



2020-2021 STOP School Violence - Mental Health Training Grant, Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 21, 2020

NOGA ID

Authorizing legislation

Student, Teachers, and Officers Preventing (STOP) School Violence Act of 2018 reauthorizes the grant program for school security in the Omnibus Crime Control and Safe Streets Act of 1968 (34 U.S. Code §10551); Authorized by P.L. 90-351 as amended by P.L. 115-141

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, July 21, 2020**.

Grant period from **August 4, 2020- August 31, 2021**

Pre-award costs permitted from **Not Applicable**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Cleburne ISD** CDN **126903** Campus **Administration** ESC **11** DUNS **100515477**

Address **505 Ridgeway** City **Cleburne** ZIP **76033** Vendor ID **106903**

Primary Contact **Dr. Michelle Parsons** Email **mparsons@c-isd.com** Phone **817-202-1169**

Secondary Contact **Ms. Tammy Bright** Email **tbright@c-isd.com** Phone **817-202-1100**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Dr. Kyle Heath** Title **Superintendent**

Email **kheath@c-isd.com** Phone **817-202-1100**

Signature **Kyle Heath** Date **07/20/2020**

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 STOP School Violence - Mental Health Training Grant, Cycle 2 Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 STOP School Violence - Mental Health Training Grant, Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. Training sessions will be provided for school officials related to responding to related mental health crises that may precipitate violent attacks on school grounds.
- ☒ 6. Grantees will provide documentation of all training and education sessions conducted under the award to TEA in the time and manner requested by TEA.
- ☒ 7. Grantees will develop a plan to increase awareness of:
 - a. traumatic stress and mental health needs,
 - b. trauma and mental health literacy of school staff, parents, and others who interact with students to recognize the signs and symptoms of mental health concerns that may cause school violence, and
 - c. how to link students and families to appropriate services.
- ☒ 8. Training may include such as, but not limited to, Psychological First Aid – Schools (PFA-S), Trauma Informed Strategies and Mindfulness, suicide prevention, bullying prevention, and substance abuse training for school staff.
- ☒ 9. As part of the matching requirement, grantees will engage in partnership building with family service providers, as well as with businesses and community groups to broaden and link all community resources available to school-aged youth and their families.

Statutory/Program Assurances (Cont.)

- ☒ 10. Grantees must conduct a school climate survey (pre/post program).
- ☒ 11. Grantees must provide a dedicated person to coordinate the work.
- ☒ 12. Grantees must include Positive School Climate training such as classroom management.
- ☒ 13. Grantees must include School Counselor Involvement.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Implement school-wide SEL as a systemic approach to infusing social and emotional learning into every part of students educational experience -- across all settings, and in partnership with families and communities. Program implementation involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

Overall Program Mission: Provide an environment, infused with social and emotional learning, where all staff members work together with a sense of shared responsibility for the physical, social, emotional, academic growth, safety and well-being of every student.

Cleburne Independent School District is a public school district in Region 11, located in Cleburne, Texas. Cleburne is the county seat for all of Johnson County which includes 19 other cities, towns and unincorporated communities. C-ISD has 11 schools and serves approximately 6,843 students in grades PK, K-12. The district's average school ranking is in the bottom 50% of public schools in Texas. Minority enrollment is 51% of the student body. Resources are limited in Cleburne and because it is the county seat, the actual city residents compete to receive services with all of Johnson County. The district is 67% low socio-economic status. We must first address the social and emotional needs of the students and educate staff on recognizing and responding to those who have been impacted by trauma. The reality many of our family's face is the inability to access the needed services outside of school in a timely matter and staff is ill-equipped to manage the needs of these students. By implementing a SEL program, we can meet those needs of our students during the school day. C-ISD Student Services Department wants to move towards a more holistic and trauma-informed approach and understands that requires a paradigm shift at both the staff and organizational level as it will reshape our culture, practices, and policies. This approach will allow staff opportunities to better build upon students strengths and help them develop social and emotional "life skills, " while also identifying students who present risk factors associated with trauma and adjustment difficulties that may be related to behavioral or psychological problems. By implementing a school-based program focused on social and emotional learning, staff can focus on prevention, relationships and safety and students will improve with respect to: 1. Social and emotional skills 2. Attitudes about themselves, others, and school 3. Social and classroom behavior 4. Conduct problems such as classroom misbehavior and aggression 5. Emotional distress such as anxiety and depression 6. Achievement scores, grades and overall academic achievement. This approach will require our entire campus communities to shift its focus to understanding what happened to a student rather than fixating on that student ' s negative behaviors. As a result of this cultural shift, faculty members, administrators, and staff members can begin to engage in the kind of teamwork, collaboration, flexibility, and creativity that lead to a deep understanding of the impact of trauma on learning, thus, improving both students and teachers psychological health and well-being.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goals:

1. Work together to help students improve their relationships, regulate their emotions and behavior, bolster their academic competence, and increase their physical and emotional well-being. 2. Provide ongoing adequate training for school staff in SEL, mental and emotional health and student and staff well-being. 3. Improve district and campus climate and culture to better reflect a focus on building relationships and community. 4. Increase relationships with local mental health service providers to broaden and better link students and families to appropriate services and community resources.

Sample Activities include: Develop and implement a comprehensive plan of activities, services, and strategies to decrease youth violence and support the healthy development of school-aged students. Training designed to deepen staff's understanding of traumas impacts on learning, behavior and student success. Coaching on effective strategies and best practices for responding to students dealing with the effects of trauma. Increase staff's capacity to recognize the signs and symptoms of mental health concerns that may cause school violence. Training designed to increase awareness of traumatic stress and mental health risk factors, and the needs of students who have experienced trauma and/or are in a crisis. Mindfulness, suicide prevention, and bullying prevention strategies and training. Provide periodic refreshers and troubleshooting check-ins to assure that changes are taking root. Provide on-going coaching to specific staff. Coordinate resources to support students in need of additional intervention. Integrate trauma-informed and resiliency building strategies into the curriculum. Use a virtual platform (such as Canvas) to provide a platform of mini training sessions for staff.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program include: How well did we implement the program and is anyone better off from our efforts? The most important performance measures are those that tell us whether our students are better off as a consequence of the implementation of the SEL program. The second most important measures are those that tell us whether the implementation of the program was carried out with fidelity and done well. Successful measures will be indicated by (1) an increase in academic performance, (2) an increase in reported relationship quality from both staff and students, and (3) an increase in the overall student mental health and well-being and (4) an improvement in the campus safety and climate. Principals who systematically implement SEL in their schools will provide data that likely supports successfully developing students knowledge in key content areas, their ability to apply knowledge and skills in real world situations, and their critical thinking and reasoning skills. After implementation of the SEL program, principals will also likely report a reduction in discipline referrals, aggressive student responses, reduced absenteeism, increased safety measures and improved student academic performance.

Tools used to measure performance will include teacher rating scales which can yield reliable and valid assessments of overall behavioral tendencies of the students. A second approach we will use is direct behavior ratings, where a teacher rates the frequency of a small number of clear target behaviors (such as whether a child talks out of turn) over a brief period. Direct behavior ratings have great potential for characterizing child behavior, screening for disruptive behavior problems, and monitoring progress as well as identifying staff needs to serve these students and maintain safe campuses.

We are planning on using a program from Pearson, Review 360 with SSIS™ Social-Emotional Learning Edition (SSIS SEL) to measure the performance. SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention. The product includes Screening and Progress Monitoring Scales, Rating Forms, and Class-wide Intervention Programs that teachers can access at any time. The scales are completed by the teacher, who is rating each individual students social emotional learning competencies based on their observations and experience with students and provide guidance for selection SEL competence areas in need of improvement. By increasing staff knowledge of student social and emotional well-being and impact of trauma, they can better serve our students and maintain safety.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Currently the district does not have a SEL program or PBIS. This is new and all costs will be incurred the 2020-2021 school year as a beginning.

The budget will focus on 4 areas.

Focus Area 1: Build Foundational Support and Plan for Implementation

Focus Area 2: Strengthen Adult SEL Competencies and Staff Capacity

Focus Area 3: Promote SEL for Students

Focus Area 4: Practice Continuous Improvement

The current budget is \$15,200 provided through district funds. The SEL Team will consistently draw upon data to drive continuous improvement. At the end of the school year, the SEL team will utilize the initiative inventory tool to determine the plan to move forward and build on the work that has already taken place. This plan will address changes needed and adjustments will be made and implemented for the following year.

Focus Area 1: Build Foundational Support and Plan

Stipend for SEL team members to compensate time spent outside of contractual hours, and additional responsibilities due to participation in the project.

Team supplies and materials (printing, notebooks, dividers, paper).

Foundational learning: Professional learning provider fees, workshop registration fees, transportation mileage.

Communication: Printing and web services

Focus Area 2: Strengthen Adult SEL Competencies and Capacity -

Professional learning providers (include any travel costs)

District on-line and web-based training development

Registration fees for workshops/conferences

Costs for substitute teachers

Supplies/materials/equipment

Focus Area 3: Promote SEL for Students -

Curriculum/program material costs to include: = \$28,000

Licensing/membership fees

Program data collection

Progress monitoring

Universal Assessment

Intervention Data

Technical assistance/implementation support

Materials/supplies/equipment

School-wide activities: Facility rental costs, materials and meals/snacks

Community partner services (Pecan Valley, Social Services)

Family engagement: Workshops and materials

Focus Area 4: Practice Continuous Improvement -

Curriculum/Program Continuous Improvement = Included under Focus Area 3.

Assessment tools Fidelity monitoring tool

Data collection: Online platform

Data analysis: Software

Data collection and reporting: Printing

Data analysis: Coaching/Technical assistance

Total SEL Implementation Costs to = \$52,000, see budget workbook attachment for details.

Statutory/Program Requirements

Describe how you will develop your training plans, deliver the training and document outcomes. A training plan will be considered particularly strong if it includes distance or on-line learning delivery systems as part of its programming.

To develop our training plan, we are going to start by creating a district SEL Team. This team will gather information in several key areas to create a relevant and customized training plan. The areas we will focus on to develop the training plan are as follows: 1: Determine what training is needed. 2: Determine who needs to be trained. 3: Know how best to train learners. 4: Know our audience. 5: Draw up a detailed blueprint of training and implementation.

As part of the training plan, we will first administer the SEL readiness assessment. After completing the readiness assessment, the district SEL team will begin to articulate learning goals for the districts future SEL professional development. Focusing on the areas of strength identified in the readiness assessment and building upon these strengths will help us capitalize on existing momentum to further implement SEL. In addition, identifying where there are gaps in SEL knowledge and expertise will highlight where to make additional efforts to build interest in SEL implementation.

Staff at all levels of a school community will receive some degree of SEL professional development. Simultaneously, we will provide SEL professional development to school board members, parents, community partners, law enforcement officers and other stakeholders. Priority goes to the school officials and teachers who most likely will be responding to related traumatic or mental health crises that may precipitate violent attacks on school grounds.

Professional development will be done through traditional workshops, coaching and observation, video conferencing, professional learning communities, data driven instruction, study groups, conferences, webinars and online courses as well as through professional learning communities and Train the Trainer.

Strategies for training faculty and staff members in SEL and trauma-informed practices:

- Make training a part of new employee and incoming student orientation

- Incorporate it into annual training opportunities/requirements

- Offer training annually to student leaders and student groups

- Offer to provide in-person training at all faculty and staff meetings

- Provide training opportunities via a virtual platform and provide a bank of resource videos and webinars that staff can access at any time

- Offer quarterly training opportunities with role-play and dialogue

We will use the Plan-Do-Study-Act (PDSA) cycle of continuous improvement as our documentation and review process.

Documentation and review of implementation will include:

- Scheduled time-line for each documentation piece.

- Results from a review of existing SEL-related programs and practices already in place, as well as what needs to be addressed.

- Written plan for a phased SEL rollout strategy that gradually scales up SEL implementation to all schools.

- Universal screener data

- Students identified as at risk and student baseline data

- Interventions implemented and Intervention outcomes

- Data analysis results

- Modifications made based on data results

- Trainings will be documented in Eduphoria

- Discipline data reports, comparisons and final results

- Survey results

Use of Pearson's program called Review 360 with SSIS™ Social-Emotional Learning Edition (SSIS SEL) to measure the performance and student outcomes. The program is a source of identifying students at risk and those who serve these students. Training is ongoing and constant as to address both staff and student needs.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	6843
2. Enrollment of all participating private schools	86
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	6929
4. Total current-year program allocation	15200
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	4160
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	11040
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	1.59
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	137.02

Appendix I: Amendment Description and Purpose
(leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Application Part 2: 2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2**Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)**

County District Number or Vendor ID:		126903	Vendor ID106903	
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Cost Match
Academic/Instructional				
1 Teacher			\$ -	\$ -
2 Educational Aide			\$ -	\$ -
3 Tutor			\$ -	\$ -
Program Management and Administration				
4 Project Director			\$ -	\$ -
5 Project Coordinator			\$ -	\$ -
6 Teacher Facilitator			\$ -	\$ -
7 Teacher Supervisor			\$ -	\$ -
8 Secretary/Admin Assistant			\$ -	\$ -
9 Data Entry Clerk			\$ -	\$ -
10 Grant Accountant/Bookkeeper			\$ -	\$ -
11 Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary				
12 Counselor			\$ -	\$ -
13 Social Worker			\$ -	\$ -
14 Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant			\$ -	\$ -
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17 ESC Support Staff			\$ -	\$ -
18 ESC Other: (Enter position title here)			\$ -	\$ -
19 ESC Other: (Enter position title here)			\$ -	\$ -
20 ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions				
21 (Enter position title here)			\$ -	\$ -
22 (Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:		\$ -	\$ -
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 2,800	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ 5,000	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27 6140 - Employee Benefits			\$ -	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 7,800	\$ -
30	Grand Total:		\$ 7,800	\$ -
31	Total Program Costs*:		\$ 7,800	
32	Total Direct Admin Costs*:			

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

[For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.](#)

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2

Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID:	126903	Vendor ID106903
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Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted	Cost Match
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Specify purpose:	\$ -	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 38,000	\$ 14,000
11	Grand Total:	\$ 38,000	\$ 14,000
12	Total Program Costs*:	\$ 38,000	
13	Total Direct Admin Costs*:		

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID: 126903		Vendor ID106903	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Cost Match
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 1,200	\$ 1,200
2	Grand Total:	\$ 1,200	\$ 1,200
3	Total Program Costs*:	\$ 1,200	
4	Total Direct Admin Costs*:	\$ -	

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2

Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID: 126903		Vendor ID106903	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Cost Match
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 5,000	\$ -
11	Grand Total:	\$ 5,000	\$ -
12	Total Program Costs*:	\$ 5,000	
13	Total Direct Admin Costs*:	\$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

In-state travel for employees does not require specific approval.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2: 2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2

Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID: 126903 Vendor ID106903

Capital Outlay (6600)

Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Match
6669 - Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	\$ -	
66XX - Computing Devices, capitalized				
2 (Enter description and brief purpose)			\$ -	
3			\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
66XX - Software, capitalized				
10 (Enter description and brief purpose)			\$ -	
11			\$ -	
12			\$ -	
66XX - Equipment, furniture, or vehicles				
13 (Enter description and brief purpose)			\$ -	
14			\$ -	
15			\$ -	
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
16 (Enter description and brief purpose)			\$ -	
17	Grand Total (sum of all lines):		\$ -	\$ -
18	Total Program Costs*:			
19	Total Direct Admin Costs*:			

*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2: 2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2
Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or vendor ID: 126903 Vendor ID106903

Grant Period:	August 4, 2020 to August 31, 2021	Fund Code/ Shared Services Arrangement:	289/379
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Budget Summary

Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Cost Match Cost
1	Payroll Costs	6100	\$ 7,800	\$ -	\$ 7,800	\$ -
2	Professional and Contracted Services	6200	\$ 38,000	\$ -	\$ 38,000	\$ 14,000
3	Supplies and Materials	6300	\$ 1,200	\$ -	\$ 1,200	\$ 1,200
4	Other Operating Costs	6400	\$ 5,000	\$ -	\$ 5,000	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 52,000	\$ -	\$ 52,000	\$ 15,200
7	*Indirect Costs:				\$ -	
8	Total of All Budgeted Costs :		\$ 52,000	\$ -	\$ 52,000	\$ 15,200

Shared Services Arrangement

9	6493	Of the Total of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -	\$ -	
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Direct Administrative Cost Calculation

10	Total of All Budgeted Costs (from line 8):		\$ 52,000	
11	Direct Administration Cap per Program Guidelines (8%)		0.08	
12	Maximum amount allowable for Direct Administrative costs:		\$ 4,160	

**For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.*

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Grant Funded Program – School-wide SEL

Implement 'school-wide SEL' as a systemic approach to infusing social and emotional learning into every part of students' educational experience -- across all settings, and in partnership with families and communities. Program implementation involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

Overall Program Mission:

Provide an environment, infused with social and emotional learning, where all staff members work together with a sense of shared responsibility for the physical, social, emotional, academic growth, safety and well-being of every student.

Department Mission:

100% of the campuses will implement a district-wide SEL program, with fidelity, in order to provide for students, high quality content and safe learning environments by using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

State of the District

Cleburne Independent School District is a public school district in Region 11, located in Cleburne, Texas. Cleburne is the county seat for all of Johnson County which includes 19 other cities, towns and unincorporated communities. C-ISD has 11 schools and serves approximately 6,843 students in grades PK, K-12. The district's average school ranking is in the bottom 50% of public schools in Texas. Minority enrollment is 51% of the student body. Resources are limited in Cleburne and because it is the county seat, the actual city residents compete to receive services with all of Johnson County. The district is 67% low socio-economic status.

The mission of Cleburne ISD in partnerships with parents and community is to provide all students with rigorous and relevant learning. To accomplish our mission, we must first address the social and emotional needs of the students and educate staff on recognizing and responding to those who have been impacted by trauma. The reality many of our family's face is the inability to access the needed services outside of school in a timely matter and staff is ill-equipped to manage the needs of these students.

Cleburne ISD has identified an increase in challenging student behaviors and the presence of learners with histories of trauma in our K-12 schools. Many times, what our educators often identify as maladaptive behaviors are actually coping mechanisms developed to help an individual survive extremely stressful experiences or misapplied survival skills that may be functional for the student in other settings. The C-ISD Student Services Department recognizes

that a trauma-related approach is a necessary part of today's education system, as well as ongoing mental health professional development for all staff and access to mental health resources for our C-ISD families.

Program Outcome

C-ISD Student Services Department wants to move towards a more holistic and trauma-informed approach and understands that requires a paradigm shift at both the staff and organizational level as it will reshape our culture, practices, and policies. This approach will allow staff opportunities to better build upon students' strengths and help them develop social and emotional "life skills," while also identifying students who present "risk factors" associated with trauma and adjustment difficulties that may be related to behavioral or psychological problems.

By implementing a school-based program focused on social and emotional learning (SEL), staff can focus on prevention, relationships and safety and students will improve with respect to:

1. Social and emotional skills
2. Attitudes about themselves, others, and school
3. Social and classroom behavior
4. Conduct problems such as classroom misbehavior and aggression
5. Emotional distress such as stress, anxiety and depression
6. Achievement test scores, grades and overall academic achievement

This approach will require our entire campus communities to shift its focus to understanding what happened to a student rather than fixating on that student's negative behaviors. As a result of this cultural shift, faculty members, administrators, and staff members can begin to engage in the kind of teamwork, collaboration, flexibility, and creativity that lead to a deep understanding of the impact of trauma on learning, thus, improving both students' and teachers' psychological health and well-being. See attachment for more details.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The foundation for effective trauma-informed classroom practice is the educator's grasp of how trauma impacts students' behavior, development, relationships, and survival strategies. The only way to ensure staff is informed is through training, modeling, coaching and providing mental health experts on campuses to work with students and staff. Cleburne ISD is seeking financial assistance through the grant to be able to have the resources to become a trauma-sensitive district. C-ISD seeks to achieve immediate, intermediate and long-term outcomes that increase awareness of traumatic stress and mental health needs, increase trauma and mental health literacy of school staff, parents, and others who interact with students to recognize the signs and symptoms of mental health concerns that may cause school violence, and to link students and families to appropriate services.

Program Goals:

1. Work together to help students improve their relationships, regulate their emotions and behavior, bolster their academic competence, and increase their physical and emotional well-being.
2. Provide ongoing adequate training for school staff in SEL, mental and emotional health and student and staff well-being.
3. Improve district and campus climate and culture to better reflect a focus on building relationships and community.
4. Increase relationships with local mental health service providers to broaden and better link students and families to appropriate services and community resources.

Objectives:

1. Launch, sustain, and continually improve high-quality SEL implementation.
2. Through implementation of a school-wide SEL, create safe, equitable learning environments that empower all students to achieve their potential.
3. Develop staff capacity and commitment for cultivating both the student and their own social, emotional, and cultural competence; understanding SEL; modeling SEL; and building collaborative and trusting relationships that explicitly promote a positive work environment, student success and school safety.
4. Implement a universal screening process to assist in identifying students at risk and provide information to guide program implementation, instruction and practices to ensure positive student outcomes.
5. Provide guidance, tools and resources to staff, students and families to support healthy social emotional skills and development. See attachment for more details.

Activities/strategies to meet goals/objectives?

Goal #1: Staff work together to help students improve their relationships, regulate their emotions and behavior, bolster their academic competence, and increase their physical and emotional well-being.

- ✓ Development and implement a comprehensive plan of activities, services, and strategies to decrease youth violence and support the healthy development of school-aged students.
- ✓ Identify teacher leaders at each campus. Lead teachers can coordinate building-level activities and be influential in securing buy-in from their peers.
- ✓ Lead teacher assist in the process of gathering and sharing data with school leaders and participate in project implementation.

Goal #2: Provide ongoing adequate training for school staff in SEL, mental and emotional health and student and staff well-being.

- ✓ Ongoing professional development. Training topics include:
 - Training designed to deepen staff's understanding of trauma's impacts on learning, behavior and student success.
 - Training provided for school officials related to responding to mental health crises that may precipitate aggressive student behavior and/or violent attacks on school grounds.
 - Training for educators and peer counselors regarding the effects of trauma, how trauma impacts students' behavior, development, relationships, and survival strategies.
 - Training and coaching on effective strategies and best practices for responding to students dealing with the effects of trauma.
 - Classroom management and positive behavior support.
 - Training on responding to and resolving safety issues faced by staff and students.
 - Increase staff's capacity to recognize the signs and symptoms of mental health concerns that may cause school violence.
 - Training designed to increase awareness of traumatic stress and mental health risk factors, and the needs of students who have experienced trauma and/or are in a crisis.
 - Provide professional development around implementation of screening process and use of data collected.
 - Mindfulness, suicide prevention, and bullying prevention.
- ✓ Provide periodic refreshers and troubleshooting check-ins to assure that changes are taking root.
- ✓ Provide on-going coaching to specific staff.
- ✓ Identify and coordinate resources necessary to support students in need of additional intervention.
- ✓ Integrate trauma-informed and resiliency building strategies into the curriculum.

- ✓ Use a virtual platform (such as Canvas or Eduphoria) to provide a platform of mini training sessions, that staff can access at any time, designed to increase the following staff skill-set:
 - The ability to recognize changes in mood and behavior,
 - consistently and appropriately referring students for care,
 - tiered intervention strategies,
 - data collection and disaggregation,
 - instructional practices that support the unique learning needs which accompany depression and anxiety; and
 - conversational and rapport-building skills which minimize the stigma and isolation associated with mental illness.

Goal 3: Improve district climate and culture to reflect a focus on building relationships and community.

- ✓ Develop a measurement instrument that comprehensively assess the climate of each school by surveying all members of the school community on school climate dimensions, including relationships, safety, and collaboration and involvement.
- ✓ Conduct a pre/post climate survey.
- ✓ Provide continued behavioral and mental health support and student interventions to our educators.
- ✓ Facilitate a sense of community among teacher colleagues by providing formal opportunities—and time—for teachers to talk through and process difficult events.
- ✓ Onsite observations to be conducted to gather data supplementary to the survey responses.
- ✓ Increase staff support with challenging student behavior.
- ✓ Establish a process for mental health, suicide, or substance use screenings and referrals to help with early identification of students who are at-risk or in need of intervention related to these concerns.
- ✓ Use a data-driven decision-making process to guide the school climate improvement efforts.
- ✓ If data deems necessary, create a climate team, comprising representatives from all school community groups to participate in the following activities:
 - participation in professional development opportunities to learn about school climate research and best practices;
 - evaluation of state, district, and school policies in light of this research and their own school's goals;
 - regular assessment of the current school climate through surveys of all school community members; and
 - implementation of school climate improvement efforts at both the district and school levels that are incorporated into every facet of the school's function.

Goal #4: Increase relationships with local mental health service providers to broaden and better link students and families to appropriate services and community resources.

- ✓ Collaborate with providers from outside agencies who deliver school-based services.
- ✓ Prepare the school and the broader community by providing information about mental health, screening, and treatment.
- ✓ Educate residents about the mental health problems that exist in the community and the resources that are needed to address those problems.
- ✓ Use shared decision making to support students with mental health problems and their families to make informed choices and become active partners in their treatment.
- ✓ Communicate regularly with leaders in the district, school, and community through meetings, e-mail, and telephone calls.
- ✓ Regularly share evaluation findings with the school board through presentations, newsletters, and reports.
- ✓ Seek renewed partnership with Pecan Valley Centers for Behavioral and Developmental Health Care for continued support to C-ISD through implementing newsletters, clinic trainings, crisis counseling and assessment and providing trauma informed signage.
- ✓ Meet with community leaders, organizations and other stakeholders.
- ✓ Use public forums (e.g., school newsletter, local newspaper, public access television station) to publicize project activities and give credit to supportive leaders.
- ✓ Meet regularly with school and community partners, speak at school board meetings, and call administrators to ensure changes are happening.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program include: How well did we implement the program and is anyone better off from our efforts? The most important performance measures are those that tell us whether our students are better off as a consequence of the implementation of the SEL program. The second most important measures are those that tell us whether the implementation of the SEL program was carried out with fidelity and done well.

Successful measures will be indicated by (1) an increase in academic performance, (2) an increase in reported relationship quality from both staff and students, and (3) an increase in the overall student mental health and well-being and (4) an improvement in the campus climate.

Principals who systematically implement SEL in their schools will provide data that likely supports successfully developing students' knowledge in key content areas, their ability to apply knowledge and skills in real world situations, and their critical thinking and reasoning skills. After implementation of the SEL program, principals will also likely report a reduction in discipline referrals, reduced absenteeism, and improved student academic performance.

Tools used to measure performance will include teacher rating scales which can yield reliable and valid assessments of overall behavioral tendencies of the students. A second approach we will use is direct behavior ratings, where a teacher rates the frequency of a small number of clear target behaviors (such as whether a child talks out of turn) over a brief period. Direct behavior ratings have great potential for characterizing child behavior, screening for disruptive behavior problems, and monitoring progress.

We are planning on using a program from Pearson, SSIS™ Social-Emotional Learning Edition (SSIS SEL) to measure the performance. SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention. The product includes Screening and Progress Monitoring Scales, Rating Forms, and Class-wide Intervention Programs that teachers can access at any time. The scales are completed by the teacher, who is rating each individual student's social emotional learning competencies based on their observations from their most recent 3 to 4 weeks of classroom experience with students and provide guidance for selection SEL competence areas in need of improvement.

The program also includes access to the BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS). The BASC-3 BESS offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. It applies a triangulation method for gathering information. It analyzes a child's behavior from three perspectives: self, teacher, and parent. It features the following scales: Teacher Rating Scales (TRS) measure adaptive and problem behaviors in the preschool

or school setting. Parent Rating Scales (PRS) measure both adaptive and problem behaviors in the community and home setting. Parenting Relationship Questionnaire (PRQ). Self-Report of Personality (SRP) provides insight into a child's or adult's thoughts and feelings.

To ensure the effectiveness of project objectives and strategies C-ISD has named a Behavior Intervention Coordinator who will oversee project implementation. Responsibilities include:

Establish clear roles and responsibilities. Assign specific people to collect data, compile data, and share findings with various stakeholders. Determine who will manage the overall process on each campus and who will "own" each of the subtasks.

Identify Stakeholders. Determine the stakeholders with whom data will be shared. Who needs to see the results of assessment, when is the best time for them to learn of findings, and how can data be best reported to and discussed with each type of stakeholder (e.g., students, school administrators and staff, families, community, district, community)?

Determine the frequency and timeline for data collection and use. The focus will be on growth over time. Warehousing the data and analyzing for change. How data are used for continuous improvement, and when key decisions made.

Communicate the purpose of assessing student SEL competence. This will help set expectations with students and families about what is being assessed, when, why, and how to expect findings. Share how the assessment data will be valuable for students and how it fits into broader SEL continuous improvement activities.

Provide training to staff on conducting assessments and using the data. Be clear about who needs what training at what stage in the process. Coordinating any training resources.

Evaluate the effectiveness of SEL programming and approaches. Through summative uses of assessment, examine the effectiveness of districtwide SEL implementation, as well as classroom-based programs.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Currently the district does not have a SEL program or PBIS. This is new and all costs will be incurred the 2020-2021 school year as a beginning.

The budget will focus on 4 areas.

- Focus Area 1: Build Foundational Support and Plan for Implementation
- Focus Area 2: Strengthen Adult SEL Competencies and Staff Capacity
- Focus Area 3: Promote SEL for Students
- Focus Area 4: Practice Continuous Improvement

The current budget is **\$15,200** provided through district funds. The SEL Team will consistently draw upon data to drive continuous improvement. At the end of the school year, the SEL team will utilize the initiative inventory tool to determine the plan to move forward and build on the work that has already taken place. This plan will address changes needed and adjustments will be made and implemented for the following year.

Focus Area 1: Build Foundational Support and Plan

- Stipend for SEL team members to compensate time spent outside of contractual hours, and additional responsibilities due to participation in the project.
- Team supplies and materials (printing, notebooks, dividers, paper).
- Foundational learning: Professional learning provider fees, workshop registration fees, transportation mileage.
- Communication: Printing and web services

Focus Area 2: Strengthen Adult SEL Competencies and Capacity -

Professional learning providers (include any travel costs)

District on-line and web-based training development

Registration fees for workshops/conferences

Costs for substitute teachers

Supplies/materials/equipment

Focus Area 3: Promote SEL for Students -

Curriculum/program material costs to include: = **\$28,000**

- Licensing/membership fees
- Program data collection

- Progress monitoring
- Universal Assessment
- Intervention Data
- Technical assistance/implementation support
- Materials/supplies/equipment

School-wide activities: Facility rental costs, materials and meals/snacks

Community partner services (Pecan Valley, Social Services)

Family engagement: Workshops and materials

Focus Area 4: Practice Continuous Improvement -

Curriculum/Program Continuous Improvement = Included under Focus Area 3.

- Assessment tools
- Fidelity monitoring tool
- Data collection: Online platform
- Data analysis: Software

Data collection and reporting: Printing

Data analysis: Coaching/Technical assistance

Total SEL Implementation Costs to = \$52,000, see budget workbook attachment for details.

Statutory/Program Requirements

Describe how you will develop your training plans, deliver the training and document outcomes. A training plan will be considered particularly strong if it includes distance or on-line learning delivery systems as part of its programming.

To develop our training plan, we are going to start by creating a district SEL Team. This team will gather information in several key areas to create a relevant and customized training plan. The areas we will focus on to develop the training plan are as follows:

- 1: Determine what training is needs.
- 2: Determine who needs to be trained.
- 3: Know how best to train learners.
- 4: Know our audience.
- 5: Draw up a detailed blueprint.

As part of the training plan, we will first administer the SEL readiness assessment. After completing the readiness assessment, the district SEL team will begin to articulate learning goals for the district's future SEL professional development. Focusing on the areas of strength identified in the readiness assessment and building upon these strengths will help us capitalize on existing momentum to further implement SEL. In addition, identifying where there are gaps in SEL knowledge and expertise will highlight where to make additional efforts to build interest in SEL implementation.

Staff at all levels of a school community will receive some degree of SEL professional development. Simultaneously, we will provide SEL professional development to school board members, parents, community partners, law enforcement officers and other stakeholders.

Professional development will be done through traditional workshops, coaching and observation, video conferencing, professional learning communities, data driven instruction, study groups, conferences, webinars and online courses as well as through professional learning communities and Train the Trainer.

Strategies for training faculty and staff members in SEL and trauma-informed practices:

- Make training a part of new employee and incoming student orientation
- Incorporate it into annual training opportunities/requirements
- Offer training annually to student leaders and student groups
- Offer to provide in-person training at all faculty and staff meetings
- Provide training opportunities via a virtual platform and provide a bank of resource videos and webinars that staff can access at any time
- Offer quarterly training opportunities with role-play and dialogue
- Institute training on the effects of trauma for all student health services personnel

We will use the Plan-Do-Study-Act (PDSA) cycle of continuous improvement as our documentation and review process. Documentation and review of implementation will include:

- Scheduled time-line for each documentation piece.
- Results from a review of existing SEL-related programs and practices already in place, as well as what needs to be addressed.
- Written plan for a phased SEL rollout strategy that gradually scales up SEL implementation to all schools.
- Universal screener data
- Students identified as at risk and student baseline data
- Interventions implemented and Intervention outcomes
- Data analysis results
- Modifications made based on data results
- Trainings will be documented in Eduphoria
- Discipline data reports, comparisons and final results
- Survey results
- Use of Pearson's program called Review 360 with SSIS™ Social-Emotional Learning Edition (SSIS SEL) to measure the performance and student outcomes.

See Action Plan Below

SEL PROGRAM IMPLEMENTATION ACTION PLAN (Subject to modification)

Month(s)	
August	August-September
Key Activities	
Create a Team	Foundational Learning
Complete the SEL Implementation Rubric and Program & Initiative Inventory to establish baseline and identify SEL work that has already taken place.	Plan an all-staff meeting to introduce SEL and develop staff shared agreements.
Establish teams and team roles, shared agreements, and meeting procedures.	Team prepared an afterschool introduction to SEL for all families during the first month of school.
Put monthly meetings on the school calendar.	Conduct the readiness assessment district wide

Month(s)	
August	September - October
Key Activities	
Continuously improve school-wide SEL implementation strategies	Create a shared vision
Survey staff on their perceptions of school and classroom climate and hopes and goals for the school and students.	Hold meeting to share priorities for shared vision and language to include in a draft.
Conduct climate and culture survey.	Identify core themes and a common language to use district wide.

Month(s)	
September - October	September - October
Key Activities	
Action Plan: Two-Way Communication	Team to determine the data we will review and prepared a schedule for data collection throughout the year to track progress towards goals.

Using the vision, the results of the School-wide SEL Implementation Rubric, the Program & Initiative Inventory, and the readiness assessment staff survey, the SEL team will identify three key priorities.	Team to develop a communication plan to provide updates and seek input/collaboration from families and community partners.
Develop action steps for each priority identified.	Choose pilot classes/campuses/staff.
Develop PD delivery plan to include use of technology for remote learning.	Teachers conduct 1 st universal screener for SEL.

Month(s)	
October - March	October - March
Key Activities	
Learn, Collaborate, Model	Schedule professional learning opportunities for all staff using 1-2 hour blocks via virtual platform so staff does not have to leave their campus.
Prepare objectives and make contacts for professional learning to support staff SEL relationship building.	SEL team plan and develop a face-to-face professional development on establishing a growth mindset and SEL competencies.
Conduct small group sessions in grade level team meetings to use personal SEL self-assessment tools and share strategies for integrating SEL into daily classroom practices.	Coordinate future PD sessions. Webinars, Canvas courses, ESC opportunities.

Month(s)	
October - March	October - March
Key Activities	
Classroom: Supportive Classroom Environment	Continuously Improve School-wide SEL Implementation
All teachers work with their homeroom students to establish classroom shared agreements.	Team work with classroom teachers to survey students on their perceptions of classroom climate and analyze results and plan during grade level team meetings.
Teachers conduct 2 nd universal screener for SEL.	Team conduct learning walks throughout the building to collect observational data on the progress of SEL implementation.

Teams schedule for teachers to visit each other's classrooms to observe other strategies for integrating SEL into classroom practices.	Team summarize, review, and share staff and student survey data and learning walk observations with staff at the beginning of an all-staff meeting, highlighted progress made toward goals set earlier in the year.
Program Coordinator to conduct classroom visits.	Share potential implementation next steps for their feedback.

Month(s)	
January - February	March - May
Key Activities	
Classroom: Supportive Classroom Environment	Continuously Improve School-wide SEL Implementation
Convene an advisory council with teacher, family, community partner, and student representation to review the evidence-based SEL programing.	Team review feedback from teachers and determine action.
SEL team research and present advisory committee with district supported program recommendations.	Conduct end-of-year staff school and classroom climate survey.
Share advisory council process, considerations, and decisions in school newsletter and on website.	Develop aligned community partnerships to support SEL.
Teachers conduct 3 rd and final universal screener for SEL.	Continue strengthening staff SEL and relationships.
Implement evidence-based program with fidelity.	Developed short-term goals for the following school year.
Updated results on the School-wide SEL Implementation Rubric.	Team compiled data from surveys, family and community events, attendance, and classroom conduct to track progress and used a data review protocol to reflect and plan next steps for full district implementation in 2021-2022.

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 8 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#).

Application Part 2: 2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2**Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)**

County District Number or Vendor ID:				
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Cost Match
Academic/Instructional				
1 Teacher			\$ -	\$ -
2 Educational Aide			\$ -	\$ -
3 Tutor			\$ -	\$ -
Program Management and Administration				
4 Project Director			\$ -	\$ -
5 Project Coordinator			\$ -	\$ -
6 Teacher Facilitator			\$ -	\$ -
7 Teacher Supervisor			\$ -	\$ -
8 Secretary/Admin Assistant			\$ -	\$ -
9 Data Entry Clerk			\$ -	\$ -
10 Grant Accountant/Bookkeeper			\$ -	\$ -
11 Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary				
12 Counselor			\$ -	\$ -
13 Social Worker			\$ -	\$ -
14 Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant			\$ -	\$ -
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17 ESC Support Staff			\$ -	\$ -
18 ESC Other: (Enter position title here)			\$ -	\$ -
19 ESC Other: (Enter position title here)			\$ -	\$ -
20 ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions				
21 (Enter position title here)			\$ -	\$ -
22 (Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:		\$ -	\$ -
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 2,800	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ 5,000	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27 6140 - Employee Benefits			\$ -	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 7,800	\$ -
30	Grand Total:		\$ 7,800	\$ -
31	Total Program Costs*:		\$ 7,800	
32	Total Direct Admin Costs*:			

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

[For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.](#)

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2: 2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2
Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID: 0 0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted	Cost Match
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Specify purpose:	\$ -	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 38,000	\$ 14,000
11	Grand Total:	\$ 38,000	\$ 14,000
12	Total Program Costs*:	\$ 38,000	
13	Total Direct Admin Costs*:		

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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County District Number or Vendor ID:		0	0	
Supplies and Materials (6300)				
Expense Item Description		Grant Amount Budgeted		Cost Match
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	1,200	\$ 1,200
2	Grand Total:	\$	1,200	\$ 1,200
3	Total Program Costs*:	\$	1,200	
4	Total Direct Admin Costs*:	\$	-	

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:
2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2
Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID:		0	0
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Cost Match
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 5,000	\$ -
11	Grand Total:	\$ 5,000	\$ -
12	Total Program Costs*:	\$ 5,000	
13	Total Direct Admin Costs*:	\$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

In-state travel for employees does not require specific approval.

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Application Part 2:

2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2

Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or Vendor ID:		0	0		
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Cost Match
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$ -	
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)			\$ -	
3				\$ -	
4				\$ -	
5				\$ -	
6				\$ -	
7				\$ -	
8				\$ -	
9				\$ -	
66XX - Software, capitalized					
10	(Enter description and brief purpose)			\$ -	
11				\$ -	
12				\$ -	
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)			\$ -	
14				\$ -	
15				\$ -	
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$ -	
17	Grand Total (sum of all lines):			\$ -	\$ -
18	Total Program Costs*:				
19	Total Direct Admin Costs*:				

*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:
2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2

Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)

County District Number or vendor ID:			0				
Grant Period:		August 4, 2020 to August 31, 2021		Fund Code/ Shared Services Arrangement:		289/379	
Budget Summary							
Description and Purpose			Source of Funds				
			Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Cost Match Cost
1	Payroll Costs		6100	\$ 7,800	\$ -	\$ 7,800	\$ -
2	Professional and Contracted Services		6200	\$ 38,000	\$ -	\$ 38,000	\$ 14,000
3	Supplies and Materials		6300	\$ 1,200	\$ -	\$ 1,200	\$ 1,200
4	Other Operating Costs		6400	\$ 5,000	\$ -	\$ 5,000	\$ -
5	Capital Outlay		6600	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:			\$ 52,000	\$ -	\$ 52,000	\$ 15,200
7	*Indirect Costs:					\$ -	
8	Total of All Budgeted Costs :			\$ 52,000	\$ -	\$ 52,000	\$ 15,200
Shared Services Arrangement							
9	6493	Of the Total of All Budgeted Costs, how much will be passed to member districts of SSAs?		\$ -	\$ -	\$ -	
Direct Administrative Cost Calculation							
10	Total of All Budgeted Costs (from line 8):					\$ 52,000	
11	Direct Administration Cap per Program Guidelines (8%)					0.08	
12	Maximum amount allowable for Direct Administrative costs:					\$ 4,160	

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

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2020-2021 STOP School Violence-Mental Health Training Grant, Cycle 2**Authorized: STOP School Violence Act 2018 reauthorizes in Omnibus Crime Control and Safe Streets Act (34 U.S. Code §10551)**

County District Number or vendor ID:	Amendment
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SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions located on the last page of this Excel document for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods.

Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address:

Document Control Center, Grants Administration Division,
Texas Education Agency, 1701 N. Congress Ave.,
Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

WHEN TO SUBMIT AN AMENDMENT

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the

Revised Budget Request

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
5 Capital Outlay	6600				\$ -
6 Total Direct Costs:		\$ -	\$ -	\$ -	\$ -

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Instructions: Request for Amendme

After the original application is approved and the grantee has received the Notice, the grantee may need to make changes to the budget or the planned program. Most grantees are required to notify TEA of the desire or intent to change the budget or program before making any changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify TEA for all changes to their budget or programs.) In other cases, however, the grantee may not be required to notify TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant titled “When to Amend the Application” provides details on which grantees are required to notify TEA and when amendments are required. Also refer to the General and Fiscal Guidelines for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the grantees, the grantee is responsible for carrying out the scope and objectives of the grant as described in the application.

TEA reserves the right to reject unnecessary amendments without notice.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered from the original application. Refer to the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

Required for all amendment requests:

1. Page one of the application with an updated signature and date
2. Appendix I of the application: Negotiation and Amendments

Required for budget amendment requests:

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

- a. Complete the box in the upper right corner of the schedule by indicating the first amendment you submit for the grant is #1; if that amendment is #2.
- b. Ensure all applicant information is current and correct.
- c. Ensure the authorized official information is current and correct. The date must be the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

- a. Choose the section you wish to amend from the drop down menu
- b. Describe the changes you are making and the reason for the change in the negotiated or amended application. If you are requesting a revised budget, describe the change with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff working hours.

3. If you are requesting a budget change, complete the Request for Amendment

- a. In column A, enter the grand total for each class/object code in the amendment.
- b. In column B, enter the amount being deleted from each class/object code.
- c. In column C, enter the amount being added to each class/object code.
- d. Column D and the total direct cost line will automatically calculate the new budgeted amounts.

4. If you are requesting a budget change, complete the Program Budget Summary budget page. For each class/object code on the budget summary, strike through the old budgeted amounts and enter the new budgeted amounts. The total budgeted cost for each class/object code and the grand total for each supporting budget page.

5. Do not resubmit any attachments required in the original application.

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your changes

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the previously approved amount and enter
on the budget summary must match the