



Mental Wellbeing: A Basic Need for Postsecondary Students

Request for Proposals

Trellis Foundation advances equitable educational opportunities in Texas by supporting postsecondary programs, practices, and systems that reduce disparities and lead to success for low-income students and students of color. Our approach is highly collaborative and prioritizes catalytic investments, focused on changing or informing change to policy, practice, and systems.

This Request for Proposals is a response to heightened concerns over students' mental health and wellbeing and its effect on student outcomes. In attempting to address these concerns, we acknowledge the interconnectedness between students' basic needs¹ and mental health and wellbeing. While affluent students certainly struggle with mental health concerns, a lack of financial resources or housing/food insecurity can both create and exacerbate mental health challenges. To fully support today's students, a robust understanding and support of these interconnected factors, and the differentiated needs of priority populations, will be key to their success.

Research Context: Basic Needs and Mental Health and Wellbeing

As the postsecondary community has become more aware of the importance of meeting students' basic needs, additional resources and partnerships implemented on many campuses have helped create a culture of care to support students. We know, however, that the Covid-19 pandemic resulted in greater numbers of students experiencing basic needs insecurity. The [2020 #RealCollege Survey, which captured the responses of approximately 195,000 students](#), revealed that nearly 60% of students were experiencing basic needs insecurity, with students of color experiencing disproportionately higher rates of basic needs insecurity: "Across two- and four-year institutions, 75% of Indigenous, 70% of Black, and 70% of American Indian or Alaska Native students experienced food insecurity, housing insecurity, and/or homelessness" in comparison to 54% of white students (pg. 32). A [2021 report developed by Trellis Research](#), which analyzed 37,936 student responses administered in the fall of 2020 at 62 colleges across 13 states, revealed similar findings: 50% of students attending a 4-year institution experienced food insecurity, housing insecurity, or homelessness, while 54% of students attending a 2-year institution faced one or more of these insecurities. Respondents who worked, had dependents, and identified as female and/or first-generation students were more likely to experience basic needs insecurities, indicating there is a need to increase access to benefits and resources among minoritized student groups.

Along with many of our colleagues in postsecondary success, we believe that students' mental health and wellbeing is a critical area of focus – especially in light of the effects wrought by the pandemic. Over the past year, a number of research publications have highlighted connections between basic needs insecurity, mental health and student persistence and completion. For example, researchers have found

¹ Basic needs include, but are not limited to, food, housing, healthcare, transportation, financial resources, and childcare.



that a lack of sufficient food resources affects students both physically and mentally and is associated with lower college graduation rates ([Wolfson et al., 2021](#)). Similarly, the [2020 #RealCollege Survey on basic needs insecurity also](#) found that more than a third of surveyed students disclosed anxiety; for students of color, these numbers were even more pronounced.

Additional studies have captured the current state of student mental health as well. The [Fall 2020 Healthy Minds Study](#) indicates that 49% of students agreed or strongly agreed that they needed help for emotional or mental health issues such as feeling sad, blue, anxious or nervous. Other data from the study include the following:

- 21% of students reported experiencing major depression
- 39% reported experiencing major and moderate depression
- 34% of students reported having an anxiety disorder
- 41% of students reported a lifetime diagnosis of mental disorders
- 29% of students reported receiving counseling or therapy for mental or emotional health from a health professional in the past 12 months

A research study conducted by [Elayne Zhou and colleagues](#) revealed that students' values can influence their attitudes and perceptions toward mental health and mental health help-seeking, suggesting that college campuses need to develop programs and support services that are culturally sensitive and informed.

Process Overview:

Trellis Foundation intends to award between 5 and 10 grants of up to \$200,000 each through this RFP. We anticipate that the funding will be disbursed to grantees over a two-year timeframe, with work beginning in mid-year 2022 and ending mid-year 2024.

We will be selecting grantees to serve as part of a Learning Cohort.

Our goals for this cohort are three-fold:

- Increased understanding by staff and/or faculty of student mental health and wellbeing needs at the organization, with a focus on specific student populations, such as specific racial/ethnic groups, etc.
- Better student outcomes—uptake of services and then increased success metrics down the line.
- Differentiation of student mental health and wellbeing services for specific student populations, such as by race/ethnicity, as needed.

Eligible applicants include the following:

- Trellis Foundation focuses on postsecondary completion for Texas students. Application must be for services that will affect Texas students.
- Public and nonprofit Institutions of Higher Education (IHEs), college retention community-based organizations, alone or in partnership with other entities.



We anticipate many IHEs and college retention organizations will need to partner with other organizations, such as a community health clinic, other college retention partners in their region, etc.

- Regional/statewide collaborations that actively support postsecondary student success

Grantee Learning Cohort

- Grantees will participate in a learning community and will have the opportunity to receive technical assistance during the grant period.
- The Foundation will identify one or more intermediary organizations, with a background in some or all Texas regional ecosystems as well as the mental health ecosystem, to support the learning community of grantees. The intermediary/intermediaries will serve both to convene the group and to provide expert guidance to grantees. In addition to providing their own expertise, the intermediary will advise grantees and connect them to a menu of other technical assistance options. Some options will be designed for interested grantees in advance and others will be available through individualized consulting.

For this RFP, Trellis Foundation will be using a two-step application review process:

Step One: Initial Application

In the first step, we are seeking basic information and descriptive data on the student populations served, the current efforts being employed to address students' mental health and wellbeing, and the effects of the pandemic on students, if any. Additionally, we are seeking descriptive data on the specific needs that applicants seek to identify or address, the population of focus, and the approach being proposed. Responses should provide a high-level framework of identified needs and proposed solutions. These solutions could range from data collection and analysis to building out additional services or partnerships with service providers to enhance students' access to and use of programs and resources. The review process will consider the degree to which equitable access and outcomes are achieved.

This application will be submitted through an online portal, but the template is included at the end of this document, starting on page 7. This first step will be for information-gathering, to help us better understand the needs applicants are seeking to address. You will share some information on whether you have established mental health and wellbeing supports or whether this request would help you identify and design those supports. We will also seek to understand the reach of the proposed work—will this be a campus-wide or organization-wide effort? Does the leadership of the organization define this as a key strategy in meeting student support goals? Or will it be situated in a specific department, addressing the department's goals?

Step Two: Review and Follow-up Requests

In this step, we will be seeking to more fully understand both the underlying problem you want to solve as well as how you currently propose to address it. Both components are key. You will indicate in your application the extent to which you are certain of your method, versus whether you are still seeking possible solutions or alternative options. Throughout this process, we may offer some applicants additional options that still address the original underlying problem, based on the technical assistance resources available to the Foundation and to grantees from colleagues in the field with an expertise in these topics.



Foundation staff, along with our technical assistance providers, will review the applications to identify a cohort of grantees that we are best positioned to support. Some applications will have tremendous need and outstanding ideas to address this need, but we may not be best positioned to meet those needs. We are braiding together the technical assistance and expertise that we have into a cohort that can most benefit from that support, as well as from each other.

A guiding framework that the foundation will use in evaluating proposals is included in Appendix B.

Additional Resources

The following list of resources is not comprehensive; however, many of these organizations and their publications have informed the Foundation’s thinking about this RFP and may serve as helpful examples or resources for proposed work:

- Active Minds – [recommendations and lessons learned](#) in building healthy campus communities
- American Council on Education – [examples of strategies and frameworks](#) for higher education leaders to support the wellbeing of students with minoritized identities
- American Council on Education – [examples and reflections from college presidents](#) on prioritizing student mental health
- The Hope Center – report assessing [Texas students’ basic needs security and their wellbeing](#) during the ongoing pandemic
- The Steve Fund – [recommendations](#) for higher education institutions and employers on how to mitigate mental health risks for students of color
- The Steve Fund and The JED Foundation – [resources, recommendations, and implementation strategies](#) to support higher education leaders in implementing the [Equity in Mental Health Framework](#) on their campus

Timeline

<i>Dates</i>	<i>Actions</i>
January 18, 2022	Release of RFP
March 30, 2022	Step One: applications due by 5:00 p.m. (CT)
March 31 to April 15, 2022	Initial proposals evaluated by Trellis Foundation; applicants advancing to Step 2 will be notified by April 15.
May 6, 2022	Step Two: applications due by 5:00 p.m. (CT)
May 9 to May 31, 2022	Applications evaluated by Trellis Foundation review team: may include follow-up information requests and site visits
June 2022	Final Award Decisions
July 2022	Grant Agreements executed



Instructions for Proposal Submission

If your program is aligned with the identified goals and meets eligibility requirements, we invite you to submit a proposal using Trellis Foundation's [online grant application site](#).

The first time you visit the online application system, you will **need to create an account**. You can save the application and return to it later by logging in any time before the submission deadline with your email address and password.

Budget Details

The budget template for applicants provides some guidance about the types of activities that might be included in the request. Please note that indirect costs covered by grant funding are limited to 10% of the amount requested.

Mental Health and Wellbeing – Potential Outcomes

Potential items may include:

- Increased use of current resources (measured by visits, appointments made, etc.)
- Increased referrals to mental health services provider in partnership with campus
- Continuous enrollment maintained for students who accessed services
- Peer-referrals (student-to-student)
- Faculty/staff referrals (employee-to-student)
- Faculty/staff use of services
- Increased programming to raise awareness of issues and resources (number of programs, number of attendees, can it be tied to increase in usage?)
- Assessment of current services (qualitative and quantitative methods used to identify potential for improvement or partnership development)
- Increased access to services through development of partnerships with community-based organizations or public health agencies

Questions

- Additional information and answers to questions will be provided in a webinar on January 28, 2022 (CT) at 3 pm. [Register](#) to indicate your interest in attending the live discussion; a recording will be provided on the webpage a few days after. We will also post the link to the webinar on the website closer to the date.
- A list of [frequently asked questions](#) will be maintained and updated online as well.
- Any additional information about Trellis Foundation can be found at www.trellisfoundation.org.
- Please direct specific questions about this RFP to Jenny Achilles, Sr. Director and Chief Program Officer, at jenny.achilles@trellisfoundation.org.



- Jenny will hold bi-weekly office hours to answer questions. The schedule will be maintained and updated on the RFP [landing site](#):

FAQs (Note: these will be updated on the webpage as needed):

- How to I apply for this grant?
Please review the hard copy of the application on the following pages. The application must be submitted via the [online link](#).
- Are workforce training providers/CBOs supporting workforce training eligible?
While we acknowledge the important of mental health in the workforce training space as well, we are focusing this RFP on more traditional two-year and four-year degrees.

Trellis Foundation

Strategic Impact Grant Application

This hard copy template serves as a **guide for preparing for the online application**. The **application must be submitted online at [this link](#)**.

The following information will need to be entered directly into GivingData once the applicant organization has been invited to submit an online application. All information is required.

Legal name of organization to appear on grant agreement, if awarded:

Organization's mailing address, city, state, zip:

Organization telephone:

Organization web site address:

President/
Executive Director:

Tax ID:

Tax status:

Grant project contact (principal investigator):

Name:

E-mail:

Phone:

Grant submission contact:

Name:

E-mail:

Phone:

Signatory Contact Information

Name:

E-mail:

Phone:

Estimated total cost of proposed project,:

Amount sought from Trellis Foundation, not to exceed \$200,000:

Project timeframe (Start and End Date) *Note: The target timeframe for this RFP is 24 months:*

The following fields will allow the applicant to SELECT ALL THAT APPLY in the online application in GivingData.

Geographic Area Served:

You will be asked to select the COUNTIES served by your organization. Counties will be sorted and listed under the appropriate regions. Region and county information can be found by visiting:
<https://comptroller.texas.gov/economy/economic-data/regions/2020/>.

Population Served:

- K-12 Students
- College Age-Traditional (18-24)
- Adult Learners/nontraditional (24+)
- Non-Student Adults
- First-generation in college
- Students Experiencing Homeless
- Veterans
- Foster Youth
- Opportunity Youth
- Justice system-impacted youth/adults
- Immigrant Communities
- Rural Communities
- Parents/Guardians
- Single Parents
- Undocumented
- Unemployed/Underemployed

The following documents will need to be entered as attachments via document upload in GivingData. All documents are required. Total file size cannot exceed 4 MB.

- ✓ Initial project budget: please provide an initial estimate of grant allocation priorities. Should not exceed \$200k total.
- ✓ Complete organization budget
- ✓ Letters of support or copies of Memoranda of Understanding (MOUs) from partnering organizations involved in the project (if relevant)

The following pages will be used as a reference document in the development of Trellis Foundation Board materials.

All yellow sections must be completed by the applicant.

All formatting should remain as it is in the template document, with the exclusion of the removal of yellow highlights once the applicant has entered their data in that section.

Prior to submitting a formal application online, organizations should save the following pages as one complete Word document. The document will then be uploaded into the APPLICATION NARRATIVE field in the GivingData application. This data will not be entered into separate text fields in the online application.

Project Title

Organization Legal Name

Address Line 1

Address Line 2

Total Project Budget: \$0.00 *Maximum grant amount is \$200,000*

Amount Requested from Trellis Foundation: \$0.00

Trellis Foundation funds will represent 0.0% of the total program budget, if relevant.

Project Start Date: January 1, 1111

Project End Date: January 1, 1111

(Please note: the grant timeframe must be at least 24 months)

Organization Background and Mission

Please describe the history and mission of your organization.

Project Summary

Please provide 1-2 sentences that summarize the planned project. This will be used in our Board summary, in website descriptions, etc., so this description should be clear and succinct and explain the project in a way that can be understood by a layperson. It should stand alone as a project overview, not an explanation of how funds will be used. You will be given an opportunity to provide a detailed explanation of the project in the Project Description field below. This is your elevator pitch, for a two-story building.

The project summary should loosely follow the format below:

Project XX will <what> for <whom> because <why>.

Example: Project Hope will provide mental health counseling to first-generation Trellis University students facing pandemic-related hardships in order to ensure the completion of their two- or four-year degree programs.

Statement of Need

What challenge or opportunity does the proposed work address? What particular challenge in policy, collaboration or systemic structure are you proposing to address, and what conditions do you believe to be necessary for success? Please include a description of how you define “mental health and wellbeing” for this proposal and the focus of your programming. For instance, for some

organizations, suicide prevention may be the most important need. For others, it may be access to mental health providers. For others, it may be creating an organizational culture that de-stigmatizes mental health issues and provides culturally-appropriate supports for students.

Project Rationale

Please explain the process used to determine the design of the proposed program, including any research into existing similar projects. Has a similar project been conducted by another organization? If so, describe how their successes/challenges compare with what you anticipate. If no similar project has been conducted, please discuss your rationale for choosing this intervention. Research citations are encouraged.

Project Description

Please provide a full description of project—including methods and timeline when relevant. A scoring guide is included in Appendix B for your reference.

Project Partners:

Will you be working with any additional partners? Examples might include college access/retention nonprofits, other community organizations addressing student needs, colleges or universities, community-based health organizations, peer support organizations, state agencies, and others as appropriate for the project.

Project Goals, Objectives and Outcomes

What do you intend to accomplish during this grant period? Given the Foundation's goals around increased organizational understanding of student needs and improved student outcomes, with a focus on disaggregation of need by student race/ethnicity, how can this project address those and other goals? How might you track your progress?

Grant Learning Questions

We appreciate learning along with our grantees and reflecting on the ways each project can inform your future work and the broader field. In this section, please identify 2-3 questions this project can help inform. An example might be: What supports will resonate most with Black male students?

Strategic Fit/Sustainability

Describe how this work fits within your organization's broader strategy. Specifically, please address whether your organization's leadership sees this as directly related to your stated strategic plan.

Please describe the buy-in from leadership and the plan for long-term sustainability of anything developed from this grant.

Basic Needs Context

Given the research on the impact of unmet basic needs on mental wellbeing, please share your organization’s existing efforts or plans around addressing basic needs for students.

Technical Assistance

Please identify any technical assistance you anticipate needing for this work. For example, in conjunction with our learning community intermediary, the Meadows Mental Health Policy Institute (MMHPI), we will have additional technical assistance available for selected grantees. Which of these do you anticipate needing? Would any of these resources be of benefit and how would you anticipate incorporating them? Are there other resources not listed that you anticipate needing? **(Please see Appendix A for the full details on potential TA opportunities.)**

Supports may include direct student engagement, professional development for staff and faculty, policy and procedure analysis, best practices in referring students and staff to external resources, etc. Please indicate below the supports you would find most helpful by selecting “yes” or “no” for each category below.

- Campus-wide holistic initiative with all relevant components covered (such as “Equity in Mental Health on Campus: an 18-month long institutional program” by The Steve Fund; see Appendix A)

Yes No

Comments and details:

- Consulting services for organizational capacity in areas such as needs assessment, data, policy review, developing mental health-focused community partnerships, student voice inclusion, messaging campaign review/advice, etc.

Yes No

If “yes” is selected, please list your top three organizational capacity needs:

Comments and details:

- Workshops for students:

Yes No

Comments:

Please list the top 3 topics you anticipate requesting:

- Workshops for staff/faculty:

Yes No

Comments:

Please list the top 3 topics you anticipate requesting:

- Any additional assistance you anticipate needing:

Appendix A

The following is a list of mental health organizations that will be available to provide technical assistance and coaching to grantees participating in the Learning Community.

Meadows Mental Health Policy Institute

The Meadows Mental Health Policy Institute (MMPHI) has been working to improve access to mental health services in local communities and schools across Texas for the last eight years. Much of this work has been developing and implementing behavioral health assessments in regions throughout the state to determine the capacity of communities to serve individuals with mental health needs. Understanding the local landscape of mental health resources in a community is critical to ensuring that students and staff in post-secondary settings have access to these services.

The Meadows Institute’s education team specializes in helping institutions build and improve mental health systems, and the team is comprised of education-focused mental health experts, including state policy analysts, education leaders, mental/behavioral health systems professionals, licensed clinical professionals, data, and evaluation experts, and more.

Grantees participating in the learning community cohort will have the opportunity to receive targeted technical assistance from the Meadows Institute to expand access to student and staff mental health services through an in-depth examination of their own programming, as well as leveraging community partnerships. This assistance will focus largely on identifying community-based providers and organizations, developing partnerships, raising awareness of community resources among students and staff, and creating an efficient and effective referral system.

Potential options for integrating mental health services for your students:

- Assistance establishing and navigating formal or informal partnerships with mental health service providers in local communities
- Vendor agreements with organizations providing online mental health services, with referrals to in-community resources when needed
- Guidance and consultation on recruiting, hiring, and training on-campus mental health staff, such as integration of a mental health professional/clinician in your organization’s case management team or health services team

- Help assessing and evaluating the effectiveness of current mental health needs and the existing services to meet those needs
- Help with strategic and organizational and programmatic planning to meet identified mental health needs
- Training, professional development, and consultation in trauma- and bereavement-related topics and interventions, including (but not limited to):
 - Vicarious trauma, compassion fatigue, secondary traumatic stress, and self-care for educators, mental health clinicians, and other professionals
 - Trauma- and grief-informed assessment and interventions
 - Becoming a trauma- and grief-informed organization or school
 - Special considerations for working with immigrant populations
- Partnership with tele therapy services specific to young adults experiencing trauma and grief through the Lucine Center

Active Minds

Active Minds is the nation's leading nonprofit organization supporting mental health awareness and education for young adults. Powered by a network on more than 800 high school and college campuses, in workplaces and communities, and through a vast public audience, Active Minds is creating communities of support and saving lives.

Potential components:

- **V-A-R® Workshop Kit and/or “live” Active Minds-led V-A-R Workshop:**
V-A-R®: Validate, Appreciate, Refer Workshop Kit for General Audiences is Active Minds’ everyday active listening guide for everyday challenges. The training can be led by staff, students, or Active Minds staff and focuses on showing up for one another in our everyday struggles. The workshop is designed to be 30 minutes in length. Each workshop kit includes:
 - Peer-facilitated conversation guide
 - Full-length (4+ minute) V-A-R video to compliment the facilitated session.
 - Download links will be provided for both the video (on Vimeo) and the conversation guide (as a PDF).
 - Other print collateral
- **Start a new chapter:**
For campuses without an active Active Minds chapter, Active Minds can provide information to Trellis Foundation learning community members on how students can start a new chapter. Active Minds’ network includes 550+ college/university student-led chapters nationwide that typically meet once a month and conduct one large-scale program at school each semester. It is free to join the network, and registered chapters receive instant access to Active Minds free resources and programs, national staff support, virtual networking opportunities with other student mental health advocates, discounts on merchandise and for-purchase programs, and much more.
- **Consultancy:**
Active Minds can consult on mental health content or campaigns developed.
- **Professional mental health presentation from an Active Minds Speaker:**
Active Minds professional speakers are highly trained to provide engaging, encouraging and safe presentations that raise awareness about mental health and wellness, suicide prevention, and stigma reduction tailored for students, young adults, educators, and parents. Active Minds speakers can provide a series of virtual or in-person events customized to the learning community’s audience. Whether it be for staff, student, faculty or

parent focused presentations, Active Minds speakers and staff will work collaboratively with grantees to design the right mental health program for grantee specific needs. The full Active Minds speaker roster can be found [here](#) as well.

- **Technical assistance:**

TA may include: mental health content (e.g., current data and statistics, relevant research, evidence-based best practices); programming recommendations related to stress and anxiety, healthy coping strategies, self-care, and suicide prevention; dissemination strategies; programming planning and timeline; and; strategies to engage students. This content can be provided as workshops or workshop series for the larger group and individual or small group consultancy for learning community members. Technical Assistance is available in the following areas that Active Minds has identified as being impactful in improving mental health outcomes:

- *Prioritizing A Collective, Strategic Approach.* Building a healthy campus community requires a comprehensive, strategic approach that ties healthy campus efforts with the mission and values of the university and engages a multidisciplinary network of stakeholders from all levels of the institution.
- *Defining Health Broadly and Pursuing It Comprehensively.* There is no health without mental health. Building a healthy campus community means prioritizing mental health alongside physical health and using diverse strategies to address the multiple factors that influence health.
- *Committing to Sustainable Systems Changes and Policy-Oriented Long-Term Solutions.* Creating a healthy campus community means making thoughtful and deliberate policy, programmatic, environmental, and systems changes focused on identified community priorities with a goal of sustaining the impact of these changes over time.
- *Cultivating a Deep Commitment to Equal Opportunities for Health.* Establishing a healthy campus community means working to address gaps in opportunity to obtain services and information that tend to disproportionately and negatively affect certain populations, such as racial and ethnic minorities and those with limited English skills, lesser income, and/or a marginalized sexual, gender, or other identity.
- *Championing Student Voices.* Students know students. They turn to each other when struggling with health and model their behaviors and attitudes after their peers'. They are experts in the best programming, strategies, messaging, and approaches to engage students and create a campus culture and climate that fosters mental health, physical health, and well-being.
- *Proactively Addressing Systemic Injustices.* Building a healthy campus community means working to disrupt systems designed to perpetuate racism, colonialism and sexism and other systems of oppression by proactively developing the infrastructure, resources, and values necessary to create diverse, inclusive, and antiracist institutions.
- *Providing Quality, Responsive, Accessible Clinical Services.* Supporting a healthy campus community means that, while a school strives to move students towards health, it serves the clinical needs of those students facing mental and physical illness, as well. Clinical services should adhere to national standards of excellence and be available via accessible locations, times, and timelines.
- *Securing and Making the Most of Available Resources.* Building a healthy campus community means being creative in the face of limited budgets and adopting an enterprising spirit towards health improvement. This includes a critical examination of existing and potential health investments, with an eye toward minimizing waste and maximizing value.

- *Addressing Emerging Issues or Opportunities in the Field of Student Wellness in Innovative, Unique Ways.* Leading healthy campuses anticipate emerging issues related to the mental and physical needs of students and address them in innovative and creative ways through technology, unique programs or partnerships.
- *Measuring Results and Sharing Progress to Continuously Motivate, Guide, and Focus Action.* Shaping a healthy campus community requires data-driven measures and outcomes. It means a commitment to quality and impact in both process and outcomes.

JED Foundation

Overview: [The Jed Foundation \(JED\)](#) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults. For students, their school community is a critical part of their support network and emotional safety net. Through our JED High School and JED Campus programs, JED has partnered with approximately 400 schools to help them develop and equitably implement a [Comprehensive Approach](#) to supporting student mental health and reducing the risk of substance misuse and suicide.

JED's programs for colleges and universities include: [JED Campus](#): Through this initiative, JED guides colleges and universities through a collaborative process of program and policy development, with customized support by a dedicated campus advisor to help schools build upon their existing student mental health offerings. This four-year strategic partnership allows schools to assess and enhance the work already being done, as well as foster positive, systemic change on campuses and in communities. To date JED Campus has worked with nearly 350 institutions representing over 4.5 million students.

In many regions, we have established JED Campus Cohorts, through which a group of schools in the same area progress through the program simultaneously and benefit from additional events and convenings JED organizes to promote information sharing and relationship building between schools. [JED Campus Fundamentals](#): For campuses that may prefer a lighter touch engagement, JED Campus Fundamentals is an 18-month program that offers much of what JED Campus provides, with a shorter commitment and less hand-on support. Campuses receive evaluations, feedback, strategic plans, implementation recommendations, and more.

In addition to our structured programs, we also support many schools through customized advising engagements and the provision of expert guidance through trainings, webinars, and online resources. Below is a sample of our technical assistance offerings.

Potential Components:

- **Customized Advising:**

JED can provide customized advising services to a school or group of schools to increase their capacity to support student mental health and reduce the risk of suicide and substance misuse. Advising engagements may vary widely depending on school interests and needs. Examples of past projects include assessment of school needs and development of a strategic plan to meet those needs, designing interventions to address key issues, such as stigma reduction, promoting life skills and sense of belonging/connectedness, training on identifying students at risk and how to reach out to and/or refer those student to care, crisis management, including provision of postvention guidance to support and assist school leaders after a student incident or death, review of medical leave and substance misuse policies, among many other topics.

- **Speaking Engagements:**
JED can provide educational keynote speeches, presentations, webinars, as well as participants for panel discussions, to address a range of topics related to student mental health, suicide prevention, and school systems change adapted for various audiences (including senior leadership, faculty, staff, and students, among other groups).
- **Community Workshops:**
JED can organize and lead community workshops for various audience groups (including senior leaders, faculty, coaches, staff, students, and parents, among others) on a range of topics. Community workshops are designed to be interactive and can be organized as virtual or in-person events. JED typically designs community workshops in close collaboration with a partner to ensure topic relevance and impact. Recent community workshops have focused on “You Can Help” training to educate audiences on how to recognize when someone is struggling and provide assistance, the freshman year transition, preparing for the transition from college to work, and general information to help increase understanding and support for mental health.
- **Policy and Procedure Review and Development:**
JED can work with a school to review specific policies and procedures and recommend adjustments as needed. Recent examples include helping schools revise the counseling center’s scope of care statement, developing policies regarding media protocols and reporting following a student death, updating medical leave and reentry policies related to student mental health issues, and determining provisions in student insurance plans, among other projects.

The Steve Fund

The Steve Fund is the nation’s leading organization focused on supporting the mental health and emotional well-being of young people of color as they transition into postsecondary education, experience higher education, and then transition to the workforce. At the intersection of race and mental health, programs and services are carefully designed and grounded in the latest research and best practices to engage educators, mental health providers, and young people of color.

The Steve Fund offers programs and services for high schools, higher education institutions, and non-profit organizations to promote and address the mental health and emotional well-being of young people of color.

Our programs and services equip young people of color to understand and manage their mental health and emotional well-being as they prepare, navigate, and persist in their academic, career, and life pursuits. Our programs and services for professionals are designed to raise awareness about mental health needs of young people of color, increase understanding of the structural and social risk factors, and equip professionals with evidence-based interventions to address and support the mental health and emotional well-being of young people of color.

Potential Components:

- **Equity in Mental Health on Campus: an 18-month long institutional program:**
The Steve Fund partners with colleges and universities across the country to prioritize and invest in the mental health and emotional well-being of students of color. Through the Equity in Mental Health on Campus initiative, institutions work towards transforming their campus racial climate, policies, programs, and services to address and support the mental health and emotional well-being of students of color.

- **Consultation Services:**

The Steve Fund offers consulting services to higher education leaders and other personnel. Expertise includes psychiatry; psychology; diversity, equity and inclusion; development of organization's programs, policies, strategies and services; and communications about mental health and emotional well-being. The Steve Fund's goal is to illuminate the urgent need to deepen understanding of and leverage the links between emotional well-being, academic success and successful transition to productive career achievement and life goals.

- **Workshops for students of color:**

The Steve Fund's seminars and workshops are 1.5-to-2-hour interactive virtual learning opportunities and are developed and facilitated by mental health experts to promote the mental health and emotional well-being of students of color. If you don't see a topic that interests you, let us know and we can explore opportunities.

- ***College Readiness: Our Wellness, Our Peace***

This workshop will equip high school students of color with skills to cope with, process, respond to, and heal from racial trauma caused in their educational settings and everyday lives. Students will situate their experiences and emotions during the time of the COVID-19 pandemic and social movements. Students will then explore the importance of maintaining their emotional well-being as they prepare and persist in college and beyond.

- ***Taking Care of Y(our)selves: Emotional Well-Being in the Transition to College***

This workshop will prepare first year college students with the knowledge of key issues that may take place during the college transition, including how systemic racism impacts their mental health and emotional well-being. Students will learn a holistic approach to understanding their health and well-being. Students will be able to identify their stressors and explore individual, campus, and community resources and strategies to manage their stress as well as to practice help-seeking behaviors.

- ***Racial Healing: Creating Space for Wellness Throughout College***

Transitions to college are often accompanied by race-related stress, which can impact a student's ability to succeed. In particular, students of color can face experiences such as imposter phenomenon, microaggression, an invalidating campus climate, and mental health stigma. Being aware and becoming equipped to handle these concerns can help not only survive, but thrive. This workshop will provide students of color with information on the types of issues they might face, how to cope to maintain their physical and emotional well-being, answer questions about monitoring their health, and provide best practices for seeking assistance and available resources.

- ***Young Professionals of Color: Managing Stress and Anxiety during the Job Search and Transition into the Workplace***

The continued public health and financial crisis has disproportionately impacted first-generation, low socioeconomic, and young professionals of color who are preparing to enter the workforce. This workshop will engage young professionals of color to explore strategies to promote their emotional well-being and leverage past experiences to manage stress and anxiety throughout the job search and as they prepare for future transitions.

- ***Radical Healing: Surviving to Thriving***

There are emotional wounds that we experience for being a part of an oppressed racial ethnic group. Some of these wounds include the ways in which our parents and their parents were harmed and traumatized by racist policies and practices,

such as being denied the right to vote, being forced to attend assimilation schools, or being denied citizenship. These also include deep wounds that our ancestors experienced including broken treaties, stolen lands, enslavement, colonization, exploitation, internment camps, and the attempted erasure of these histories from public memory. Radical healing focuses on resisting oppression while also envisioning liberation.

- ***Activism is Wellness***
Young people of color will explore the many ways they can embrace their agency and power to challenge social injustices, especially during the time of the pandemic. As a collective, students will identify their passion, strengths, and talent and connect them to different forms of activism and advocacy efforts as a process to understand and heal from racial injustices.
 - ***Understanding Our Undocumented/DACAmented Experience and Adopting Coping Strategies that Can Foster Resilience***
Undocumented and DACAmented students who attend this workshop will examine the immigration context as it relates to their rights and barriers to educational and career opportunities. In this context, participants will identify and discuss psychological stressors and mental health concerns commonly experienced by undocumented immigrants. Participants will learn how to cope with stress and uncertainty by engaging in trauma-informed exercises and exploring the benefits of critical consciousness and self-compassion.
 - ***Girls and Women of Color GROW: Getting Real on Emotional Well-Being***
This workshop will focus on the challenging realities that girls and women of color face today, and how we can find ways to center ourselves and remain resilient as we fight against injustice. We will engage in a number of personal reflective exercises and group dialogues to highlight why and how girls and women of color should focus on their mental health and emotional well-being to help them navigate current events.
- **Seminars And Mental Health Educational Workshops For Staff, Educators, And Administrators**
 - ***Promoting the Mental Health of Students of Color: Considerations and Strategies for the Classroom and Beyond:*** Promoting an academic environment that is supportive of students' mental health can alleviate the stress and reframe how we define student success. There are academic and classroom stressors that are particularly salient among students of color who may experience daily microaggressions, harassment, and racial discrimination. Participants will gain a deeper understanding of the unique experiences of undergraduate and graduate students of color in the classroom, taking into account disciplinary cultures and the broader campus climate. This session will also offer practical guidance for how instructors can promote well-being in campus learning environments and support the mental health of students of color.
 - ***Building Capacity as Leaders to Address the Mental Health of Students of Color: Diversity, Equity, and Inclusion***
BIPOC students returning to campus in the midst of the COVID pandemic and racial upheaval challenges staff to reflect on their commitment to provide culturally-informed care and create a supportive campus environment. Building institutional capacity to complement clinical services is essential to meet the needs of students. The Steve Fund provides a framework to better address the key challenges. Participants will gain an understanding of the Equity in Mental Health Framework,

an inclusive framework that can be used to assess, intervene, and evaluate efforts towards creating more equitable institutions; describe elements of Trauma-Informed Leadership, and identify strategies to promote positive outcomes for the mental health of students of color.

- ***Racial Trauma-Informed Advisors, Coaches, and Mentors***
This seminar will equip advisors, coaches, and mentors who work with students of color with the tools and knowledge to recognize and support students as they experience mental health concerns. In this seminar participants will explore how racial trauma and racial battle fatigue impact the mental health and emotional well-being of students of color and how to adopt trauma-informed strategies to support and empower students of color.
- ***Prioritizing the Mental Health and Emotional Well-Being of Students of Color in Policies, Practices, and Programming***
Organizations and programs have been created to address the racial inequalities in the educational system and support students of color in the transition from high school to college and ensure college success. This session will equip professional staff at these organizations and programs with the knowledge, resources, and strategies to identify and promote the mental health and emotional well-being of students of color across the organization's policies, practices, and programming.

Appendix B

The following questions will guide reviewers in the selection process. Scores will be assigned on a 1-10 scale.

1. Does the proposal have a clear role within the applicant's strategic plan/priorities? Does the proposal have the long-term buy-in of organizational leadership?
2. Does the organization have a strategy for addressing basic needs of students? How does this mental wellbeing proposal sit within the context of their existing or emerging basic needs supports for students?
3. How well does the applicant understand their students' needs? If the current understanding is limited, is this acknowledged and addressed in the proposed activities?
4. How well does the applicant understand the needs of students of color specifically? If the current understanding is limited, is this acknowledged and addressed in the proposed activities?
5. Does the plan account for a diverse student body?
6. Do the objectives reflect the Foundation's goals for this work? Are the proposed tracking measures sufficient and feasible?
7. Can the applicant benefit from this learning community and technical assistance?
8. Does the applicant leverage partnerships with community partners to encourage collaboration and increase impact?
9. Does this applicant contribute to the geographic diversity of the learning community? *Note: since this is a factor, the cohort will likely not have multiple grantees from any one region. Thus, the likelihood of receiving an award would be increased if partners submit together. For example: if four college access/retention nonprofits or higher education institutions each submit an application, they are competing against each other in their region. If they submit an application together, they are not.*