



STATE OF ALABAMA  
**DEPARTMENT OF EDUCATION**



Eric G. Mackey, Ed.D.  
 State Superintendent of Education

Alabama  
 State Board  
 of Education

June 1, 2022

**MEMORANDUM**

Governor Kay Ivey  
 President

**TO:** City and County Superintendents of Education

Jackie Zeigler  
 District I

**FROM:** Eric G. Mackey *EGM*  
 State Superintendent of Education

Tracie West  
 District II

**SUBJECT:** Fiscal Year (FY) 2023 Mental Health Services Coordinator (MHSC)  
 Application/Assurances

Stephanie Bell  
 District III

As the nation continues its push to provide support to Grades K-12 students and families, Alabama also continues to support its effort in educating the whole child by meeting students' social and emotional needs. The 2022 Alabama Legislature passed Act #2022-442 that provides funding for a Mental Health Services Coordinator for local education agencies (LEAs) and independent school systems for the 2022-2023 school year.

The Mental Health Services Coordinator (MHSC) application/assurances document for FY 2023 allows LEAs to review assurances, complete a brief abstract and budget, and submit it with appropriate signatures. Funding (\$40,000 per LEA) for the MHSC position will be available October 1, 2022, to all LEAs that apply and official notification will be shared by July 8, 2022. For consideration in the allocation of these funds, it is imperative that the LEAs complete and submit the application/assurances by June 17, 2022.

All applications must contain a legible postmark no later than June 17, 2022, or hand-delivered by 5 p.m. on the same date to:

Tonya S. Chestnut, Ed.D.  
 District V

Dr. Kay Atchison Warfield  
 Alabama State Department of Education  
 Prevention and Support Services Section  
 5227 Gordon Persons Building  
 P. O. Box 302101  
 Montgomery, AL 36130-2101

Cynthia McCarty, Ph.D.  
 District VI

If you have questions or need clarification, please contact Dr. Kay Atchison Warfield or Ms. Shenitra Dees at (334) 694-4717.

Beilinda McRae  
 District VII

EGM/KAW/SB

Enclosures

Wayne Reynolds, Ed.D.  
 District VIII  
 President Pro Tem

cc: Public Independent Schools  
 Commissioner Kim Boswell  
 Chief School Financial Officers  
 Mrs. Angela Martin

Dr. Brandon T. Payne  
 Mr. Terry Roller  
 Dr. Marilyn Lewis  
 Mrs. Lynn Shows

Eric G. Mackey, Ed.D.  
 Secretary and  
 Executive Officer

FY22-2050



**Alabama State Department of Education (ALSDE)  
Mental Health Services Coordinator (MHSC)  
Education Trust Fund Authorization, Alabama Act 2022-442  
Local Educational Agency (LEA) Application**

To be eligible to receive an MHSC Fund allocation, an LEA must submit this application to the ALSDE.

Gold denotes areas for LEA input.

GENERAL INFORMATION	
1. LEA Information	
LEA Name	
Mailing Address	
Physical Address	
City/Town and Zip Code	
Superintendent's Name	
Contact Person	
Contact Person Position	
Contact Telephone Number	
Contact Email	

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES
--

Availability of Funds are from October 1, 2022, to September 29, 2023.

2. Assurances
<p><i>The LEA Superintendent or his/her authorized representative assures or certifies to:</i></p> <ol style="list-style-type: none"> <li>1. Support the position described in this application in compliance with the following local, state, and federal laws, rules, policies, and regulations:               <ul style="list-style-type: none"> <li>• State At-Risk, Children First, and Governor's High Hopes                   <ul style="list-style-type: none"> <li>- Act 2007-361, Education Trust Fund: At-Risk Student Program and Governor's High Hopes for Alabama's Students (c).</li> <li>- <i>Code of Alabama</i> (1975), §16-6B-3, Assistance Programs; §41-15B-2.2(b) (2).</li> <li>- <i>Alabama Administrative Code</i>, Chapter 290-2-1-.05; Chapter 290-4-2-.02(5).</li> </ul> </li> </ul> </li> <li>2. Use these funds to employ a Mental Health Services Coordinator (MHSC) who meets the qualifications set forth in Act 2022-442.</li> <li>3. Employ a MHSC that shall, within one year of employment, earn a school-based mental health certificate by successfully completing a certification program developed by the Alabama Department of Mental Health (ADMH).</li> <li>4. Develop an opt-in/opt-out policy for parents to sign regarding support services offered related to social and emotional student needs.</li> <li>5. Complete, and submit to the ADMH a needs assessment and resource map for the schools under the jurisdiction of the board on or before the last day of each fiscal year and as requested thereafter. The assessment shall document the status of mental health for the entire school system and allow the local board of education to engage in a quality improvement process to improve the provision of mental health resources to students within the school system.</li> <li>6. Understand this award shall be subject to annual appropriations made by the Legislature.</li> <li>7. Adopt a local board policy concerning parent opt-in for mental health services as required by Act 2022-442.</li> <li>8. Provide full-time services of an MHSC to the selected LEA that is actively engaged in social and emotional activities and increasing the graduation/promotion rate for students at risk while working with students, families, and school staff/faculty.</li> <li>9. Provide the office, workspace, equipment, and materials as appropriate for implanting a social emotional program at the LEA to which the MHSC is assigned.</li> </ol>

10. Provide access to student records (e.g., assessment data, cumulative records, anecdotal information, and other) as directly related to social emotional behaviors and increasing graduation/promotion rates at the LEA to which MHSC is assigned.
11. Allocate adequate time to support collaboration and training as appropriate for all persons supporting and facilitating the work of the MHSC.
12. Authorize and support the MHSC attendance and participation in all professional development provided by the ALSDE and other collaborative partners as directly related to the program.
13. Provide adequate funding for professional development and travel to support the MHSC's attendance and participation in all professional development offered by the ALSDE as it directly relates to the MHSC Program.
14. Authorize and support the MHSC's development and maintenance of community partnerships that will support the selected school's program targeting dropout prevention and an increased promotion/graduation rate.
15. Coordinate and facilitate all available local, state, and federal resources that may be utilized to support the MHSC's role in reducing the dropout rate and increasing the promotion/graduation rate for students at risk at selected schools.
16. Ensure that no person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity based on disability, sex, race, national origin, color, or age. Ref: Sec 1983, Civil Rights Act, 42 U.S.C; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act Amendment of 1972, Title IX; ADA of 1990; and NCLB Act of 2001.
17. Assure the proposed activity/program budget expenditures appear to be accurate and in keeping with all local, state, and federal laws, rules, policies, and regulations related to the application.
18. Submit, in accordance with stated guidelines and timelines, all activity/program reports required by the United States Department of Education and the ALSDE.
19. Assure that state funds provided for this program will not be used to supplant any other funding associated with decreasing the dropout rate or increasing the promotion/graduation rate but must be used for the specific purpose stated in this proposal.
20. Assure that there will be no carryover of state funds from FY 2023 to the following fiscal year.
21. Require the MHSC to undergo fingerprinting for a criminal history background check through the Alabama Bureau of Investigating (ABI) and the Federal Bureau of Investigation (FBI) as required by the ALSDE if the MHSC has unsupervised access to children.

**3. ABSTRACT**

Provide an abstract not to exceed one page. Briefly and clearly describe the MHSC's role in the development and implementation of Multi-Tier Support System (MTSS), to include social and emotional prevention (Tier 1), intervention (Tier 2), and special services from agencies (Tier 3) including program goals, strategies/action steps, and method of evaluation. Timeline to reflect earning the school-Based Mental Health Certificate by successfully completing a certification program developed by the ADMH.

**4. BUDGET**

**Provide a detailed budget that demonstrates accurate reporting of all funding amounts and clearly and accurately reflect appropriate expenditure of local, state, and federal funds in keeping with all laws, rules, policies, and regulations.**

Funds  
FUND SOURCE CODE 1271

Function	Object	Program	Amount	Brief Description of Expenditure

## Application Guidelines (Optional Guidance/Abstract)

Guidelines to support the submitted MHSC Narrative.

Rationale/Purpose

Parameters

Programmatic Roles and Responsibilities

Qualifications, Experiences, and Abilities of Personnel

General School Support

### Rationale/Purpose

- There is a nationwide emphasis on increasing the number of high school students that graduate and are prepared for education beyond high school and for their chosen fields of work. “The Alabama legislature increased the school Mental Health Services Coordinator (MHSC) program to \$6.2 million, which will provide each district with \$40,000 for the employment of a mental health services coordinator. This bill that passed formally establishes the MHSC program, provides for the qualifications and duties of the MHSC; and requires each local board of education to complete and submit a needs assessment. In the last hours of the session, a provision to require local boards of education to adopt a policy requiring parents to opt-in for mental health services was also added to the law. Please start consulting with your local attorney on an opt-in policy and record keeping relating to MHSCs.” The person in this position will collaborate with other stakeholders within the LEA and school, in addition to the community, as social emotional obstacles are addressed with appropriate interventions. The goal is to also equip students/families with appropriate strategies that will allow them to make healthy and responsible decisions in various situations encountered in daily living.
- The ALSDE expects the MHSC to ensure the successful transition of all students from elementary to middle school and from middle school to high school. The MHSC will develop, sustain; and/or facilitate a comprehensive prevention and intervention program for students socially and emotionally at risk (Grades K-12) determined by the LEA. The MHSC will assist all students and families to increase the quality of community living.

### Parameters

- All interested LEAs will submit the MHSC application to the ALSDE in keeping with the prescribed guidelines and timelines.
- All MHSCs will serve an LEA that represents a school board district within each of Alabama’s State Board of Education districts.
- Budgets should reflect the MHSC’s salary, travel, and other expenditures specifically related to the program supported by the MHSC.
- All LEA superintendents/chief school financial officers will be notified by July 8, 2022.

### Roles and Responsibilities

The MHSC will work to effectively increase the promotion rate in Grades 3, 6, and 9; reduce absences and suspensions; reduce the school’s/LEA’s dropout rate; and increase the graduation rate in the following categories by:

### Identifying Students at Risk

- Utilizing the components to profile characteristics of students who are potentially at risk for school failure. These characteristics include:
  - History of school failure, retention, and/or overage for grade.
  - Low standardized assessment scores as determined by the ALSDE.
  - Special education/disability.
  - Attendance/truancy issues.
  - Behavioral issues (e.g., detention, suspensions, expulsions, and other).
  - Lack of school involvement (e.g., low expectations, minimal or no extracurricular involvement).
  - Family at risk (e.g., low socio-economic status, transient, and limited-English proficient).
- Conducting an analysis that focuses on data for individual students and subgroups using the prescribed tools and/or assessments.

### **Developing or Sustaining Schoolwide Support and Interventions**

- Working with faculty and administrators to develop a school/LEA Multi-Tiered Support Service Pyramid for Academic and Behavioral Success to appropriately match the needs of students at risk.
- Attending appropriate professional development provided by the LEA, ALSDE, and/or other entities.
- Providing training and/or support to teachers and instructional leaders on strategies that effectively impact students at risk.
- Working with existing or establishing new extended partnership opportunity programs to the school or community, including, but not limited to the Community Education and Twenty-First Century Community Learning Centers (21st CCLC) extended-day and extended-year programs, Mental Health Centers, Family Services Centers, and Helping Families Initiatives.

### **Generating School Support**

- Identifying and determining the schools' and students' academic and behavioral needs.
- Developing and coordinating appropriate interventions in collaboration with the school leadership team.
- Utilizing existing school-based teams (e.g., School Leadership, Problem-Solving Teams, Student Support Teams, School Improvement, and other).

### **Providing Direct Service**

- Developing and implementing individual, small-group, and whole-school prevention and intervention strategies to increase the number of students staying in school and graduating.
- Assisting colleagues (counselors) and students to develop a personal education and career plans to include the best course of study to meet academic, graduation, and postsecondary goals.
- Incorporating a program to enhance students' personal and social emotional skills (e.g., character education, motivation, goal setting, conflict resolution, suicide, bullying, and resilience).

### **Developing Transitional Programs and Vertical Teams**

- Collaborating with feeder elementary and/or middle school(s) to identify elementary school students at risk of middle/high school failure.
- Conducting periodic vertical team meetings among elementary, middle, and high school teachers and instructional leaders to support the balance of academic/behavioral success.
- Developing an action plan to improve individual student and subgroup transition success rate.
- Collaborating with teachers, guidance counselors, and instructional leaders to ensure the development of transition programs for selected grades (e.g., fifth and eighth grade students) to help students successfully adapt to middle and high school.

### **Developing Family, Community, and Other Relationships**

- Connecting students and their families with community organizations and programs (e.g., State At-Risk 20% non-profit, non-government community partnerships, Governor's High Hopes community partnerships, family service centers, mental health centers, and others).
- Developing, working with, or sustaining mentoring programs (e.g., existing school, community, LEA, state, or federal mentoring programs).
- Providing support to families of students at risk of failing to be promoted or to graduate on time or dropping out.

### **Evaluation and Reporting**

- Tracking the progress of individual students and school subgroups as they progress to high school.
- Conducting and analyzing ongoing formative and summative evaluation data to determine the program's effectiveness.
- Providing and submitting reports as requested to the school, LEA central office, and/or ALSDE.

