

STUDENT MENTAL HEALTH APPRENTICESHIP RETENTION AND TRAINING (SMART) INTERNSHIP GRANT PROGRAM

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<http://www.house.mi.gov/hfa>

House Bill 6020 (proposed substitute H-1)

Sponsor: Rep. Bronna Kahle

Committee: Health Policy

Complete to 5-19-22

Analysis available at
<http://www.legislature.mi.gov>

SUMMARY:

House Bill 6020 would create a new act to establish a student mental health apprenticeship retention and training (SMART) internship grant program to be administered by the Michigan Department of Education (MDE). Grants under the program would be available to certain individuals enrolled in graduate-level mental health professional programs who are interning in public schools while working toward obtaining specified school psychologist, school counselor, or social worker certifications, licenses, credentials, or endorsements. The internship would have to be in a discipline designated a critical shortage for the prior year or at a public school that meets specified criteria. Grants also would be available for professionals who supervise those interns. MDE would have to promulgate rules to implement the new act.

SMART internship grant program

The bill would require MDE to create and administer a SMART internship grant program to provide grants to ***designated recipients*** and ***field supervisors, field instructors, and supervisors*** as described below. MDE would have to administer grant funding through the program in an amount per ***eligible designated recipient*** that is equal to either of the following:

- \$25 for each hour spent in an intern capacity for up to 20 hours per week of an internship in a public school that occurs over a 30-week period in a school year.
- A lump-sum amount equal to \$15,000 for up to 20 hours per week of an internship in a public school that occurs over a 30-week period in a school year. (The lump-sum amount would be paid at the end of the 30-week period.)

Designated recipient would mean an individual who is enrolled in a *graduate-level mental health professional program* described below, is in good standing as determined by the program, and is working toward obtaining any of the following:

- A preliminary school psychologist certificate issued by MDE under R 380.204 of the Michigan Administrative Code.*
- A preliminary school psychologist certificate issued by MDE under R 380.205 of the Michigan Administrative Code.*
- A school psychologist certificate issued by MDE under R 380.206 of the Michigan Administrative Code.*
- A preliminary school counselor credential issued by MDE under R 390.1304 of the Michigan Administrative Code.†
- A school counselor license issued by MDE under R 390.1305 of the Michigan Administrative Code.†

* See https://www.michigan.gov/-/media/Project/Websites/mde/educator_services/rules/sch_psych_cert_code.pdf

† See https://www.michigan.gov/-/media/Project/Websites/mde/educator_services/rules/sch_couns_cert_code.pdf

- A school counseling endorsement issued by MDE on the individual's teaching certificate.
- Temporary or full school social worker approval issued by MDE under R 340.1012 of the Michigan Administrative Code.[‡]

Graduate-level mental health professional program would include an MDE-approved school counselor education or preparation program, school social worker education or preparation program, or school psychology education or preparation program that offers designations, a focus, or special certifications in the provision of school mental health services. The program could be maintained by an institution of higher education located in or outside of Michigan.

Eligible designated recipient would mean a designated recipient who meets both of the following (one condition from the first group and one or more from the second):

- Either of the following:
 - The individual is in the first year of an internship period required by the program they are enrolled in and is serving as a substitute teacher or in a paraprofessional role in a public school as described above or is in a **supervised role** in a public school and following best-practice training and supervision requirements as indicated by national standards set forth by appropriate national professional organizations.
 - The individual is in the second year of an internship period required by the program they are enrolled in and is in a supervised role in a public school as described above and following best-practice training and supervision requirements as indicated by national standards set forth by appropriate national professional organizations.
- At least one of the following:
 - The individual is interning in a discipline that has been designated by the superintendent of public instruction as critical shortage for the immediately preceding school fiscal year under the Public School Employees Retirement Act.
 - The individual is interning in a public school where at least 50% of pupils enrolled are eligible for free or reduced-price meals under the federal Richard B. Russell National School Lunch Act.[§]
 - The individual is interning in a public school that received funding under section 22d of the School Aid Act in the immediately preceding school fiscal year.^{**}

Supervised role would mean a role in which the individual is supervised by a field supervisor, field instructor, or supervisor.

[‡] See https://www.michigan.gov/-/media/Project/Websites/mde/educator_services/rules/sch_social_worker_cert_code.pdf

[§] See https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2021/08/23/Determining_F-R_Eligibility_SY_21-22_FAQ.pdf

Also <https://fns-prod.azureedge.us/sites/default/files/resource-files/NSLPFactSheet.pdf>

^{**} Funding is available under that section for school districts with fewer than 10 pupils per square mile; for school districts that are greater than 250 square miles; or for school districts with fewer than 250 students if each school building operated by the district is either located in the Upper Peninsula at least 30 miles from any other school building or located on an island that is not accessible by a bridge. <http://legislature.mi.gov/doc.aspx?mcl-388-1622d>

Field supervisor, field instructor, or supervisor would mean an individual who supervises an **eligible designated recipient**. A field supervisor, field instructor, or supervisor would be required to do the following, as applicable:

- Maintain a school psychologist certificate during the supervision of a designated recipient working toward obtaining a school psychologist certificate or preliminary school psychologist certificate.
- Maintain full school social worker approval during the supervision of a designated recipient working toward obtaining temporary or full school social worker approval.
- Maintain a school counselor license or school counselor teaching certificate endorsement or be a school counselor educator in an MDE-approved school counselor preparation program during the supervision of a designated recipient working toward obtaining a school counselor license, preliminary school counselor credential, or school counselor teaching certificate endorsement.

Grant funds would have to be paid as follows to designated recipients, pursuant to an agreement between the recipient, the public school where the recipient is interning, and the program the recipient is enrolled in:

- On the same pay period or schedule offered to other educational professionals at the public school where the recipient is interning.
- Through one lump-sum payment on the date the recipient's qualifying internship ends.

MDE would have to administer grant funding to designated recipients through agreements that include a requirement that a designated recipient who receives funding through the program must work at a public school for at least three school years as of the date of the agreement.

Debt or expense repayment

For **extenuating circumstances**, MDE could make a **debt or expense repayment** to a designated recipient before or during each year of qualifying service.

Extenuating circumstance would mean a circumstance determined by MDE in consultation with the recipient affected by the circumstance.

Debt or expenses repayment would mean debt or expenses connected to a recipient's student loans.

Evaluations

A state university with a graduate-level mental health professional program that a designated recipient is enrolled in could continue to implement any existing evaluation processes required as part of certification, licensing, or approval requirements associated with serving as a school mental health professional. The results from such an evaluation could be used as a reason for a recipient's disqualification for grant funding under the act. A designated recipient receiving a grant under the act would have to submit to MDE any evaluations the recipient receives as described above and any evaluations received from the public school where the recipient is interning. Upon receiving an evaluation, MDE would have to determine whether the recipient is still eligible to receive grant funding and notify the recipient of its determination.

Temporary or permanent failure to qualify

Payments of \$25 per hour to a recipient would have to stop on the date the recipient *permanently* ceased to satisfy eligibility requirements for funding under the act. If such an individual *temporarily* ceased to satisfy those requirements due to a leave of absence or a relocation to intern in another public school, payments would have to stop while the requirements were not met, but could be continued when they were met again. However, payments could not be continued beyond 30 weeks from the date the individual started the internship at the public school.

If a recipient of the \$15,000 lump sum *permanently* ceased to satisfy eligibility requirements, the recipient could receive an amount of the lump sum prorated to reflect the number of hours the recipient interned at the public school while meeting the requirements. If such a recipient *temporarily* ceased to satisfy those requirements due to a leave of absence or a relocation to intern in another public school, the recipient would still be eligible to receive the full amount of the lump sum as long as the recipient completed all of the requirements for qualifying for funding under the act.

Miscellaneous provisions

A designated recipient who receives a grant under the act would not be prohibited from applying for another grant as long as the recipient meets the qualifications for grant funding.

MDE would have to administer grant funding through the program to field supervisors, field instructors, or supervisors. Those grants could not exceed \$250 for each designated recipient supervised.

MDE would have to report the status and outcomes of the grant program to the governor, the House and Senate appropriations subcommittees on the MDE budget, the House and Senate Fiscal Agencies, and the advisory council maintained by MDE and the Department of Health and Human Services under section 31n of the School Aid Act.

FISCAL IMPACT:

By itself, House Bill 6020 would have no direct fiscal impact on the state or local school districts, intermediate school districts (ISDs), or public school academies (PSAs). While the bill creates the statutory framework for the SMART Internship Grant Program, funding for the program would be subject to annual legislative appropriations.

Assuming the program is funded, MDE would incur costs to administer the SMART Internship Grant Program. MDE estimates that administrative costs would equal up to \$300,000 annually and require two additional full-time equated (FTE) positions. Additionally, MDE notes it would need \$150,000 and one additional FTE for auditing program procedures and recipients.

(NOTE: House Bill 5795 (H-4) as passed by the House includes \$20.0 million Federal for the SMART Internship Grant Program for Fiscal Year 2022-23.)

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■ This analysis was prepared by nonpartisan House Fiscal Agency staff for use by House members in their deliberations and does not constitute an official statement of legislative intent.