

The College Response Program promotes the prevention, early detection and treatment of prevalent mental health disorders and alcohol problems. It offers screening tool kits and resources to implement prevention programming for mood and anxiety disorders, alcohol use and eating disorders. Reference www.mentalhealthscreening.org for detailed information.

In addition to the College Response Program, Option II schools may select from the following to augment their mini-grant project:

- **Screening and Brief Intervention (SBI) Tool Kit for College and University Campuses.** Screening and Brief Intervention is a comprehensive, integrated, public health approach to the delivery of early intervention to individuals at-risk for developing substance abuse disorders. The purpose of the SBI toolkit is to provide background information, materials, and resources to assist and encourage those who are interested in developing and implementing SBI services in their particular setting. Reference www.friendsdrivesober.org for detailed information.
- **Active Minds.** Develop and support a chapter of a student run mental health awareness education, and advocacy group on campus. The chapter would increase students' awareness of mental health issues, provide information and resources regarding mental health and mental illness, encourage students to seek help as soon as it is needed, and serve as a liaison between students and the campus' mental health community. Active minds aims to remove the stigma that surrounds mental health issues, and create a comfortable environment for an open conversation about mental health issues on campuses throughout North America. Reference www.activeminds.org for detailed information.
- **National Alliance on Mental Illness (NAMI) on Campus Club.** NAMI on Campus clubs are student-run, student-led organizations that provide mental health support, education, and advocacy in a university or college setting. The mission is to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness and mental health services on campus, and to eliminate the stigma students with mental illness face. Reference www.nami.org/Content/NavigationMenu/Find_Support/NAMI_on_Campus1/Starting_Your_Own_NAMI_Affiliate/Start_Your_Own_NAMI_on_Campus_Club.htm for detailed information.
- **Question, Persuade, Refer (QPR) Training on Suicide Prevention.** Three simple steps that anyone can learn to help save a life from suicide. People trained in QPR learn how to recognize

the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Reference www.qprinstitute.com for detailed information.

- **QPR Suicide Triage Training.** The QPR suicide triage training program focuses on training individuals in conducting a first level suicide risk assessment and how to establish a collaborative crisis management and personal safety plan for someone considering suicide. Reference www.qprinstitute.com for detailed information.
 - **QPRT Suicide Risk Assessment and Training Course.** This program is for university or continuing education unit (CEU) credit designed for behavioral health professionals, counselors, social workers, substance abuse treatment providers, clinical pastoral counselors and licensed and certified professionals who evaluate and treat suicidal persons. Reference www.qprinstitute.com for detailed information.
 - **American College Health Association (ACHA) National College Health Assessment.** The ACHA-National College Health Assessment (NCHA) is a nationally recognized research survey that can assist you in collecting precise data about your students' health habits, behaviors, and perceptions. Reference www.acha-ncha.org for detailed information.
 - **Mental Health First Aid USA.** Mental Health First Aid is an 8-hour course that teaches individuals a five-step action plan to support someone developing signs and symptoms of mental illness or in an emotional crisis. The training helps prepare individuals to interact with a person in crisis and connect the person with help. Reference www.mentalhealthfirstaid.org/ for detailed information.
 - **Student Veterans of America (SVA).** SVA provides military veterans with the resources, support, and advocacy needed to succeed in higher education and following graduation. SVA is a coalition of student veterans groups on college campuses that help veterans reintegrate into campus life and succeed academically. Reference www.studentveterans.org for detailed information.
 - **Kognito.** Kognito's flagship technology is the award-winning Kognito Conversation Platform, which is based on research in neuroscience and social cognition. The platform enables Kognito to author and deliver virtual practice environments where learners engage in role-play conversations with emotionally responsive virtual humans that act and respond like real humans, thereby replicating real life interactions. Reference www.kognito.com/products/highered
 - **MY STUDENT BODY.** College students make choices every day that affect their academic success and ultimately their success in life. The choices they make about alcohol, drugs, and sexual violence can be among the toughest- and can have the most serious consequences. MyStudentBody is a comprehensive, evidence-based, online prevention program that gives students the tools to choose behavior that helps them successfully navigate the social pressures of the campus environment and achieve academic success. Reference www.mystudentbody.com
- eCHECKUP TO GO.** The eCHECKUP TO GO programs are personalized, evidence-based, Alcohol & Marijuana online prevention interventions developed by counselors and psychologist at San Diego State University. Drawing on Motivational Interviewing (Miller & Rollnick, 2002) and Social Norms Theory (Perkins & Berkowitz, 1986), the eCHECKUP TO GO programs are designed to motivate individuals to reduce their consumption using personalized information about their own drinking and risk factors. Reference www.echeckuptogo.com/usa

Mini-Grant Requirements Expectations

- Identification of faculty lead who will serve as coordinator of the mini-grant as well as a faculty/staff co-lead
- Selecting and preparing students for participating in project implementation activities and internship programs (freshmen and sophomores are highly encouraged to comprise the team)

All Sub-awardees are required to participate in quarterly technical assistance conference calls including the technical assistance call for the progress report and final report. All Sub-awardees are also expected to participate in all HBCU-CFE educational activities such as monthly webinars, the PSA contest, and the annual Behavioral Health Awareness Day. All training events and educational activities will be listed on the HBCU-CFE website, www.hbcucfe.net

Primary Activities for Option I

The behavioral health capacity expansion mini grants will be implemented in three phases to facilitate project completion and achievement of expected outcomes:

- Phase I: Leadership Development/Strategic Planning/Team Building
- Phase II: Implementation, Infrastructure and Capacity Building
- Phase III: Sustainability and Expansion

Phase I: Leadership Development/Strategic Planning/Team Building

September 2014 – October, 2014

Introduce student leadership development for project participants and ensure that projects include a team concept with student involvement and that members are clear on the expected outcome. Teams will work with the HBCU-CFE to develop a strategic plan and related outcomes for the project. This initial phase will also serve as an opportunity for teams to establish and/or increase HBCU partnerships with local, regional and State behavioral health partners committed to increasing workforce diversity.

Expected Outcomes: (Options I and II) - Identification of leadership development strategies that will be used to facilitate leadership skills for students and faculty/staff associated with the mini grant project:

- Development of a strategic plan or logic model that includes primary goals/activities, anticipated outcomes, identification of potential collaborative partners
- Identification of national internship/fellowship options and application requirements (**Option 1 only**)

Phase II: Implementation, Infrastructure and Capacity Building and Scaling

November 2014 April, 2015

Initiate/implement actions related to the strategic plan or logic model developed in Phase I. The HBCU-CFE will identify available resources, technical assistance opportunities and outcomes of similar projects to facilitate project implementation.

Mini-Grant funds may be used for stipends for students participating in local internships. No more than 10% of the mini-grant may be used for administrative costs, including student and internship partner selection, monitoring, and data collection. Although partner contributions and matching are not required,

mini-grant applicants are encouraged to request contributions or matching funds from partnering behavioral health agencies/providers.

Examples of behavioral health promotion activities:

- Service activities focusing on anxiety, depression, drug and alcohol screening, prevention or disaster/trauma response interventions
- Developing and/or disseminating culturally relevant behavioral health promotion materials
- Partnering or collaborating with other behavioral health programs or providers to facilitate culturally competent evidence-based interventions and referrals when indicated
- Training front line staff, faculty, peer educators, etc., about early signs of emotional distress and substance use disorders
- Student Orientation activities that incorporate behavioral health promotion efforts
- Stigma reduction campaigns

Examples of student internship/fellowship opportunities:

- Local, regional or state substance abuse treatment and/or mental health providers, including primary health care, criminal justice, state and local government settings
- National internship/fellowship options may also be incorporated into the implementation plan for the mini grant. These internships/fellowships are likely to occur during the summer.
- National organizations that support internships/fellowships include, but are not limited to :
 - Minority Fellowship Program
 - Hispanic Association of Colleges & Universities (HACU)
 - National Association for Equal Opportunity in Higher Education (NAFEO)
 - Washington Internship for Native American Students (WINS) - The Washington Internships for Native Students (WINS) offers students of sovereign American Indian, Alaska Native, and Native Hawaiian (AI/AN/NH) nations the opportunity to build leadership skills while living, studying, and interning in Washington, DC.
 - Congressional Fellows
 - American Psychological Association

Special Populations

There is growing awareness of the increased number of veterans attending college and the related needs they present. The behavioral health pilot program can be structured to include support for them and other special populations on campus. Additional information on campus behavioral health programs for veterans can be found at the **JED Foundation PAS for Vets on Campus**, www.jedfoundation.org/press-room/press-releases/The_Jed_Foundation_and_mtvU_Premiere_New_Student_Veteran_PSAs

Types of Expected Outcomes: (Options I and II)

- Identification of potential behavioral health resources for student referrals
- Implementation of campus behavioral health screening program
- Implementation of internship opportunities with local businesses, government agencies, and community-based organizations (**Option I only**)

Phase III: Scaling and Sustainability

May –June 30, 2015

To broaden the impact of the outcomes achieved in Phase II, The HBCU-CFE will work with each institution to transfer the knowledge gained to the broader network of HBCUs.

Types of Expected Outcomes: (Options I and II)

- Presentations at local and national conferences
- Strategies for continued implementation on campus

Application Guidelines:

Applicants must adhere to the following guidelines:

1. Submit a proposal outlining the behavioral health activity, service or project
2. Provide a budget and budget justification for the activity, service or project as part of the proposal
3. Establish a sub-contract for the project with Morehouse School of Medicine's HBCU-CFE if approved for funding
4. Include a statement reflecting the partnership with HBCU-CFE on any materials, publications, presentations, brochures or handouts developed as part of the funded project. The statement and grant number will be included in the Notice of Award to funded applicants. Major products require prior approval by the HBCU-CFE
5. At the completion of the activity, provide a detailed progress and final report to the Project Director of the HBCU-CFE describing the process and outcomes of the activity, service or project and expenditures, along with copies of any materials developed for the project. If your application is funded, the HBCU-CFE will provide you with the guidelines and requirements for the reports in the Notice of Award

Proposal Format: (Option I)

- Provide a cover letter and evidence of Office of Sponsored Programs or Institutional approval
- Submit a proposal that is no more than five pages (the face page, budget and budget justification, letter(s) of partner commitment and work plan are not included in the count)
- Include a detailed work plan directly connected to each activity proposed in the project with a timeline for each benchmark. The plan should also address the three project phases
- Include a budget and budget justification (please see budget format page and budget justification and restrictions page)
- Proposals will be scored based on the narrative sections

Proposal Format: (Option II)

- Provide a cover letter requesting funding for behavioral health tool kits as outlined for Option II: Campus Specific Behavioral Health Service Capacity Expansion
- Submit a proposal that is no more than three pages (include the rationale, checklist of behavioral health tool kits, expected outcomes and evaluation)
- Proposals will be scored based on the narrative sections

Proposed Project Period:

All projects must be completed by June 30, 2015.

Proposal Deadline:

- The submission deadline is September 26, 2014 at 5:00 pm Eastern Daylight Time (EDT)
- Applicants will receive notification on October 6, 2014

Submit applications by mail to:

Gail A. Mattox, M.D.,
Project Director, HBCU-CFE
Department of Psychiatry & Behavioral Sciences and the Cork Institute
Morehouse School of Medicine
720 Westview Drive, SW
Atlanta, Georgia 30310

2) **Email**
apply@hbcucfe.net

3) **Fax**
404-756-1459

For questions please contact Dollmesha Greene (HBCU-CFE Program Manager) toll-free at 1-866-988-4228 or dgreene@msm.edu, or visit the HBCU-CFE website at www.hbcucfe.net.

Technical Assistance

The HBCU-CFE will host webinars for interested applicants:

September 8, 2014	-	10:00 AM	-	Eastern Daylight Time
September 8, 2014	-	2:00 PM	-	Eastern Daylight Time
September 9, 2014	-	11:00 AM	-	Eastern Daylight Time
September 9, 2014	-	2:00 PM	-	Eastern Daylight Time
September 12, 2014	-	10:00 AM	-	Eastern Daylight Time
September 12, 2014	-	2:00 PM	-	Eastern Daylight Time

The webinars may be accessed on www.gotowebinar.com. To participate in the webinars via phone, please call 1-866-378-9086, enter your conference code, 5701728311, followed by the # sign. This information will be posted on the HBCU-CFE website at www.hbcucfe.net.

HBCU-CFE
Mini-Grant Application and Scoring

Section A: Statement of Need

(20 points)

- Describe student behavioral health needs and the potential significance of the proposed project as a collaborative effort across departments and campus environment to address them
- Discuss the capability and experience of the applicant organization and other participating organizations
- Describe the participants for the Behavioral Health Capacity Expansion mini-grant program and identify the role of students participating in the program
- If applicable, discuss any existing activities or resources at your institution that might be expanded through the proposed project
- Describe the resources currently available to address student behavioral health needs
- Describe which SAMHSA priority(ies) your project will address (see page 2)

Section B: Proposed Approach

(35 Points)

- Clearly state the purpose, goals and objectives of your proposed project. Include the strategies/activities and outputs related to the program goals on page 6 (**Option I only**)
- Describe your proposed approach for leadership development and engaging students in all aspects of the project's implementation (**Option I only**)
- Describe how achievement of the goals will produce meaningful and relevant results (e.g., increase access, availability, prevention, outreach, pre-services, treatment, and/or intervention) and support the HBCU CFE's goals for the program (**Option I only**)
- Describe how the proposed project will be implemented, including the plan for supervising student interns. State the total number of students you propose to involve in the project and how they will be selected. Include a description of the process for selecting students to participate in the internship program (**Option I only**)
- Indicate the number of students and others you expect to benefit from the project
- Explain how the project will coordinate with other programs, including Student Health Services, within the institution and, if applicable, how linkages with external partners will be established. Identify potential external partners, if known

Section C: Proposed Staffing and Management Plan

(20 Points)

- Discuss the members of your project team, including students and the roles they are expected to have
- Provide a timeline for your project and describe the potential barriers to successful implementation of the proposed project and how they will be overcome
- Describe a sustainability plan to continue the project after the funding period ends. Also describe how program continuity will be maintained when there is a change in the institutional environment (e.g., staff turnover, change in project leadership) to ensure stability over time

Section D: Evaluation Plan

(25 Points)

Complete the following section regarding your overall proposed behavioral health project:

- List and number each proposed goal that you expect to achieve as a result of the strategies/activities, outputs, and objectives listed (see section B)

Example of a Goal: #1 To provide Suicide Prevention Education and training for risk reduction behavior on HBCU campuses

- Describe your plan for data collection and your ability to report on the required performance measures
- For each goal numbered above, use the table below to list and number each corresponding objective, strategy/activity, and output for the proposed project, including a timeline for completion in the table below. Tracking methods that will be used to gauge progress towards reaching each objective must also be specified. Use the examples and definitions in the first row of the table to guide completion. Add additional rows, if necessary

Corresponding Goal#	Objectives Specific statements about what is to be achieved, indicative of measurable, realistic and timely achievable outcomes	Strategies/Activities Actions or approaches designed to meet program goals and objectives	Outputs Direct products of program activities	Tracking Methods (List evaluation methods that will be used to measure <u>each</u> objective.)
#1	50% increase in knowledge among all trained peer educators by June 2014	Provide training for peer educators to provide Suicide Prevention Education	Train 50 students to provide Suicide Prevention Education	50% increase in knowledge among trained peer educators will be measured using pre and post training surveys
2				
3				

Complete the following section if your proposal includes campus/community behavioral health programs or activities: (Options I and II)

In addition to the project specific outputs you propose, all funded grantees will be required to **systematically track and report** the number of referrals to mental health treatment as a result of suicide screenings. **Please specifically describe the process you will use to track and document mental health referrals, if applicable.**

- The HBCU-CFE is required to monitor mental health efforts conducted through all of its initiatives, including its Mini-grant Program. If you will be conducting any activities related to the areas included in Table below, please specify each AND associated tracking methods.

<i>If you plan to:</i>	<i>Include Tracking Methods for:</i>	<i>Tracking Method Examples:</i>
Conduct Behavioral Health Awareness Campaigns	Number of Individuals Exposed to Campaign	Survey, Website hits
Programs (e.g. Behavioral Health Promotion Student Orientation activities)	Number of Individuals who Participate / Attend	Attendance sheets
Conduct Behavioral Health Promotion / Prevention Training (e.g. Peer Education Training, QPR, etc)	Number of Individuals trained and their classification (faculty/staff/student)	Attendance sheets
Improve Behavioral Health Promotion &/or Prevention Knowledge/ Attitudes/ Beliefs	Number of Individuals Demonstrating Improvement in Each Specified Area (clearly define improvement and how it will be measured)	15% increase in mental health promotion knowledge – measured with pre & post intervention surveys

Internship Evaluation/Performance Expectations

Complete the following section if your proposal includes student internships: (Option I only)

- Describe your expectations for students who participate in internships and how you will assess their performance (do you have established policies and procedures on your campus for internships?).
- In addition to evaluation/performance expectations of students in internships, describe how you will track and report on: 1) the number of students who intern in the behavioral health field; 2) the number of students who receive course credit for participation in related internships; and 3) the impact of the experience.
- Describe the proposed measures to assess student and site satisfaction with the placement experience and the process for follow-up.

Section E: Budget

- Include a budget and budget justification (please see budget format and budget justification format for Option I. For Option II, please submit the behavioral health tool kits checklist.



SAMPLE

BUDGET PROPOSAL PAGE

Illustration of detailed worksheet for completing Mini-Grant Budget
Be sure to show in-kind support in your budget proposal and justification.

Object Class Categories

Personnel

Title	Name	Funds being requested	Percentage % of time
Project Director	_____	_____	_____
Admin. Assistant	_____	_____	_____
Fringe (if applicable)		_____	

Travel

Local travel (500 miles x .54 per mile) _____

Supplies

Office Supplies _____
 Printing _____
 Behavioral Health Materials (Brochures, Posters, etc.) _____

Contractual Costs

Evaluation
 • Evaluator (if applicable) _____

Other Consultants (Not to exceed \$400 per day) _____

SUBTOTAL: _____

Indirect Costs (Not to exceed 8% of Total Direct Costs) _____

TOTAL: _____



SAMPLE

Narrative Budget Justification

Personnel – Describe the role and responsibilities of each position.

Fringe Benefits – List all components of the fringe benefit rate (if applicable).

Supplies – Generally self explanatory; however, if not, describe need. Include explanation of how the cost has been estimated.

Travel – Explain need for all travel.

Contractual Costs – Explain the need for each contractual arrangement and how these components relate to the overall project.

Consultant Fees – Cannot exceed \$400.00 per day. If consultants are included in this category, explain the need.

F & A (Indirect Costs) – If required by applicant institution. Cannot exceed 8% of Total Direct Costs.

*FUNDING RESTRICTIONS

HBCU-CFE grant funds must be used for purposes supported by the program and may not be used for:

- Large equipment
- Food (i.e. meals, snacks) or food-related items (i.e. food equipment, utensils)
- Gift cards
- Clothing items such as T-shirts
- Construction
- Other expenses not directly related to the program, with the exception of institutional indirect costs.



Behavioral Health Tool Kits Check List: Option II

Please check the boxes below that correspond to your proposed program activities.

Proposed Program Activities	Quantity
College Response Program	
<input type="checkbox"/> National Depression Screening Day (NDSB)	_____
<input type="checkbox"/> National Eating Disorders Screening Program (NEDSP)	_____
<input type="checkbox"/> National Alcohol Screening Day (NASD)	_____
<input type="checkbox"/> Active Minds Chapter	
<input type="checkbox"/> National Alliance on Mental Health (NAMI) on Campus Club	
<input type="checkbox"/> Screening & Brief Intervention (SBI) Tool Kit for College & University Campuses	
<input type="checkbox"/> Mental Health First Aid USA	_____
<input type="checkbox"/> Student Veterans of America (SVA)	
Question, Persuade, Refer (QPR)	
<input type="checkbox"/> QPR Gatekeeper Trainer Certification Course	_____
<input type="checkbox"/> QPR Suicide Triage Training	_____
<input type="checkbox"/> QPRT Suicide Risk Assessment and Training Course	_____
<input type="checkbox"/> American College Health Association (ACHA) National College Health Assessment	_____
<input type="checkbox"/> Kognito	_____
<input type="checkbox"/> eCheckUp	_____
<input type="checkbox"/> My Student Body	_____

ⁱ The Historically Black Colleges and Universities-Center for Excellence (HBCU-CFE) in Behavioral Health at Morehouse School of Medicine (MSM) is funded through a Cooperative Agreement with the Substance Abuse Mental Health Services Administration’s (SAMHSA) Center for Substance Abuse Treatment (CSAT) and Center for Mental Health Services (CMHS) Grant Number TI-025590

ⁱⁱ U.S. Department of Health and Human Services, SAMHSA’s Report to Congress on the Nation’s Substance Abuse and Mental Health Workforce Issues, January 24, 2013.

ⁱⁱⁱ Data reflect outcomes of the 2008-2011 HBCU-CFE Mini-Grant Program