



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 510551); 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.

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

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): [N/A]

Applicant Information

Organization [Carroll ISD] CDN [220919] Campus [District-Wide] ESC [11] DUNS []

Address [2400 N Carroll Ave] City [Southlake] ZIP [76092] Vendor ID []

Primary Contact [Tyisha Nelson] Email [Tyisha.Nelson@southlakecarroll.edu] Phone [817-949-7052]

Secondary Contact [Susan Drescher] Email [Susan.Drescher@southlakecarroll.edu] Phone [817-949-7050]

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 [Tyisha Nelson] Title [Executive Director for Special Programs]

Email [Tyisha.Nelson@southlakecarroll.edu] Phone [817-949-7052]

Signature [] Date [7/21/2020]

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:
- 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.

Carroll ISD is seeking to implement a program to review and enhance current systems, procedures and interventions for supporting school climate, student mental health, and school safety. This program would allow the district to ensure not only compliance with state requirements, but to extend and strengthen proactive and preventative aspects of our current plans and interventions. Carroll ISD is seeking grant funds to assist in facilitating the process of review, data collection, and training to address the diverse needs of students that impact school climate, mental health and/or school safety (e.g., racism, student diversity, cultural competence, trauma responses, social-emotional learning). The program would address aspects of prevention, intervention and postvention. Regarding prevention, the program would ensure data collection systems (e.g., surveys, screeners, feedback) are streamlined, data is utilized in a proactive manner and for decision making, data is disaggregated to identify needs and trends, and tracking systems are consistent and utilized with fidelity. Prevention would also include centralizing Social-Emotional Learning (SEL) resources, unifying SEL instruction across grade-levels and campuses, and facilitating district-based and school-based teams to work through the CASEL resources for effective SEL implementation. Staff, parent and community training would include aspects of prevention and intervention that will be a focus of the program. Increased training related to school climate (e.g., culturally responsive strategies, trauma-informed teaching, relationship-based learning) and student mental health (e.g., resilience-building, growth mindset, mindfulness, Youth Mental Health First Aid) will be central to the program. The program will focus on aspects of intervention through postvention by creating crisis protocols for various scenarios that specifically address supporting mental health, enhance triage and tracking systems to monitor effectiveness of interventions, and identify postvention protocols to debrief and review incidents.

It is noted that the activities, trainings, and resources included in the proposed program were either chosen because they will be sustainable over time or they will assist in creating systems, procedures, and interventions that will improve sustainability. All activities and trainings included in the proposed program can be facilitated in either an in-person setting or virtual setting.

Goals, Objectives, and Strategies

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

Prevention: 1) Enhance universal screening process that addresses mental health and school climate across grade-levels and across campuses; 2) Coordinate and enhance implementation of universal SEL skills development; 3) Utilize results of universal screening to identify campus-specific areas of needed training/professional development related to school climate/mental health; 4) Increase Youth Mental Health First Aid (YMHFA) training for staff and community; 5) Develop systematic and ongoing training to supplement YMHFA training (e.g., one-page visual for staff, monthly training/rehearsal); 6) Review and expand suicide/mental health and threat assessment process and training for school-based mental health staff; 7) Enhance tracking systems related to suicide/mental health and threat assessments; 8) Facilitate district and school-based teams to utilize the CASEL District Framework and Schoolwide Guide to SEL to review, identify and enhance current SEL instruction, interventions and protocols

Intervention: 1) Identify and expand scope of Tier 2 and Tier 3 SEL interventions; 2) Clarify and delineate Threat Assessment Team protocol/manual; 3) Expand and enhance Threat Assessment Team Training; 4) Utilize previous PREPaRE training as a framework to continue creating crisis response to identified scenarios, specifically addressing mental health

Postvention: 1) Create review process that analyzes systems and response to incidents and to trends in data (e.g., survey trends, risk assessments, DAEP placement, outside referrals/treatment, attendance issues, tip line data); 2) Develop postvention debriefing process/protocol to review and discuss specific incidents with those involved in the incident

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.

Evaluation measures will include student data from surveys (school climate, mental health), staff surveys (pre- and post-training or team surveys, school climate, SEL instruction), and parent surveys (school climate, SEL instruction). Community member surveys will be used for Youth Mental Health First Aid Trainings that are provided.

Performance Measures will include: Prevention: 1) Enhance universal screening process - Create questionnaire to use as universal screener at elementary/intermediate levels for the 2020-21 school year to address school climate and mental health in an age-appropriate manner; Facilitate a team to identify a formal universal screener to use at elementary/intermediate levels for the 2021-22 school year and beyond to address school climate and mental health in an age-appropriate manner; Facilitate a team to review current universal screener (Signs of Suicide) and informal surveys used at middle and high school levels to determine how screening can be enhanced/streamlined for effectiveness/efficiency; 2) Coordinate/enhance SEL skills development - Create weekly resources for staff, parents and students; create website to disseminate and organize resources including videos; 3) Campus trainings will be provided to address school climate and/or mental health based on results of surveys; 4) Additional Youth Mental Health First Aid trainings will be provided to staff and community members; 5) Additional resources and training will be provided to enhance YMHFA training (e.g., one-page visual for staff, monthly training/rehearsal); 6) School Counselors and LSSPs will receive additional training in suicide/mental health and threat assessment; 7) Tracking systems related to suicide/mental health and threat assessments will be reviewed/enhanced; 8) District and school-based teams will utilize the CASEL District Framework and Schoolwide Guide to SEL to review, identify and enhance current SEL instruction, interventions and protocols

Intervention: 1) Tier 2 and Tier 3 SEL interventions will be reviewed/enhanced; 2) Protocol/manual for Threat Assessment Teams will be reviewed/updated; 3) Threat Assessment Team Training will be expanded; 4) The PREPaRE framework will be utilized to create crisis response protocols for identified scenarios, specifically addressing mental health

Postvention: 1) A review process will be created to analyze systems/responses to incidents and to trends in data; 2) A postvention debriefing process/protocol will be created to review/discuss specific incidents with those involved

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.

Creating/Implementing/Monitoring Surveys, Screeners and Evaluation/Performance Measures:

Training School Counselors and LSSPs (Risk Assessment, Tracking, Interventions); and Reviewing/Data Disaggregation

Facilitation of Teams/Workgroups:

Identification of formal universal screener to use at elementary/intermediate levels for 2021-22 school year: 10 hours

Review middle and high school universal screener and informal surveys to enhance/streamline screening: 10 hours

District team/workgroup to utilize and work through the CASEL District Framework to review, identify and enhance current SEL instruction, interventions and protocols: 30 hours

School-based team/workgroups to utilize and work through the CASEL Schoolwide Guide to SEL to review, identify and enhance current SEL instruction, interventions and protocols: 60 hours (5 hours/campus + prep time)

Coordination of SEL Skills Instruction

Weekly resources for staff, parents and students: 72 hours (2 hours/week)

Website/page to disseminate and organize resources including videos: 20 hours

Trainings: Campus trainings to address school climate/mental health based on results of surveys; Faculty Meeting/School-wide Trainings; Book Study Small Groups; Facilitator Trainings (Culturally Responsive Teaching and Collaborative & Proactive Solutions; Counselor/LSSP Trainings; YMHFA trainings - staff and community; Supplemental training to support implementation of YMHFA training; School Counselors/LSSP training in suicide/mental health and threat assessment; Threat Assessment Team Training expanded to additional team members

Review/Enhance Systems:

Tracking systems related to suicide/mental health and threat assessments used by School Counselors/LSSPs: 5 hours

Protocol/manual for Threat Assessment Teams reviewed/updated: 20 hours

Crisis protocols will be created using the PREPaRE framework for identified scenarios, specifically addressing mental health: 30 hours

Review process created to analyze systems/responses to incidents and to trends in data: 10 hours

Postvention debriefing process/protocol will be created to review/discuss specific incidents with those involved: 10 hours

With materials, resources and staff training in place, few adjustments will be needed in the future to meet the needs of our students. We plan to work with our PTO booster organizations to help with minor funds needed for adjustments.

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.

Training plans will be developed to specifically address identified aspects of school climate, student mental health and school safety. Training will be prioritized based on survey results, feedback, needs assessments, and strategic timing. A variety of training opportunities are included in our proposed program, and attention will be given to determining which trainings need to be provided to which groups (e.g., district-wide, school-wide, small groups, targeted groups) to maximize efficiency and effectiveness of training. The proposed program provides for training Carroll ISD staff to facilitate future trainings and it utilizes Carroll ISD staff to provide the trainings, which will foster sustainable implementation of procedures, systems and interventions presented during trainings. Efforts will be made to streamline presentations, record trainings, and strategically schedule training sessions (e.g., during faculty meetings, team meetings, grade-level meetings). Trainings will be provided throughout the entire school year. When providing small/targeted group trainings or facilitating team/workgroup sessions, specific attention will be given to choosing group members to participate who will increase sustainability of the ideas, concepts or procedures/systems presented. Attention will also be given to including campus administration and campus leads whenever possible.

Training outcomes will be determined based on a variety of measures, including pre- and post-training surveys, surveys, and feedback. Specific consideration will be given to analyzing and comparing multiple sets of data (e.g., comparing student surveys with teacher surveys/feedback pre- and post-training). Data and information collected prior to COVID-19 will also be used as a pre-COVID baseline. Feedback will be carefully analyzed to assist in improving the trainings and increasing sustainability over time.

While a portion of the training will focus on improving school climate and student mental health, additional training will be provided related to school safety, specifically threat assessment. Additional training will be provided to School Counselors and LSSPs that specifically addresses suicide/risk assessment from a mental health perspective. Threat Assessment Teams will also receive additional training to enhance the multidisciplinary approach used to assess threats in the school environment.

Additional training opportunities will be provided to parents and community members to specifically address student mental health. The trainings will address both prevention of mental health concerns and interventions that can be used by parents and community members (Youth Mental Health First Aid). Pre- and post-training surveys will also assist in determining effectiveness of trainings. It is noted that previous community-based trainings were well received and recommended by the participants.

It is noted that the activities, trainings, and resources included in the proposed program were either chosen because they will be sustainable over time or they will assist in creating systems, procedures, and interventions that will improve sustainability. All activities and trainings included in the proposed program can be facilitated in either an in-person setting or virtual setting.

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

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).

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

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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			\$ 2,000	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 8,000	\$ -
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:			\$ 10,000	\$ -
30	Grand Total:			\$ 10,000	\$ -
31	Total Program Costs*:			\$ 10,000	
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.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
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:	\$ 14,500	\$ -
2	Grand Total:	\$ 14,500	\$ -
3	Total Program Costs*:	\$ 14,500	
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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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.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
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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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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County District Number or vendor ID:		0		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	\$ 10,000	\$ -	\$ 10,000	\$ -
2	Professional and Contracted Services	6200	\$ -	\$ -	\$ -	\$ -
3	Supplies and Materials	6300	\$ 14,500	\$ -	\$ 14,500	\$ -
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 24,500	\$ -	\$ 24,500	\$ -
7	*Indirect Costs:				\$ -	
8	Total of All Budgeted Costs :		\$ 24,500	\$ -	\$ 24,500	\$ -
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):				\$ 24,500	
11	Direct Administration Cap per Program Guidelines (8%)				0.08	
12	Maximum amount allowable for Direct Administrative costs:				\$ 1,960	

*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 Total Direct Costs:		\$ -	\$ -	\$ -	\$ -

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 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, a grantee may be required to 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 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. For more information, 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. 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, include the budget 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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; approved, the next amendment becomes

he authorized official must sign and date with

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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