DHCS

State of California—Health and Human Services Agency
Department of Health Care Services

MICHELLE BAASS
DIRECTOR

GAVIN NEWSOM
GOVERNOR

SBHIP Project Plans Evaluation Criteria and Response Guidelines

Evaluation Criteria:

DHCS will use the following evaluation factors to determine the adequacy of the respective SBHIP Project Plan (Milestone One) submission responses and points awarded:

- All narrative evaluation statements are worth one (1) point. Project Plan (Milestone One) deliverables with omitted requested information will receive a score of zero (0) for that specific item.
- No partial credit will be given for any response. Individual responses within the project plan deliverable must include specific answers for every LEA partner identified as a recipient of the specific targeted intervention.
- The Project Plan (Milestone One) must satisfy all of the evaluation factors for each selected intervention.

There are a total of 11 points available for each selected intervention within the Project Plan (Milestone One). A Project Plan (Milestone One) must receive a score of 100% to be accepted by DHCS. If the Project Plan deliverable receives an initial score below 100%, DHCS will contact the Medi-Cal MCP and provide an opportunity to revise and resubmit the deliverable within an appropriately established timeframe.

Acceptance of the Project Plan (Milestone One) is a prerequisite for the Medi-Cal MCP's continued participation in the SBHIP, relative to that specific intervention. DHCS will issue an interim payment that is conditioned upon the Medi-Cal MCP's performance in the Project Outcome Report (Milestone Two) upon acceptance of the Project Plan (Milestone One).

Project Plan Response Guidelines:

Project Plan responses should be clear, detailed, and help DHCS to understand **why and how** each MCP selected the student population they are focusing on and the intervention that they are implementing, including the data sources used and how those data sources helped determine the need. For each question, **please include individual responses for each participating LEA.**

The *Project Plan Evaluation Guidelines* are additional guidance and examples **to consider** when responding to the open-ended questions in the Project Plan. The Project Plan will be evaluated in accordance with the scoring criteria noted in the "SBHIP Overview and Requirements" document.[1] MCPs **are not required** to follow the guidance and examples to receive points on the Project Plan.

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[1] Project Plan scoring criteria can be found on the SBHIP website in the "SBHIP Overview and Requirements" document (https://www.dhcs.ca.gov/services/Pages/studentbehavioralheathincentiveprogram.aspx).

Project Plan Question	Guidelines to Consider / Examples

1. Identify, clearly and in detail, the characteristics of the students within each selected LEA where this intervention will be implemented. (250 words or less per LEA)	1. Describe the notable characteristics of the students in the LEA (e.g., socioeconomic status, racial / ethnic composition, homeless student population).
	 2. Identify the behavioral health needs of the selected student population.
	 3. If student data is provided, include the following information about the data:
	    a. Data source
	    b. Date / age of data
	    c. Definitions for unclear terms

2. Describe, clearly and in detail, why these students were targeted for this intervention in each selected LEA. Describe, clearly and in detail, what data sources were used and how that data helped determine the behavioral health needs for these students. (250 words or less per LEA)	1. Describe the intervention that will be implemented and what student behavioral health needs are being addressed by the intervention.
	 2. Summarize the relationships between the identified student characteristics and the behavioral health needs in the LEA.
	 3. Describe how the intervention will impact the student population.
	 4. For each data source included in the question, identify:
	    a. Date / age of data
	    b. Definitions for unclear terms

3. Identify, clearly and in detail, if the intervention will further be targeted towards a specific population within each selected LEA. If the intervention has a specific population focus, please identify, clearly and in detail, why this group was targeted and what data sources were used to determine the need for this specific group(s) in each selected LEA. (250 words or less per LEA)	1. Identify the target student population for the intervention, highlighting differences between the targeted population and the broader student population in the LEA.
	 2. Identify any additional barriers the targeted population faces to access behavioral health services.
	 3. For each data source included in the question, identify:
	    a. Date / age of data
	    b. Definitions for unclear terms

4. Has the proposed intervention been identified ***through the needs assessment*** as a	1. Describe the behavioral health needs that were identified in the Needs Assessment. 2. Describe how the selected intervention is related to the behavioral health need identified in the Needs

Project Plan Question	Guidelines to Consider / Examples

behavioral health need of students within the selected LEA(s)? If identified, provide what data sources were used and how that data helped determine the need.	Assessment.
	3. For each data source included in the question, identify:
	  a. Date / age of data
	  b. Definitions for unclear terms

5. If the proposed intervention was not identified as a behavioral health need of students within the selected LEA(s) through the needs assessment, describe, clearly and in detail, the documented sources and rationale for implementing the selected intervention. (250 words or less per LEA)	1. Describe how the intervention was chosen. Include in your description the role that LEA partners, COEs, and other stakeholders played in choosing the intervention. 2. Identify why the intervention was chosen over the other behavioral health needs that were identified during the Needs Assessment (e.g., the LEA has other resources in place to mitigate behavioral health needs identified during the Needs Assessment). 3. Identify the benefits of implementing this intervention over other interventions tied to the behavioral health needs identified during the needs assessment. 4. Identify whether the intervention will impact any of the behavioral health needs that were identified during the Needs Assessment and if so, how.

6. Identify, clearly and in detail, how this intervention will increase access to prevention, early intervention, and other behavioral health services on or near school campuses or by a school-affiliated provider within the selected LEA(s). (250 words or less per LEA)	1. Describe the logistics of the intervention, including, as applicable:
	  a. Where and how the intervention will be provided to students
	  b. Who will staff / run the intervention
	  c. How students will access the services provided by the intervention
	2. Identify how many students the intervention can provide services to (e.g., in a week, and / or in a year).
	3. Describe how the services provided by the intervention differ from behavioral health services that are currently available in the LEA.
	4. Identify how the number of students serviced by the intervention is anticipated to compare to the number of students serviced by behavioral health programs in place before implementation of the intervention.

7. Explain, clearly and in detail, how this intervention will help support the behavioral	1. Identify the unique behavioral health needs of Medi-Cal students and how the selected intervention will address these needs. 2. Describe the steps that are being taken to ensure that

Project Plan Question	Guidelines to Consider / Examples
health needs of Medi-Cal beneficiaries within each LEA (250 words or less per LEA).	the intervention is focused on and accessible to Medi-Cal beneficiaries.

8. Explain, clearly and in detail, and for the duration of the project for each selected LEA(s), the specific intervention design components and project tasks that will be implemented in bi-quarterly segments, beginning with July – December 2022 for early submissions, and January – June 2023 for regular submissions. (250 words or less per LEA)	1. Describe the anticipated timeline for the intervention. Divide the timeline into six-month time intervals that align with bi-quarterly reporting requirements. Include in the description:
	  a. Design components and tasks required to implement and run the intervention.
	  b. Staff / personnel that are required to implement and run the intervention.
	  c. Project task changes that will occur during the duration of the intervention.
	2. Describe the contingency plan, if applicable, in place if the intervention does not follow the planned schedule.

9. Describe, clearly and in detail, the anticipated intervention outcomes within each selected LEA. (250 words or less per LEA)	1. Describe the anticipated outcomes of the intervention. For each outcome measure, explain:
	  a. How the intervention will lead to the anticipated outcome.
	  b. How the anticipated outcome was determined.
	  c. How the outcome is being measured.
	2. Describe performance targets / goals and achievement thresholds that the intervention is using to identify bi-quarterly progress.
	3. Describe how the outcome measures indicates the impact of the intervention rather than the impact of uncontrolled external factors.

10. Describe, clearly and in detail, both the operational capacity and leadership commitment to successfully implement the targeted intervention in each selected LEA. (250 words or less per LEA)	1. Identify the capacity of the program. Include in the description:
	  a. The number of students the intervention can provide services to (e.g., in a week, in a year, etc.).
	  b. Other outputs that the intervention will use as an outcome measure (e.g., calls received in a Telehealth intervention)
	2. Describe the staffing and leadership commitment required to implement SBHIP. In the description

Project Plan Question	Guidelines to Consider / Examples

	include:
	   a. Number of MCP full-time equivalents (FTEs) assigned to the targeted intervention, including any full-time SBHIP staff or resources made available by the MCP.
	   b. Title / position of who within the MCP has ultimate decision-making authority around SBHIP decisions.

11. Explain, clearly and in detail, how the implemented intervention could be sustained after the SBHIP project funding ceases for each selected LEA. (250 words or less per LEA)	1. Describe how the intervention could be sustained after SBHIP funding ends. Include in the description:
	   a. Whether the intervention will be discontinued after the SBHIP program ends. If continuation of the intervention remains "to be decided", describe the criteria MCPs will use to determine whether to continue the intervention.
	   b. Whether the program will need to change post-SBHIP (e.g., expanded to additional schools / LEAs, and / or operate from a different location)
	   c. The organization or group responsible for sustaining the intervention.
	   d. Potential funding sources for the intervention.

12. Describe, clearly and in detail, if the proposed intervention will be implemented at all SBHIP participating schools within the county? Why or why not? (250 words or less per LEA)	1. Identify which schools will and will not be included in the intervention. Clearly identify which LEA each school belongs to.
	2. If the intervention will not be implemented at all schools that participated in the Needs Assessment, identify the criteria for school selection. Include in the description:
	   a. Implementation assets or barriers that impacted the decision.
	   b. The role that LEA partners and other stakeholders played in the decision.
	3. Identify whether there are plans to expand the intervention to additional schools in the future.