



**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

Application stamp-in date and time

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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**

**Required Attachments**

- 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  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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  Title

Email  Phone

Signature  Digitally signed by Jerry Gibson Date: 2020.07.20 10:10:57 -05'00' Date

**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:
- traumatic stress and mental health needs,
  - 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
  - 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.

Marshall ISD is located in Marshall, Texas with a population of about 22,849. 12% of the city population has a Bachelors Degree. Average earnings are \$31,052. Less than 50% of the households are married. The population of the city of Marshall is declining and the minority population is increasing. There are 5,336 students in Marshall ISD including Head Start and Pre K. 70.41% of the student population in economically disadvantaged. The student enrollment is as follows: 35.59%,African American, 37.74% Hispanic, and 22.23% White. Many of our students come from single family homes or have been through multiple ACEs (adverse childhood experiences). Research tells that the more adverse experiences a child has, the more likely they are to struggle with school, physical health problems, mental health problems, and social anxieties or disorders. Substance abuse, parental separation (due to divorce, incarceration), domestic violence,death of a loved one and abuse are all things that the students of Marshall ISD face. Students of poverty are more likely to face multiple Aces as compared to their non economically disadvantaged counterparts. We do however know that trauma does not discriminate and can affect everyone.

The Mission of Marshall ISD is to improve outcomes for all students by providing leadership, guidance and support to schools. We envision that each learner is equipped to successfully achieve his or her vision and be productive, contributing citizens in a global society. In Marshall ISD we believe that: 1) Positive, meaningful relationships are key. 2) All stakeholders are responsible for a safe and engaging environment to encourage ownership of lifelong learning. 3) Education provides opportunities for all students. 4) Instructional practice cannot be stagnant. 5) Education must change as technology and the world changes. 6) Public education thrives with meaningful connections to the community.

To address the needs of the students in the care of Marshall ISD staff, it is important that we take care of their mental health needs to ensure they are resilient, self-aware, and engaged in their own lives and the life of the community. Caring for our students means caring for their families as well. The overall program that Marshall ISD seeks to implement and build on will train the staff on trauma informed instruction, recognizing signs of mental health issues, substance abuse, and suicide, and provide resources for mental health literacy. The resources and training will also be provided to and made available to students and parents. A workshop series for staff, students and parents will be made available face-to-face and virtually. By increasing awareness of traumatic stress and mental health, we can help build a student body and community of resilient, self-aware citizens. In turn this will increase outcomes for students, their families, and overall for the community. Marshall ISD does not seek to just support students academically, but we aim to support the whole child. We believe by supporting the mental health of our students that we are providing more opportunities for students to be successful.

**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/Objectives  
 Create a training series for mental health, substance abuse, suicide prevention, school violence and bullying for staff, students, and parents.  
 1) Create face-to-face workshops  
 2) Create virtual trainings recorded and live  
 3) Create a website to house the training and additional resources.  
 4) Partner with Community Agencies to identify resources and create the training workshops.  
 Increase awareness for the public for a variety of mental health issues.  
 1) Survey staff, parents, and students on preferred delivery mode and preferred times  
 2) Create social media announcements regarding the availability of training and resources  
 3) Recruit parents, students, and staff to participate in the creation of the social media campaign  
 Increase academic opportunities for students by increasing attendance and decreasing dropout rates  
 1) Provide community resources to students through community partners  
 2) Provide a platform for mental health discussions  
 3) Small group counseling designed for students experiencing traumatic stress due to ACEs

**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.

Create a training series for mental health, substance abuse, suicide prevention, school violence and bullying for staff, students, and parents.  
 1) Climate Survey completed by September 30, 2020 pre program. (survey Tool, results)  
 2) Climate Survey completed by May 30, 2021 post program with at least a 10% increase in positive responses. (survey tool)  
 3) Training schedule and program ready for implementation by November of 2022. (Tools - calendar of events, training materials, resource website)  
 Student Outcomes  
 1) 100% of staff trained by the end of the 2020-2021 school year. Tools - sign in sheets, training videos, website record of visit, training calendar,  
 2) 85% of students trained by the end of the 2020-2021 school year. Tools - sign in sheets, training videos, website record of visit, training calendar  
 3) 50% of parents trained or exposed to the workshops by the end of the 2020-2021 school year. Tools - sign in sheets, training videos, website record of visit, training calendar  
 4) Increased overall EOC (End of Course) scores for ECD (economically disadvantaged) of 15% by the Spring of 2022 (10% in December 2021) as measured on TAPR.  
 5) Decreases dropout rate for the 2020-2021 school year as reported on TAPR. (Baseline 2017-2018 is 3.5%)  
 6) Increased attendance rate for the 2020-2021 school year as reported on TAPR to 94%. (Baseline 2017-2018 is 93.6%)  
 As the workshops are designed and implemented, the design committee will use feedback surveys to make adjustments to the schedule and content. The committee will also look at attendance, discipline referrals and common assessment data to evaluate if the program is being effective. Counselors will begin to track the number of students they are consulting related to the training that has been offered. Are they seeing students based on an increased awareness? Are the students they are working with having positive changes as a result of the training and resources?

**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.

The proposed budget allows for substitute teachers for teachers and counselors and travel money for them to attend training. It also provides for design team members to visit local districts implementing similar strategies in order to gain insight when designing the Marshall ISD workshop series. The money allocated in contracted services will allow the design team to work with various organizations regarding PFA-S (Psychological First Aid for Schools), trauma informed strategies substance abuse, PBIS (Positive Behavior Intervention Strategies) to design the best possible program for the students of MISD. Supplies and materials funding will be used to purchase training materials, print brochures designed by the team, and provide a virtual platform for parents, students, and staff. As the team embarks on the design plan and areas of need are identified, adjustments can be made to the existing budget as well future budgets. In the Spring when the district enters budgeting season for the next school year, the team lead will present the identified needs to the budget committee needs assessment team to allocate funds in the coming school year. In the future, the district may not need to use consultants for continued support. If the district does require the use of a consultant, it would be on a smaller scale. More funds could be allocated to support virtual training and virtual platforms. The district would ultimately like to host two community fairs each year (fall and Spring), so funding would need to be adjusted to support the implementation.

This district currently has a Communities in School Representative on each campus funded through ESSA Title I. This was a recent addition to the campuses, and the district would like to continue to build on the partnership and use them as a resource in the STOP the Violence Grant. The district has also used Title IV and Title II funds to utilize Safe and Civil Schools for the beginning of implementation of PBIS across campuses. We would incorporate Safe and Civil Schools into the program design for mental health as well. PBIS helps to promote campus and classroom management as well as cultural change. The district uses local funds to employ a counselor on each elementary campus, 3 counselors for junior high, and 4 counselors for the high school. The district comprehensive counseling plan includes all four components: Guidance Curriculum, Responsive Services, System Support, and Individual Planning. The district also participates and partners with the Region 7 Education Service Center to provide training to our counselors through a cooperative agreement. Our counselors can attend training and consult with Region 7 representatives on a variety of topics to help implement their comprehensive plans and meet the changing needs of our students. The STOP the Violence Grant would help Marshall ISD enhance and advance the implementation on a larger scale. As the district recognized the increase in traumatic stress in staff and students, we reached out to Communities in Schools. Last year was the first time in many years to have CIS on campuses. We have added testing coordinator positions to the high school and junior high school in order to relieve the counselors of this duty. The counselors are free to meet with students instead of coordinating state and local assessments. We will continue to make the needed adjustments to personnel and budgets as the need for services increases.

**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.

The Assistant Superintendent of Auxiliary Services, the Student Services Coordinator, DAEP Coordinator, Lead High School Counselor, a middle school counselor, elementary counselor, and community partners will work with a consultant and the Education Service Center to develop a specific plan for Marshall ISD with emphasis on Marshall High School. The district already is working with Communities in Schools (CIS) and will include them on the team and consider them a resource for establishing partnerships in the community. As this team meets and develops the plan we want it to grow and be fluid to the needs of the community and other schools within the district. The data from the climate survey will help the committee to develop the plan and know which areas need immediate attention. The committee will also use demographic data related to the schools and the community. This data can be obtained through PEIMS and through community partners such as workforce data and health officials. Marshall ISD has an economically disadvantage rate over 70%, so many of our students have more than one ACE (adverse childhood experience). In the plan the committee will need to be sure to address what the causes of traumatic stress are and how it affects the mental health of students, teachers, and parents. We will also implement training for PBIS (Positive Behavior Intervention Supports) to address campus management and campus culture. PBIS can help in establishing a campus culture of support which is needed in order for students and teachers to address traumatic experiences and develop resiliency. This plan goes along with the Comprehensive Counseling Plan that the district has in place. The High School Lead Counselor and the Student Services Coordinator will work together to coordinate the work on the plan and develop a training schedule with the help of the Director of Professional Development. Since Marshall ISD has a cooperative agreement with Region 7 Education Service Center for counseling services, we can use Region 7 as a resource and consultant in creating our training workshops. Training will be developed for district and school staff as well as for students. Counselors and teachers trained on mental health issues, bullying, substance abuse and suicide will deliver a series of workshops to students. As these workshops are delivered to students, a series of workshops will be available to parents to attend regarding these same issues as well as available community services. Training will first be delivered to district and campus administrators and then to campus teachers and auxiliary staff. Student and parent workshops will then be scheduled a delivered in a variety of ways. Face to face delivery will be planned for all workshops. District staff and students can also receive the workshops virtually through a live platform or through Google Classroom as a series of recorded sessions. Through Google classroom the sessions could be accessed at any time if someone wanted to review the information again. For parents we would offer face to face at a variety of times. We have Lunch and Learn sessions through Student Services and Federal Programs each month. We could also offer after school sessions or night sessions. Marshall ISD uses Facebook Live to stream some events, so this is another way for us to reach parents. We will also uses another platform such as Google Meets or Zoom to schedule live interactive sessions for parents. The district would also add to the parent and student resources page a link to various community services and links to the training/workshop sessions.

The district will have sign in sheets for each training session as well as feedback surveys to gather information to help improve the sessions and create future sessions. With each session, we hope to reach more people to increase awareness. The sign in sheets will help us document the number of people we are reaching and if numbers are increasing with each workshop. Counselors will also document the number of visits they receive related to a topic discussed in the workshops. We would also like to see an increase in positive responses on the climate survey to indicate increased effectiveness. Attendance Reports each six weeks will help to monitor the attendance across the district and the high school campus. We hope to see an increase in attendance as we offer support to students. Instead of missing school, students can come to school and receive they need from teachers, peers, and counselors. The increase in attendance will in turn lead to increased academic success for students. This can be measured on local assessments and state assessments.

**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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**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	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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)**

**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).

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**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.

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**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.

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**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:		102902	1756002010	
<b>Payroll Costs (6100)</b>				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Cost Match
<b>Academic/Instructional</b>				
1 Teacher			\$ -	\$ -
2 Educational Aide			\$ -	\$ -
3 Tutor			\$ -	\$ -
<b>Program Management and Administration</b>				
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			\$ -	\$ -
<b>Auxiliary</b>				
12 Counselor			\$ -	\$ -
13 Social Worker			\$ -	\$ -
14 Community Liaison/Parent Coordinator			\$ -	\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
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)			\$ -	\$ -
<b>Other Employee Positions</b>				
21 (Enter position title here)			\$ -	\$ -
22 (Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>		\$ -	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24 6112 - Substitute Pay			\$ 2,000	\$ 500
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27 6140 - Employee Benefits			\$ -	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ 2,000	\$ 500
30	<b>Grand Total:</b>		\$ 2,000	\$ 500
31	<b>Total Program Costs*:</b>		\$ 2,000	
32	<b>Total Direct Admin Costs*:</b>		\$ -	

\*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.](#)

<b>FOR TEA USE ONLY</b>	
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:	102902	1756002010
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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: Develop and implement PBIS plan for district Specify purpose:		
3	Service: Professional development for mental health literacy Specify purpose: train teachers and heighten awareness		
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ -</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 13,900	\$ 3,475
11	<b>Grand Total:</b>	<b>\$ 13,900</b>	<b>\$ 3,475</b>
12	<b>Total Program Costs*:</b>	\$ 13,900	
13	<b>Total Direct Admin Costs*:</b>		

**\*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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Via telephone/fax/email (circle as appropriate)	

County District Number or Vendor ID: 102902		1756002010	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Cost Match</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 8,500	\$ 2,125
2	<b>Grand Total:</b>	<b>\$ 8,500</b>	<b>\$ 2,125</b>
3	<b>Total Program Costs*:</b>	\$ 8,500	
4	<b>Total Direct Admin Costs*:</b>		

**\*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: 102902		1756002010	
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	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 600	\$ 150
11	<b>Grand Total:</b>	<b>\$ 600</b>	<b>\$ 150</b>
12	<b>Total Program Costs*:</b>	\$ 600	
13	<b>Total Direct Admin Costs*:</b>	\$ -	

**\*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.

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:		102902	1756002010		
<b>Capital Outlay (6600)</b>					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Cost Match
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$ -	
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)			\$ -	
3				\$ -	
4				\$ -	
5				\$ -	
6				\$ -	
7				\$ -	
8				\$ -	
9				\$ -	
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)			\$ -	
11				\$ -	
12				\$ -	
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)			\$ -	
14				\$ -	
15				\$ -	
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)			\$ -	
17	<b>Grand Total (sum of all lines):</b>			\$ -	\$ -
18	<b>Total Program Costs*:</b>				
19	<b>Total Direct Admin Costs*:</b>				

**\*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.**

<b>FOR TEA USE ONLY</b>	
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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:		102902	1756002010	
Grant Period:	August 4, 2020 to August 31, 2021		Fund Code/ Shared Services Arrangement:	289/379

**Budget Summary**

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Cost Match Cost
1 Payroll Costs	6100	\$ 2,000	\$ -	\$ 2,000	\$ 500
2 Professional and Contracted Services	6200	\$ 13,900	\$ -	\$ 13,900	\$ 3,475
3 Supplies and Materials	6300	\$ 8,500	\$ -	\$ 8,500	\$ 2,125
4 Other Operating Costs	6400	\$ 600	\$ -	\$ 600	\$ 150
5 Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
6	<b>Total Direct Costs:</b>	<b>\$ 25,000</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 6,250</b>
7	*Indirect Costs:			<b>\$ -</b>	
8	<b>Total of All Budgeted Costs :</b>	<b>\$ 25,000</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 6,250</b>

**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):	<b>\$ 25,000</b>
11	<b>Direct Administration Cap per Program Guidelines (8%)</b>	0.08
12	Maximum amount allowable for <b>Direct Administrative</b> costs:	\$ 2,000

*\*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:

**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 <b>Total Direct Costs:</b>		\$ -	\$ -	\$ -	\$ -

**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:



## Instructions: Request for Amendme

After the original application is approved and the grantee has received the Notice of Award, the grantee may need to make changes to the budget or the planned program. Most grantees are required to notify TEA of any change to their budget or program without notifying or getting approval from TEA. (Some grantees are required to get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee must provide notice to 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 grantee, 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*

## 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](mailto: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. This includes 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. This includes 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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of Grant Award (NOGA), the grantee may be permitted to make some changes to the terms. Grantees are required to notify and get approval from the TEA before making any changes. If the grantee is required to submit formal

an amendment page of the TEA website. The guidance and are not required to submit amendments. For more information, see the document, Amending the Application, for more

information. If the class/object codes, the grantee is still required to submit an amendment to the approved application.

*reviewing and approving them.*


for the reasons described in the “When to Amend” section of the Administering a Grant page

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cating the number of the amendment. The  
; approved, the next amendment becomes

he authorized official must sign and date with

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udget, please include the budget attachments

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budget page

≥ most recently approved application or

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your changes

ry page and the corresponding supporting  
the previously approved amount and enter  
on the budget summary must match the