

## Year 2 SBMH GPRA Reporting 2022, 2023 Grantees Guidance



This worksheet includes guidance for grantees completing Section A of the Interim Performance Report (IPR) and Annual Performance Report (APR) for the **School-Based Mental Health Services Grant Program (SBMH)**. The guidance below should look familiar to grantees who reviewed the Year 1 resource. With that said, there are some key differences that are meant to support Year 2 reporting. One notable addition is **examples** of how to calculate each GPRA using example SBMH program data. We hope these examples illustrate how GPRA values can be computed in the context of real-world program scenarios. Please review this document carefully.

- **Red numbers** correspond to areas where information should be entered. Information or data should not be entered in any of the other areas within Section A.
- **Blue boxes** at the bottom of each page provide specific instructions for what information to fill in for each red number.
- Also, please be sure to include the GPRA descriptions in the “Performance Measure” column exactly as written in the example tables below.

Please contact METRICS staff if you have questions about completing Section A of the APR. You can submit a request for assistance at <https://metricscenter.org/support>. Soon, METRICS staff will begin hosting virtual office hours that grantees can join to have their questions answered before submitting their IPRs and APRs. Best of luck in preparing your reports!

### Definitions

Below are definitions of some key terms that we would like you to consider when preparing your IPRs and APRs.

1. **Unduplicated:** GPRA 1, 2, 3, and 4 counts should be unduplicated. Thus, if you counted a provider toward a GPRA in your Year 1 APR, they should not be counted toward that *same* GPRA in the Year 2 APR. We provide examples throughout this document to support you in calculating your GPRA numbers.
2. **Provider:** A *school-based mental health services provider* is a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State-licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents. 87 FR 60137
3. **High-need LEA:** An *LEA with demonstrated need* means an LEA that has a significant need for additional school-based mental health services providers based on—
  1. High student to mental health services provider ratios as compared to other LEAs statewide or nationally;
  2. High rates of community violence (including hate crimes), poverty, substance use (including opioid use), suicide, or trafficking; or
  3. A significant number of students who are migratory, experiencing homelessness, have a family member deployed in the military or with a military-service connected disability (including veterans), have experienced a natural or man-made disaster or a traumatic event, or have other adverse childhood experiences, such as repeated disciplinary exclusions from the learning environment. 87 FR 60137
4. **Competitive Preference Priority 1 (Increasing Diversity):** To meet this priority, applicants must propose a plan to increase the number of credentialed school-based mental health services providers in LEAs with demonstrated need who are from diverse backgrounds or who are from communities served by the LEAs with demonstrated need.

**GPRA 1:** The unduplicated, cumulative number of new school-based mental health services providers **hired** for each LEA with demonstrated need as a result of the grant.

Collect the information needed to fill in numbers **(1)**, **(2)**, and **(3)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 1 (Hired)</b> The unduplicated, cumulative number of new school-based mental health services providers hired for each LEA with demonstrated need as a result of the grant.	GPRA	<b>(1)</b>	Leave Blank	Leave Blank	<b>(2)</b>	Leave Blank	Leave Blank

**(3)** Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Instructions:**

- (1)** As stated in the proposal
- (2)** The number of **new** providers hired across all participating LEAs. This count should include providers hired through activities or incentives implemented using grant or matching funds.
  - a. **Note:** It is not possible to enter decimals into Section A within G5/G6. Therefore, round down to the nearest whole number when entering information into the table depicted above. Then, report the exact decimal number in the Explanation of Progress. For example, if you hired two 1.0 FTE providers and one 0.5 FTE provider, enter “2” into the table while specifying you hired “2.5” providers in the Explanation of Progress.
- (3)** In the Explanation of Progress, list the number of providers hired using grant/matching funds in **each** participating LEA (e.g., LEA 1 = X hired). It would also help to list the full-time equivalency (FTE) of the hired providers. For instance, you could list the total number of providers hired at .50 FTE and the number at 1.00 FTE for each LEA. You could also describe any successes or challenges in hiring providers.

**GPRA 1**  
*Example Calculation*

Below is an example of how to calculate Raw Numbers for the **GPRA 1** Actual Performance Data. We begin by providing a list of SBMH Providers across the first two years of this hypothetical SBMH program. We then list their hire statuses for Years 1 and 2 of the program. Note that we provide Year 1 data for reference. You only need to report Year 2 data in this reporting period IPR and APR.

<b>SBMH Providers</b>	<b>Year 1</b>	<b>Year 2</b>
Jane	New Hire	
Alex	New Hire	
Jaquon		New Hire
Sherman		New Hire
Eliza		New Hire
<b>GPRA 1</b>	2	3

**Table Explanation**

- Jane and Alex were hired in Year 1 of the SBMH program. Both providers were reported under GPRA 1 in the Year 1 APR. Jaquon, Sherman, and Eliza were then hired in Year 2 of the SBMH program. This means that their GPRA 1 is equal to 3 for Year 2.

**GPRA 2:** The unduplicated, cumulative number of school-based mental health services providers **retained** in LEAs with demonstrated need as a result of the grant.

Collect the information needed to fill in numbers **(4)**, **(5)**, and **(6)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 2 (Retained)</b> The unduplicated, cumulative number of school-based mental health services providers retained in LEAs with demonstrated need as a result of the grant.	GPRA	<b>(4)</b>	Leave Blank	Leave Blank	<b>(5)</b>	Leave Blank	Leave Blank

**(6)** Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Instructions:**

- (4)** As stated in the proposal
- (5)** The number of providers who were under contract in Year 1 and returned in Year 2. Providers counted in this number should be those funded through the grant or matching funds or who were retained through activities or strategies funded through the grant or matching funds.
- (6)** In the Explanation of Progress, note which activities or strategies were used to support retention. Examples might include retention bonuses, professional development opportunities, and mentorship programs.

**GPRA 2**  
*Example Calculation*

Below is an example of how to calculate Raw Numbers for the **GPRA 2** Actual Performance Data. We begin by providing a list of SBMH Providers across the first two years of this hypothetical SBMH program. We then list their retention statuses for Year 2 of the program. Note that we provide Year 1 data for reference. You only need to report Year 2 data in this reporting period IPR and APR.

<b>SBMH Providers</b>	<b>Year 1</b>	<b>Year 2</b>
Amina	New Hire	Retained
Kai	New Hire	Retained
Luca	New Hire	Left Position
Sofia		New Hire
James		New Hire
Nia		New Hire
Ravi		New Hire
<b>GPRA 2</b>	0	2

**Table Explanation**

- Three providers were hired in Year 1 of the SBMH program. Two of those providers were retained and stayed in their positions during Year 2. The third provider left their position. As such, GPRA 2 for Year 2 is equal to two.
- Note that four additional individuals were hired in Year 2 of the program. They do not factor into the calculation of GPRA 2 for Year 2; however, they will factor into the calculation of GPRA 2 for Year 3.

**GPRA 3:** The **ratio of students to school-based mental health services providers** for each LEA with demonstrated need served by the grant, and the numbers of school-based mental health services providers and students used to calculate the ratio.

Collect the information needed to fill in numbers **(7)**, **(8)**, and **(9)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 3 (Ratio)</b> The ratio of students to school-based mental health services providers for each LEA with demonstrated need served by the grant, and the numbers of school-based mental health services providers and students used to calculate the ratio.	GPRA	Leave Blank	<b>(7)</b>	Leave Blank	Leave Blank	<b>(8)</b>	Leave Blank

**(9) Explanation of Progress (Include Qualitative Data and Data Collection Information)**

**Instructions:**

- (7)** As stated in the proposal
- (8)** Report the ratio of students to providers across all participating LEAs: student enrollment (A)/providers(B) = A/B. For example, if there are 3,249 students and 12 providers across the participating LEAs, the ratio would be 3,249/12.
  - a. Note: G5/G6 will automatically calculate other data entries (e.g., percent) when entering ratio information. Only input the ratio information and ignore any other automatic inputs.
- (9)** In the Explanation of Progress, list the ratio of students to providers within **each** participating LEA (e.g., LEA 1 = A/B).

**GPRA 3**  
*Example Calculation*

Below is an example of how to calculate Raw Numbers for the **GPRA 3** Actual Performance Data. We begin by providing a list of participating LEAs across the first two years of this hypothetical SBMH program. We then list the provider-to-student ratios for Years 1 and 2 of the program. Note that we provide Year 1 data for reference. You only need to report Year 2 data in this reporting period IPR and APR.

SBMH LEAs	Year 1		Year 2	
	Students	Providers	Students	Providers
Pine Ridge Unified School District	14,500	45	14,600	47
Cedar Valley Public Schools	8,200	28	8,400	26
Maple Grove School District	11,300	34	11,400	35
Blue River Educational District	9,700	30	9,700	30
<b>GPRA 3</b>	43,700/137		44,100/138	

**Table Explanation**

- Four LEAs are participating in this hypothetical SBMH program. The number of students and school mental health providers are listed for each LEA in Years 1 and 2. The sum of students and providers across LEAs is included in the final row and expressed as student-to-provider ratios. The GPRA 3 ratios equal 43,700/137 in Year 1 and 44,100/138 in Year 2.



**GPRA 4:** The **attrition rate** of school-based mental health providers for each LEA with a demonstrated need that is participating in the grant.

Collect the information needed to fill in numbers **(10)**, **(11)**, and **(12)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 4 (Attrition)</b> The attrition rate of school-based mental health providers for each LEA with a demonstrated need that is participating in the grant.	GPRA	<b>(10)</b>	Leave Blank	Leave Blank	<b>(11)</b>	Leave Blank	Leave Blank

**(12)** Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Instructions:**

**(10)** As stated in the proposal.

**(11)** Report the number of school-based mental health services providers who left their position across the participating LEAs within this reporting period.

- a. If a provider left their position within this reporting period but previously worked in multiple schools or LEAs participating in the grant, you should only count the provider once.
- b. If a provider left their position and that position was replaced within this reporting period, the previous provider should still be counted under GPRA 4. The new provider should be counted under GPRA 1.

**(12)** In the Explanation of Progress, provide the total number of providers at the start of the reporting period and the number that left during the reporting period. Also, report the total number of providers for each LEA at the beginning and the end of the reporting period. Finally, if available, list the reasons for attrition.

**GPRA 4**  
*Example Calculation*

Below is an example of how to calculate Raw Numbers for the **GPRA 4** Actual Performance Data. We begin by providing a list of SBMH Providers across the first two years of this hypothetical SBMH program. We then list their attrition statuses for Year 2 of the program. Note that we provide Year 1 data for reference. You only need to report Year 2 data in this reporting period IPR and APR.

<b>SBMH Providers</b>	<b>Year 1</b>	<b>Year 2</b>
Ayseha	New Hire	Retained
Carlos	New Hire	Retained
Ming	New Hire	Left Position
Amara		New Hire
Dmitri		New Hire
Sofia		New Hire
Khaled		New Hire, but then Left Position
<b>GPRA 4</b>	0	2

**Table Explanation**

- Three providers were hired in Year 1 of the SBMH program. Two of those providers were retained and stayed in their positions during Year 2, while the third provider left their position. Four additional providers were hired in Year 2. One of these individuals left before the reporting period ended. As such, GPRA 4 for Year 2 is equal to two.

**GPRA 5:** The **total number of students** who received school-based mental health services as a result of the grant.

Collect the information needed to fill in numbers **(13)**, **(14)**, and **(15)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 5 (Students Served)</b> The total number of students who received school-based mental health services as a result of the grant.	GPRA	<b>(13)</b>	Leave Blank	Leave Blank	<b>(14)</b>	Leave Blank	Leave Blank

**(15)** Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Instructions:**

**(13)** As stated in the proposal.

**(14)** This raw number reflects the total number of students receiving one or more mental health services in the reporting year as a result of the grant. A student should be counted only once annually in each year they receive one or more services from any provider.

- a. This number is not cumulative. This is an annual number that reflects students served only in this reporting year (not added to the prior year). Each GPRA 5 number reflects the number of students who received one or more services that reporting year.
- b. Students may only be counted ONCE annually, even if they are receiving multiple services under the grant. For example, a student is counted only once if they are receiving school-wide, universal services (Tier 1), participating in small group counseling (Tier 2), and receiving individual services (Tier 3). Likewise, a student receiving only individual counseling is still counted once (Tier 3).

**(15)** In the Explanation of Progress, describe what services were provided and how grant or matching funds supported them.

**GPRA 5**  
*Example Calculation*

Below is an example of how to calculate Raw Numbers for the **GPRA 5** Actual Performance Data. We begin by providing a list of participating LEAs across the first two years of this hypothetical SBMH program. We then list the number of students who received services from the SBMH providers during Years 1 and 2 of the program. Note that we provide Year 1 data for reference. You only need to report Year 2 data in this reporting period IPR and APR.

<b>SBMH LEAs</b>	<b>Year 1</b>	<b>Year 2</b>
Willow Creek Independent School District	1,200	1,450
Redwood Hills School District	900	1,100
Silver Lake Educational District	1,050	1,300
Oakwood Unified School District	1,300	1,500
<b>GPRA 5</b>	4,450	5,350

**Table Explanation**

- Four LEAs are participating in this hypothetical SBMH program. The number of students that received mental health services is listed for each LEA in Years 1 and 2. The sum of students across LEAs is included in the final row. GPRA 5 equals 4,450 in Year 1 and 5,350 in Year 2.

**GPRA 6:** For grantees that addressed competitive preference priority 1, the number of such grantees that met their goal of **increasing the diversity** of school-based mental health services providers.

Collect the information needed to fill in numbers **(16)**, **(17)**, and **(18)** below.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>GPRA 6</b> (Increase Diversity) For grantees that addressed competitive preference, the number of such grantees that met their goal of increasing the diversity of school-based mental health services providers.	GPRA	<b>(16)</b>	Leave Blank	Leave Blank	<b>(17)</b>	Leave Blank	Leave Blank

**(18)** Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Instructions:**

- (16)** Enter **999** for the raw target number. No specific numerical information is needed.
- (17)** Enter **999** for the raw actual number. Again, no specific numerical information is needed.
  - a. The SBMH program office does not require that grantees provide numerical information for GPRA 6. Rather, they ask grantees to provide information in the Explanation of Progress section, as described below.
  - b. However, G5/G6 requires grantees to provide numerical information in the Section A tables for GPRA 6. Therefore, the SBMH program office instructs grantees to input "999" in the raw number cells for both target and actual performance data.
- (18)** Indicate whether you intended to address this performance measure (**Yes/No**). Also, specify whether you met your annual target goal for increasing the diversity of school-based mental health service providers in participating LEAs (**Yes/No**). Finally, please share how you defined diversity and provide information related to hired providers.

**GPRA 6**  
*Example Calculation*

Below is an example of how to report information for **GPRA 6** for a grantee that is addressing Competitive Priority 1. We begin by providing a list of SBMH Providers across the first two years of this hypothetical SBMH program. We then list their diversity statuses relative to the SBMH program-specified diversity goals.

<b>SBMH Providers</b>	<b>Year 1</b>	<b>Year 2</b>
Kwame	Underrepresented Group	
Leila	Underrepresented Group	
Santiago	Underrepresented Group	
Hanae	Underrepresented Group	
Mark		Not Underrepresented Group
Stephanie		Not Underrepresented Group
Nia		Underrepresented Group
Jerome		Underrepresented Group
<b>GPRA 6</b>	999	999

**Table Explanation**

- Below is an Explanation of Progress this grantee could provide for Year 1.
  - **Yes**, we have chosen to address Competitive Priority 1. Our target for GPRA 6 was that 75% or more of newly recruited providers would be part of an underrepresented group. **Yes**, we met our target this year, as 100% of newly recruited providers were part of an underrepresented group.
- Below is an Explanation of Progress this grantee could provide for Year 2.
  - **Yes**, we have chosen to address Competitive Priority 1. Our target for GPRA 6 was that 75% or more of newly recruited providers would be part of an underrepresented group. **No**, we did not meet our target this year, as less than 75% of newly recruited providers were part of an underrepresented group (i.e., 50%).