



Behavioral Health Technician Initiative Request for Proposals

Background

In 2023, the Legislature appropriated \$4.5 million in ongoing funds for Targeted Workforce Development in Healthcare. From this allocation, \$800,000 was designated to create a Behavioral Health Technician Certification Program. This program is structured to:

- Include industry-identified learning objectives
- Be completed within one year
- Feature simulated clinical components that align with a defined Scope of Practice

Of the original appropriation, \$130,000 in ongoing funding is still available to institutions. Funded institutions will use this to expand or create a Behavioral Health Technician/Coach Program in compliance with the [2024 SB 26 Behavioral Health Coach and Technician Licensing Act](#).

Grant Objectives

- Develop or expand a certification program for Behavioral Health Coaches/Technicians that meets the curriculum outline's learning objectives.
- Train competent Behavioral Health Coaches/Technicians according to the 2024 SB 26 standards to enhance support services for clinicians and clients statewide.
- Establish and nurture partnerships with behavioral health employers to:
 - Integrate the Behavioral Health Technician role into their organizations
 - Provide feedback on training, curriculum, and program quality
- Will have an educational map showing the path to Bachelor's, Master's degrees and state licenses.

Eligibility

- The primary applicant must be a postsecondary institution within the Utah System of Higher Education, according to Utah Code 53B-1-102.
- The application must include a partnership between at least one participating behavioral health employer and a postsecondary institution.

Certification Program Length

Behavior Health Technician programs must be able to be completed in one year, inclusive of a relevant, supervised internship/practicum. The internship/practicum should provide the student the opportunity to demonstrate competency in the learning outcomes listed in Attachment A. Upon successful completion it should be anticipated that the supervisor will provide the student with a letter of recommendation attesting to the student's competency to practice as a Behavioral Health Technician.

Program Implementation Timeline

Applicants must include a detailed implementation timeline in their proposal. The timeline should consider the respective institution's curriculum review process, hiring, curriculum development, marketing, and admissions timelines.

Budget

Requested funding will be used solely for the direct costs associated with the program, such as the cost of instructors, marketing, curriculum development, staff and faculty training, or equipment and supplies. Outside of the cost of implementing a new program (i.e. equipment, curriculum development), the cost per student should be in line with the institution's cost per student. Funding for general administration is not allowed.

Allowed Budget Categories:

Salaries & Benefits

- Salaries: Compensation for faculty, staff, and other personnel directly involved in the project, including those working on curriculum development.
- Benefits: Health insurance, retirement contributions, and other fringe benefits related to the personnel.

Equipment

- Non-Capital Equipment: Purchase of items with an acquisition cost greater than or equal to \$3,000 but less than \$5,000.
- Capital Equipment: Purchase of a single item (not invoice) that costs \$5,000.00 or more, is freestanding, and has a use life of one year or more.

Supplies - Office Supplies

- Office Supplies: General office materials including paper, pens, toner, and other

everyday items used for administrative purposes.

- Project-specific Supplies: Specialized materials necessary for the project, such as textbooks, educational resources, curriculum development software, and scientific supplies.

Other Direct Costs

- Communication: Telephone, internet, postage, and other communication expenses necessary for project execution.
- Publication, Printing, & Marketing: Costs for publishing and disseminating project results, printing curriculum materials, and marketing efforts related to the project.
- Conferences & Meetings: Expenses related to organizing and attending project-related events, including venue rentals, materials, and travel costs.

Talent Ready Utah must approve changes to the program's final budget or program scope before they are made. If the grant funds are not used in compliance with the specified guidelines or if any disclosures are inaccurate or incomplete, Talent Ready Utah reserves the right to reclaim the awarded funds.

Funding and Payment Disbursement

Grant funds for this initiative will be initially disbursed upon the execution of the memorandum of understanding by all parties. Funding will continue as long as the Utah State Legislature continues funding the initiative and the institution continues to operate the proposed program. Ongoing funds will be added to the institution's base funding in FY 27.

Reporting and Data Collection

The institution will report quarterly and provide an annual report for the first three years and as reasonably requested by Talent Ready Utah. Quarterly reports are due on the 10th day of April, July, October, and January. Annual reports are due by July 10th.

At a minimum, the quarterly report will include:

- Number of students enrolled in the program.
- Number of students who have completed the program.
- Number of students placed in relevant employment.
- Number of faculty, instructors, and professors hired with awarded funds.

Evaluation Criteria

The proposal review and evaluation process will be competitive and conducted utilizing a fair and objective process. An evaluation committee will review and score proposals using the scoring rubric below.

Category	Total Points	Weight
Introduction/Need Assessment	25	25%
Program Management	25	25%
Implementation	20	20%
Performance Outcomes	15	10%
Budget	15	20%
Total Possible Points	100	100%

If the evaluation committee requires further information to recommend, Talent Ready Utah may contact the respective institution that submitted proposals for additional information and/or revisions.

RFP Information Session and Questions

- **When:** March 12, 2025, 1:00 – 2:00 p.m.
Applicants and others interested in the Behavior Health Technician Initiative RFP are invited to a virtual RFP information session.
- **Where:** Zoom
- **What:** This information session is an opportunity to ask questions about the proposal requirements and online proposal submissions, with Talent Ready Utah staff present to share information and answer questions.
- **Register:** To register for the RFP information session and receive a meeting invitation, click [here](#).

A recording of the RFP Information Session will be posted on the Talent Ready Utah web page.

Proposal Timeline

The proposal must be submitted online [here](#).

- Proposals are due by 5:00 p.m. on April 4, 2025.

Proposal Review and Questions from the Review Committee

- All submissions will be initially verified. Applicants should be prepared to respond to requests for clarification or additional information.
- Applicants should be prepared to respond to final requests for clarification or additional information.

Review Committee Recommendations to the Talent Ready Utah Board

- After reviewing the proposal, the committee will present its recommendations to the Talent Ready Utah Board.

Award notification to awardees

- Award notifications will be emailed to the contact listed on the application upon the Talent Ready Utah Board's final decision.

Award Start Date

- Institutions should anticipate a start date of July 1, 2025.

Submission Process

Each institution will upload its application (proposal) documents via Google [Forms](#). An automatic confirmation email will be sent verifying the receipt of the proposal submission.

The following documents are required for each application:

- Proposal Narrative
- Budget Narrative
- [Budget](#)
- Per 2024 H.B. 335 State Grant Process Amendments, if the applicant will receive any additional funding from the State of Utah for the proposed program, they must provide budget details for the additional funding.
- Letter(s) of Support

See **Instructions for Proposals** on page 7 for more details.

Proposal Debriefing

A debriefing meeting will be scheduled with an applicant upon request. The request must be emailed to TRUgrants@ushe.edu within five (5) business days after notification of an

unsuccessful proposal is sent to the applicant. Talent Ready Utah will acknowledge receipt of the debriefing request within three (3) business days.

Discussion will be limited to feedback on the requesting applicant's proposal. Comparisons between proposals or evaluations of the other proposals will not be allowed. Debriefing conferences may be conducted by phone or virtually and will be scheduled for a maximum of 30 minutes.

If you have any questions regarding the Behavioral Health Technician initiative and application process, please email TRUgrants@ushe.edu.

Instructions for Proposals

Formatting

The proposal narrative should not exceed 10 pages in length. This includes cover, table of contents, attached graphs, and any appendices to the proposal. It does not include the budget worksheet, budget narrative, or letter(s) of support. A page is 8.5 x 11 inches, with 1-inch margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1-inch margin. Use one of the following fonts: Arial, Calibri, Helvetica, Palatino Linotype, or Georgia. Applications submitted in any other font will not be accepted. Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). All proposals should be converted and uploaded as a PDF.

Applicants must address each of the following criteria:

Introduction/Need Assessment	(25 points)
Program Management	(25 points)
Implementation	(20 points)
Performance/Outcomes	(15 points)
Budget	(15 points)

The following guidance may assist applicants in addressing each of the selection criteria. The below outline is based on the rubric used to evaluate the proposal:

Introduction/Need Assessment — 25 points

- Provide a detailed description of the proposed program.
- Describe how this program will prepare participants with the skills to meet the future needs of Utah's behavioral health field.
- Summarize how the proposed program with the following with the **Program Learning Outcomes (Attachment A)**.
- Describe the state/regional workforce needs this program will meet.
- Provide a summary of the Utah employers anticipated to hire projected completers of the proposed program, including hiring requirements and qualifications for the high-demand position.
- Explain how this program will support the addition of professionals entering the identified high-demand occupation.

Program Management — 25 points

- Describe the partnership between the institution and employer(s) to meet workforce needs—confirmed with letters of support.
- Discuss the curriculum proposed for the program and how it aligns with the **Program Learning Outcomes (attachment A)**.
- Identify the credentials and/or certifications that will be offered to participants. At a minimum, it should meet the minimum eligibility for the Department of Professional Licensures Behavior Health Technician certificate.
- Describe strategies for conducting outreach and marketing the program.

Letter(s) of Support may include:

- How does the partner intend to support or contribute to the proposed program?
- Validation of the skills/credentials this program will offer.
- Commitment of materials, resources, and/or financial support to the proposed program.

Implementation — 20 points

- Provide a start-up implementation timeline/plan, including month and year.
- Include anticipated timelines for:
 - Curriculum review, development, and/or design.
 - Hiring of professional staff.
 - Program completion for participants.
- Describe how the institution will sustain the program's future growth.
- Ensure alignment with **Program Learning Outcomes (Attachment A)** and **Scope of Practice (Attachment B)**.

Performance/Outcomes — 15 points

- Provide projections for the first 3 years:
 - Student enrollment numbers.
 - Program completion rates.
 - Employment placement rates.
 - Faculty/instructor hires are funded through the award.
- Detail strategies to incorporate **Program Learning Outcomes**:
 - **Work-Based Learning Opportunities**: Describe how the required internship/practicum will provide the student the opportunity to demonstrate competency in the learning outcomes.

- **Tracking Outcomes:** Describe processes for monitoring student performance and employer satisfaction.
- Explain how industry/employer feedback will be obtained and utilized for program improvement.

Budget Narrative & Worksheet — 15 points

- Applicants must include a budget narrative that describes and justifies requested budget items and costs.
- Describe how the Budget Information “Budget Category” totals were determined.
- Provide details on personnel salaries, estimates for staff time, and costs related to program development and delivery.
- Identify third-party contributions, including cash or in-kind support, and their valuation methodologies.

Budget Worksheet

- **Staff Resources:** Provide titles, roles, FTE allocations, and proposed salaries.
- **Itemized Budget:** Detail the planned use of grant funds and outline tracking/reporting mechanisms.
- **Budget Summary:** Include proposed outcomes and cost-per-student metrics.

Program Learning Outcomes by Category

Introduction to Behavioral Health and Social Services

- Describe the role, function, and responsibilities of various mental health professions and community service agencies.
- Evaluate personal strengths, weaknesses, interests, and values in potential alignment for a rewarding career in behavioral health and social sciences.
- Describe cognitive and behavioral strategies that support academic and career success.
- Explain the importance of whole-health integration, strong support systems, and self-care habits for stress management and resiliency as a successful student and valued employee.
- Define mental health and identify common mental health issues.
- Demonstrate first aid skills in a mental health emergency or in support of an individual with a common mental health disorder.
- Build job-seeking skills and a professional portfolio.
- Create professional and academic goals, including a concrete educational plan leading towards certificate(s) and/or degree(s) in behavioral health and social sciences.

Professional Resiliency and Well-Being

- Analyze historical contexts of resilience, burnout, traumatic stress, and compassion fatigue research.
- Describe factors that contribute to trauma, burnout, and compassion fatigue.
- Explain how work-related stress can compromise physical, cognitive, emotional, social, and spiritual well-being.
- Develop mindfulness and self-relaxation strategies to promote mind-body awareness and equanimity.
- Practice skills to modify mindsets, explanatory styles, and core beliefs to bounce back from setbacks and adversity.
- Define meaning and purpose in work and life to enhance resilience.
- Explain elements of positive psychology and whole health integration to enhance happiness and well-being.
- Identify skills to build meaningful relationships and positive support systems to improve health and well-being.
- Explain ways to improve health-conscious practices, including healthy eating, activity, sleep, and self-compassion.
- Analyze structural factors within organizations that support resilience.

- Utilize key psychological and emotional resiliency skills to address symptoms and prevent future effects associated with traumatic stress and compassion fatigue.
- Create a six-point professional resiliency plan.

Ethical, Legal, and Professional Issues

- Identify the unlicensed and licensed professional regulating bodies, laws, and codes of ethics that govern the behavioral health fields.
- Identify governing bodies that oversee the practice of behavioral health
- Define the ethical, legal, and professional responsibilities of helping professionals.
- Identify the role of supervision in the development of professional practice.
- Describe clients` rights to confidentiality and situations in which confidentiality cannot be assured, including minors and vulnerable adults.
- Explain ethical issues related to professional competence and scope of practice.
- Demonstrate accurate documentation of legal and ethical issues.
- Identify the role of attitudes, beliefs, assumptions, and personal and professional values that underlie ethical decision-making.
- Demonstrate the ability to apply concepts of ethical decision-making to address common issues in social and behavioral services.
- Predict ways to effectively manage and avoid boundary issues and dual relationships in behavioral health counseling.
- Explore diversity issues that are relevant within ethical decision-making
- Describe the unique ethical issues in working with minor clients, including ages of consent in mental health and substance abuse treatment, consent vs. assent for minors, and the involvement of significant others in the treatment process.
- Demonstrate the ability to apply concepts of ethical decision-making with specialized populations, including integrative care.

Applied Therapeutic Communication Skills

- Describe principles of interpersonal communication in the helping professions.
- Describe modes of non-verbal communication and their implications
- Describe nuances of para-verbal and verbal communications and their implications.
- Demonstrate the ability to use effective listening skills.
- Demonstrate the ability to observe and express emotions effectively and responsibly in a variety of situations.
- Explain the purpose, elements, risks, and impact of self-disclosure.
- Demonstrate proficiency with the following interpersonal communication skills: questioning, confronting, and self-disclosure.

- Describe the therapeutic alliance process and the stages of progression.
- Demonstrate necessary communication skills for establishing rapport and maintaining a helping relationship.
- Demonstrate techniques to deal with resistant clients.
- Describe elements of communication involved in family relationship development, maintenance, and repair.
- Explain effective conflict management and problem-solving strategies in a variety of interpersonal communication situations.
- Demonstrate the ability to provide appropriate feedback.
- Demonstrate the ability to receive and act upon feedback from peers.

Case Management and Clinical Documentation

- Describe the role and explain the function of case management in human services.
- Describe the methods of delivering case management services.
- Demonstrate the interpersonal skills necessary to establish and maintain rapport at all stages of case management.
- Demonstrate the process of assessment and relevant interviewing skills in case management.
- Describe whole health services delivered as part of case management.
- Explain the role of case managers in whole health service coordination.
- Describe the case management processes of outcome monitoring and reassessment.
- Apply the concepts of case management to the unique needs of multicultural clients and special populations.
- Describe the components of a whole health-integrated delivery model of case management.
- Describe documentation required in a case report and client records and appropriate formats.
- Analyze examples of case reports from diverse clinical settings for completeness and correct formatting.
- Explain the legal and liability issues related to case management and report writing.

Child, Family, and Adult Advocacy

- Define advocacy and explain professional/ethical standards for advocacy.
- Practice using common advocacy strategies and tactics and discuss when each may be applicable/valuable.
- Describe the role of parental rights related to advocacy.
- Describe the procedures involved in due process, grievance, and appeals in behavioral health systems.

- Describe familial considerations involved in advocacy.
- Describe the importance of whole health integration in advocacy to ensure appropriate educational access and opportunity.
- Describe the role and importance of whole health integration in advocacy when working with the disability population.
- Describe the role and importance of whole health integration in advocacy when working with justice-involved persons.
- Identify several funding sources and whole health integrated related services that can help address the needs of individuals with behavioral health issues.
- Demonstrate how to navigate multiple systems to develop an advocacy plan relevant to a child and his/her family.
- Describe the importance of the wraparound process and how it relates to child and family advocacy.
- Identify integrated healthcare community support and resources for children and families that can be made available through advocacy.

Behavioral Health Technician
Scope of Practice

The scope of practice for a Behavioral Health Technician (BHT) outlines the roles and limitations of a BHT in providing behavioral health services. The BHT works under the supervision of licensed professionals, such as psychologists, psychiatrists, or social workers, to support the overall treatment and care of individuals with mental health or behavioral disorders. This scope of practice serves as a guide to ensure the BHT's duties align with their qualifications and training while maintaining the highest standards of ethical conduct and client care.

This scope of practice for a Behavioral Health Technician establishes the parameters within which the BHT operates, ensuring the provision of safe, effective, and ethical care. The BHT's primary responsibility is to support licensed professionals in treating and caring for individuals with behavioral health disorders while promoting the well-being and recovery of clients.

Duties and Responsibilities:

- a) Work under the general supervision of a mental health therapist, who provides guidance, oversight, and evaluation of their work.
- b) Maintain accurate and confidential client records, progress notes, and incident reports in compliance with applicable legal and ethical standards.
- c) Assist in discharge, referral, and after-care documentation, coordination, and administration.
- d) Collect intake and non-clinical psychosocial assessment information.
- e) Gather information to support diagnostic and treatment planning activities conducted by a mental health therapist.
- f) Observe, document, and report on client behaviors, treatment interventions, progress, and outcomes to a mental health therapist.
- g) Support licensed professionals in implementing interventions designed to address behavioral health issues.
- h) Facilitate psychoeducational groups or activities, development skills or activities, or social support groups or activities to enhance the client's social skills, emotional well-being, and overall functioning.
- i) Provide education and support to clients and their families on behavioral health issues, treatment options, and community resources.
- j) Implement behavioral management strategies, including de-escalation techniques and crisis intervention, as needed.
- k) Implement crisis intervention strategies in accordance with established protocols and ensure the safety and well-being of clients during emergencies.

Qualifications:

- a) The BHT has completed a recognized Behavioral Health Technician training program from an accredited institution.

- b) The BHT participates in ongoing professional development and stays updated with current best practices, emerging research, and changes in laws and regulations related to behavioral health.

Restrictions and Limitations:

- a) The BHT does not diagnose mental health disorders nor prescribe medications.
- b) The BHT does not provide mental health therapy but may assist in the delivery of therapeutic support under the supervision of licensed professionals, as stated above.
- c) The BHT does not serve as a designated examiner/evaluator.
- d) The BHT does not engage in any activities outside the scope of practice or perform tasks beyond its certification.
- a) The BHT maintains professional boundaries and refrains from engaging in any dual relationships with clients that could compromise ethical standards and appropriate care to clients.
- b) The BHT must comply with all certification and professional standards for behavioral health professionals.

Professional Attributes:

- a) The BHT upholds the highest ethical standards, demonstrating respect, empathy, and cultural sensitivity in all interactions with clients, families, and colleagues.
- b) The BHT maintains strict confidentiality regarding client information, adhering to applicable legal and ethical guidelines.
- c) The BHT is required to report any suspected abuse, neglect, or violations of ethical standards to the appropriate authorities or supervisors promptly.