



*Working for healthy, just, and resilient communities*

---

April 21, 2022

The Honorable Patrick Leahy  
Chair  
Committee on Appropriations  
United States Senate  
Washington, DC 20515

The Honorable Richard Shelby  
Ranking Member  
Committee on Appropriations  
United States Senate  
Washington, DC 20515

The Honorable Rosa L. DeLauro  
Chair  
Committee on Appropriations  
United States House of Representatives  
Washington, DC 20515

The Honorable Kay Granger  
Ranking Member  
Committee on Appropriations  
United States House of Representatives  
Washington, DC 20515

Dear Senator Leahy, Senator Shelby, Chairwoman DeLauro, and Representative Granger:

As you develop the Fiscal Year 2023 appropriations bill, the Campaign for Trauma-Informed Policy and Practice (CTIPP) and undersigned individuals and organizations encourage you to support the mental well-being of our nation's youth by increasing the numbers of mental health professionals available to students and increasing the utilization of trauma-informed practices in our nation's schools.

The COVID-19 pandemic has been a widely traumatic experience for our youth. Toxic stress, loss, instability, and isolation have led to persistent feelings of sadness or hopelessness, an increase in suicidality, and overall poor mental health. In October of 2021, the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children's Hospital Association joined together to declare a National State of Emergency in Children's Mental Health.

Even as students have returned to in-person learning, unresolved trauma may still live in their bodies and threaten their ability to succeed academically, live healthy lives, and form positive relationships. It is imperative that schools support students' mental health and holistic well-being as it is the one place that nearly all youth in our country are served regularly.

School-based mental health professionals can play a vital role in supporting students' holistic well-being and readying the entire school to support healing and resilience. School-based mental health professionals have been proven to improve staff retention, help keep students in school, and promote learning environments where students feel safe, supported, and ready to learn.

In addition to addressing the shortage of school-based mental health professionals in our country, which was a problem even before the pandemic, introducing trauma-informed practices in schools is a key component of supporting students. The workforce shortage undermines the availability of high-quality services to support students and families, particularly in rural, underserved, under-resourced, and other hard-to-staff school districts. Therefore, in addition to adding school-based mental health professionals, entire school communities need to be trained and supported to integrate trauma-informed mental health services in schools. Trauma-informed schools help students and staff successfully address issues while improving the school's capacity to identify, refer, and provide mental health services to help students in

need. This two-part approach is necessary to support a positive school climate that benefits the students, their teachers, and all of the adults who are keeping schools functioning and safe at this time.

**Therefore, we request the Committee:**

**I. Encourages the utilization of Trauma-Informed Practices.**

Additionally, incorporating trauma-informed practices when addressing students' mental health needs has been proven to further improve student success, including the reduction of expulsions by 31 percent, suspensions by 40 percent, and negative behavior referrals by 83 percent<sup>12</sup>. By adopting a trauma-informed approach, mental health professionals can help the entire school community become better equipped to recognize, understand, and respond to the learning needs and well-being of children impacted by the traumatic effects of the pandemic and other adversities.

As such, we request language to support trauma-informed practices in grant activities:

*The Department encourages grant recipients to use trauma-informed practices in grant activities.*

**II. Provides \$1 billion for the Safe Schools National Activities Program to support the School-Based Mental Health Professionals Demonstration Grant and the School-Based Mental Health Services Program. This funding level is consistent with the President's budget request.**

In FY 2022, Congress directed the Department of Education to set aside \$111 million to fund new awards for the School-Based Mental Health Professionals Demonstration Grant and the School-Based Mental Health Services Program, funded via Safe Schools National Activities.

Combined, these two competitive grants address the critical shortage of school-based mental health professionals in two distinct and essential ways: increasing the available workforce and helping districts support increased positions to improve access to services. Due to the critical needs of states and districts, increased federal funding for these two programs is vital.

**III. Provides continuing grants and new competitions for both grants.**

We also urge the inclusion of report language, specifying the \$1 billion the Safe Schools National Activities Program to be divided between the Mental Health Services Professional Demonstration Grant Program and the School-Based Mental Health Services Grant Program to provide continuation grants to existing grantees and support new competitions so that even more schools can benefit from these programs:

*With the goal of addressing the shortage of school-based mental health professionals in our nation's K-12 schools by expanding the pipeline of these professionals and improving districts' ability to recruit and retain these professionals, the Committee directs the Secretary to allocate \$500 million for the Mental Health Services Professional Demonstration Grant Program and \$500 million for the School-Based Mental Health Services Grants to increase the number of well-trained school counselors, school social workers, and school psychologists, or other mental health professionals qualified to provide school-based mental health services.*

---

<sup>1</sup> Bloomquist, T. (2018). Measuring progress of trauma-informed practices: Are we making a difference? Retrieved from [tinyurl.com/gptic18](https://tinyurl.com/gptic18)

<sup>2</sup> McInerney, M. & McKlindon, A. (2015). Unlocking the door to learning: TI classrooms & transformational schools. Retrieved from [tinyurl.com/utdtla](https://tinyurl.com/utdtla)

Thank you for considering our request for inclusion in the U.S. Department of Labor, Health and Human Services, and Education bill. We are grateful for the leadership of Representatives Panetta, Payne, Jr., and Fitzpatrick in advancing this request.

We look forward to working with you to make sure students in every community are supported by healing-centered, resilience-focused, and trauma-informed approaches, practices, environments, and systems to reach their full potential.

Sincerely,

Jesse Kohler  
Executive Director  
Campaign for Trauma-Informed Policy and Practice

/s/

Louis Allen, Able Differently, Utah  
Hollie Jeffery, ACE Institute, Mississippi  
Bryan Clement, ACE Resource Network, California  
Sarah Marikos, ACE Resource Network, California  
Joy Thomas, ACE Resource Network, Pennsylvania  
Rebecca MacKenzie, ACTS Now, New Hampshire  
Guy Stephens, Alliance Against Seclusion and Restraint, Maryland  
Qiyue Cai, Arizona State University, Arizona  
Monica Gonzalez, Attachment & Trauma Network, Texas  
Julie Beem, Attachment & Trauma Network, Inc., Georgia  
Lana Lancaster, Auraria Recovery Community, Colorado  
Ulysses Archie, Baltimore Gift Economy, Maryland  
Heather Johns, Bethany Christian Services, Pennsylvania  
Fimi Haddadian, Bluejack Kids, California  
Steve Wagner, Bridge to Connection, Pennsylvania  
Colleen Lelli, Cabrini University, Pennsylvania  
Joyce Agne Jones, Cadence Cade Network, Ohio  
Christine Brice-Nelson, Celebrating Healthy Communities, Colorado  
Christine Mason, Center for Educational Improvement, Inc., Virginia  
Dena Sneed, Center for Trauma Informed Innovation, University Health, Missouri  
Andrea Dalton, Center for Trauma Informed Innovation; University Health Behavioral Health, Missouri  
Lina Pasquale, Center for Trauma Resilient Communities/Crossnore, North Carolina  
Kerrie Ackerson, CESA 10, Wisconsin  
Christina Bethell, Child and Adolescent Health Measurement Initiative, Johns Hopkins University, Maryland  
Michael Flannery, Child Guidance Resource Centers, Pennsylvania  
Marc Calica, Children are the Greatest, Pennsylvania  
Jordan Posamentier, Committee for Children, Washington  
Eric Kennel, Compass Mark, Pennsylvania  
Beatriz Vides, Crossnore, Florida  
Mariah Meads, District of Columbia Public Schools, District of Columbia  
Michael Ritter, Domestic Violence Intervention of Lebanon County, Inc., Pennsylvania  
Dr. Antoinette Myers Perry, Dominion Business Group LLC, Maryland  
Sandra Bloom, Dornsife School of Public Health, Drexel University, Pennsylvania

Angela Lamson, East Carolina University, North Carolina  
Julaine Field, Edinboro University and Golden Outlook Counseling, Pennsylvania  
Laura Boyd, Family Centered Treatment Foundation, Oklahoma  
Mariah Peralta, Family Counseling Service of the Finger Lakes, New York  
Eugene Bereza Family Court/ Southern Ute Tribal Court, Colorado  
Steve Minick, Family Services of NW PA, Pennsylvania  
Jennifer Lopez, Friends Association, Pennsylvania  
Beth Tyson, Grands Stepping Up, Pennsylvania  
David Bunting, HEAL PA, Pennsylvania  
Josh Feldblyum, HEAL PA, Pennsylvania  
Liam Power, HEAL PA, Pennsylvania  
Joanne Troutman, HEAL PA, Pennsylvania  
Samuel Shovers, HEAL-PA, Illinois  
Karen Gordon, Healthy Nevada Missouri  
Anne Ness, Holistic Nursing Services, LLC, Minnesota  
Bernadette Spooner Thompson, Hope Leadership Academy Charter School, Missouri  
Kim Renninger, Hopeworx, Inc., Pennsylvania  
Lauren Bell, International Society for Technology in Education, District of Columbia  
Lisa Cushatt, Iowa ACEs 360, Iowa  
Carolyn McDonald, Jefferson County Head Start, Colorado  
Jessie Graham, Jessie Graham Coach and Consultant, Maine  
Joyce Rogers, Joyce Rogers/Save the Children, Washington  
Diane Wagenhals, Lakeside Educational Network, Pennsylvania  
Scott Theurer, Lancaster County Recovery Alliance, Pennsylvania  
Mary Dorman, Lancaster General Hospital, Pennsylvania  
Kini-Ana Tinkham, Maine Resilience Building Network, Maine  
Maureen Hallagan, Marillac St. Vincent Family Services, Illinois  
Jamie Wehmeyer, MJM Consulting: Our Journeys Matter, Missouri  
Adam Starks, MNDYRR Technologies, Inc., West Virginia  
Patricia Demma Mohawk Valley, New York  
Corrine Anderson-Ketchmark, National Association of Social Workers and School Social Work Association of America, Washington  
Leslie Paluch Treanor, National Parent Teacher Association, Virginia  
Diana Fishbein National Prevention Science Coalition to Improve Lives, North Carolina  
Rev. Paul Abernathy, Neighborhood Resilience Project, Pennsylvania  
Dan Emerick, Neighborhood Resilience Project, Pennsylvania  
Tina Pearson, New Hanover County Resiliency Task Force, North Carolina  
Alan O'Malley-Laursen, Olmsted County Human Resources, Minnesota  
Charlene Gladney, Operation Xcel, North Carolina  
Jenna Quinn, PACEs Connection, Massachusetts  
Carey Sipp, PACEs Connection, North Carolina  
Katherine Hughes, Parent Child Trauma Resources, Massachusetts  
Jean Sullivan, Partnerships in Prevention Science Institute, Iowa  
Caren Rosser-Morris, Pennsylvania Department of Human Services, Pennsylvania  
Maryann Mcevoy, Pennsylvania Governor's Office, Pennsylvania  
Doris Arena, Pennsylvania Office of Mental Health and Substance Abuse Services, Pennsylvania  
Kenneth Thompson, Pennsylvania Psychiatric Association, Pennsylvania  
Bethanne Devine, Philadelphia Youth Sports Collaborative, Pennsylvania  
Jared Miller, Phoenix Rescue Mission, Arizona  
Sheila Johnson, Physical Sciences in Oncology Center at Penn, Pennsylvania  
Holly Cunningham, Potential Inc., Pennsylvania

Linda Manaugh, Potts Family Foundation, Oklahoma  
Roger Vest, Powder Springs First United Methodist Church, Georgia  
Teresa Olsen, Prevent Child Abuse Pennsylvania, Pennsylvania  
Kathy Saenz, LCSW, Private Practice, California  
Jeff Ikler, Quetico Coaching, New York  
Marsha Morgan, Resilience Builders, Missouri  
Doty Shepard, Resilient Colorado, Colorado  
Graham Palmer, Rural Opportunity Institute, North Carolina  
Julio Sabater, PhD, Sabater Laboratory for Psychological Innovations Inc., Rhode Island  
Mily Sabater, Sabaterlab, Rhode Island  
Jody Johnson, Santiago Canyon College, California  
Rebecca Chambers, Save The Children, California  
Amy Marenick, School District of Lancaster, Pennsylvania  
Stephanie M. Williams, Select Specialty Hospital, Mississippi  
Sharlene Stewart, Shara's Hands, Pennsylvania  
Kathleen Lisson , Solace Massage and Mindfulness, California  
Melissa Williamson, South Texas Trauma-Informed Consortium, Early Childhood Sector, Texas  
Sylvia Ortiz-Kennedy, Taking Control Counseling Services, Illinois  
Lindsey Baker, TEAMCare Behavioral Health, Pennsylvania  
Kim Myer, TEAMCare Behavioral Health, Pennsylvania  
Marnie Aylesworth, The Pennsylvania Key, Pennsylvania  
Beth Docherty, The Trust Project, Pennsylvania  
Anna Kennedy, Touchstone Foundation: Youth Mental Wellness Services, Pennsylvania  
Mandy Davis, Trauma Informed Oregon, Oregon  
MaryLynn Hinde, Trauma Responsive Frederick, Maryland  
Lisa Stone, Tri County Head Start, Colorado  
Jonathan Rockoff, UNC Chapel Hill, North Carolina  
Ashton Williams, UNC Chapel Hill- School of Social Work, North Carolina  
Katie McClure, Uncommon Health Solutions, Colorado  
Astrid Meijer, Unified Insight Consulting, Rhode Island  
Roxanne Pendleton, University Health, Missouri  
Ann Leinfelder Grove, Wellpoint Care Network, Wisconsin  
Debra Berke, Wilmington University, Delaware  
Audra B., Pennsylvania  
Christina, Barte Illinois  
Kendra Cable, Pennsylvania  
Alison Cebulla, California  
Lyss Chiampi, Illinois  
Frank Curran, Pennsylvania  
Michelle Dawson, Missouri  
Elizabeth DuPrey, Connecticut  
Michael Flaningam, Oregon  
Tabitha Ferguson, Texas  
Timothy Frie, Florida  
Mia Fulson, Missouri  
Tina Hahn, Michigan  
Mirna Hardy, California  
Ben Lannis, Pennsylvania  
Kristine LeFevre, Vermont  
Jennifer Leon, Florida  
Allison Lowe-Fotos, Illinois

Courtney Loyd, Louisiana  
Linda MacDougall, Maine  
Jessica Martin, Massachusetts  
Jamie Matthews, South Carolina  
Ann McDonald, Colorado  
Kaylene Merchant, Missouri  
Stacy Moore, Virginia  
Suzan Mullane, Alaska  
Morgan Nash, Pennsylvania  
Heidi Niebauer, Pennsylvania  
Kori Nutter, South Dakota  
Suzanne O'Connor, Pennsylvania  
Aisha O'Malley, Missouri  
Adriana Paez, Missouri  
Eleanor Park, Pennsylvania  
Laura Pinhey, Indiana  
Elizabeth Prewitt, District of Columbia  
Heather Proctor, Illinois  
Adam Read, Pennsylvania  
Dianxu Ren, Pennsylvania  
Victoria Ren, Pennsylvania  
Karen Rice, Pennsylvania  
Colleen Rieger, Pennsylvania  
Allison Romano, New York  
Hillary Sawyer, Michigan  
Autumn Schneider, Michigan  
Charissa Scott, California  
John Skelton, Georgia  
Dena Sneed, Kansas  
Gannon Sprinkle, Pennsylvania  
Stephanie Stewart, North Carolina  
Susanna Wallace, Indiana  
Jim Walters, Washington  
Gloria Wang, Pennsylvania  
Rebecca Westling, Missouri  
Virginia Winborne, North Carolina  
Kimmy Wu, District of Columbia  
Abhi Yarlagadda, Pennsylvania  
Xinhua Zhao, Pennsylvania