



**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.

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 Audrey Young
Date: 2020.07.27 12:24:06 -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.

The project will provide training to school staff in responding to traumatic or mental health crisis. The project seeks to achieve immediate, intermediate, and long term outcomes for awareness of traumatic stress and mental health, services in schools, addressing identified needs, resiliency building strategies, educating staff in trauma informed care, and improve school climate perceptions. Established in 1903, Nacogdoches ISD offers Prekindergarten through 12th grade education to nearly 6,500 students on 10 campuses. We emphasize the importance of every child reaching his or her fullest potential. Our mission at Nacogdoches ISD is to educate and inspire everyone to achieve excellence. The goals of Student Support Services are to: 1. Enrich the lives of our students by expanding the scope of training for NISD staff. 2. Establish a collaborative culture that includes appropriate decision-making opportunities for students, parents, teachers, and administrators. 3. Foster the professional development (related to mental health and trauma) of staff who are capable of applying the strategies in the learning process: planning, organizing, and utilizing a variety of resources; time management; decision making; and self-evaluation. 4. Create a safe learning environment that provides all students with the opportunity to communicate effectively with peers, teachers, and staff trained in mental health and trauma. 5. Implement professional development that promotes continuous, reflective, professional growth within the school community. Currently NISD Student Support Services has established training in the following areas: Expect Respect, Nonviolent Crisis Prevention Intervention, Youth Mental Health First Aid, Stop the Bleed, and Trauma Informed Care. By incorporating additionally trained staff in Youth Mental Health First Aid and Trust Based Relational Interventions, Nacogdoches ISD Student Support Services will be able to diversify topics, trainings options, and training opportunities.

Goals, Objectives, and Strategies

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

1. Youth Mental Health First Aid -Trust Based Relational Intervention Trainings
 Developing a plan to increase awareness of: A. Traumatic stress and mental health needs; Teach educators how to identify mental health needs in youth; How to intervene until a qualified mental health provider arrives B. Provide 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; Youth Mental Health First Aid provides high-quality, evidence based mental health first aid education to adults so they may gain the first aid skills to support youth with mental health and substance abuse challenges; Decrease mental illness and substance use stigma -Increase mental health literacy among adults working with youth; Increase knowledge, skills and confidence in adults to recognize when a youth may be experiencing a mental health or addictions challenge or is in crisis; Serve as a vital link between youth experiencing a new or worsening mental health or substance use challenge and appropriate professional supports, self- help and other support strategies. 2.Trust Based Relational Intervention Trainings--developing a plan to increase practical strategies and tips for working with teenagers with traumatic background of abuse, neglect, or broken homes. Areas include understanding trauma, empowering principles, connecting principles, correcting principles, and scenario based learning.

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.

Outcome 1: Increase awareness of traumatic stress and mental health, promotion and services in schools addressing identified need Data Collection Method- Sign-in sheets and/or certificates of completion When will data be collected- On-going during the school year; collected after each training is completed Who will collect data- Trainers What will they do- Collect sign in sheets and/or certificates of completion, and monitor district/campus employee lists for completion How will data collected be monitored- Program manager will track completion of trainings and report CEUs in district record database Outcome 2: Increased capacity for educators to integrate trauma informed and resiliency building strategies Data Collection Method- Sign-in sheets and/or certificates of completion; pre/post surveys for YMHFA and TBRI When will data be collected- On-going during the school year; collected after each training is completed Who will collect data- Trainers What will they do- implement pre/post surveys; Collect sign in sheets and/or certificates of completion, and monitor district/campus employee lists for completion How will data collected be monitored- Program manager will track completion of training and report CEUs in district record database Outcome 3: Increased positive school climate perceptions Data Collection Method- Pre/Post school climate survey When will data be collected- Pre-survey will be given at beginning of school year. Post survey will be given at end of school year Who will collect data- Program Manager What will they do-Email pre/post survey link to school officials, teachers, and staff How will data collected be monitored- Program manager will track completion of mailing of surveys, and response rate to the survey and notify staff if additional follow-up is needed Outcome 4: Increased partnerships 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 Data Collection Method-Develop and maintain partnership list When will data be collected- On-going during the school year Who will collect data- Program manager What will they do- Maintain partnership lists and share list with Parent and Patron Coordinator How will data collected be monitored- Program manager will review partnership list and results, and notify staff if additional follow up is needed

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 NISD has two staff trained to teach YMHFA through a MOU with Burke, a local mental health authority. This grant would be used to pay for additional staff to be trained as instructors, and to purchase manuals for all NISD staff to be trained in YMHFA, as well as TBRI. Having additional trained staff would allow Nacogdoches ISD to train and maintain YMHFA and TBRI certification for all NISD staff. Member New Instructor 3 day Adult/ Youth, 5day Adult/Youth, 5day Adult + Module, In-Person, or virtual \$2,000 Nonmember New Instructor 3 day Adult/ Youth, 5day Adult/Youth, 5day Adult + Module, In-Person, or virtual \$2,200 In order to maintain certification, a YMHFA instructor must teach 3 classes each year (for instance, if you were certified in July, you must teach 3 classes, by yourself or with a partner, before the following July). TBRI® Practitioner Training for 2020 is \$3,500 per person. Phase 1: Nine units of online coursework (in the ten weeks prior to on-site training) designed to establish a knowledge-base for the on-site training (Phase 2), and completion of an interpersonal interview. Phase 2: After successful completion of Phase 1, participants complete five days of on-site, intensive training that focuses on application and implementation of TBRI®. After successful completion of all components of Phase 1 and Phase 2, participants are TBRI® Practitioners. This level of training allows TBRI® Practitioners to apply TBRI® principles and strategies within their organization and with their clients or to train their staff using the TBRI® Caregiver Package. TBRI® Practitioners must adhere to the rights and responsibilities that come with the title. You can find an overview of the TBRI® Practitioner Rights and Responsibilities. See application part 2 attachment. Current allocated funds to similar programs: Expect Respect works at the forefront of prevention and early intervention to break the cycle of abuse in children’s lives and prevent violence from happening in the first place. Expect Respect is built on an ecological, trauma-informed model that supports vulnerable youth who have already been exposed to violence, mobilizes youth leaders, and promotes safe schools and communities. Our primary program components and resources include: School-based support groups and counseling; Youth leadership development; Educational theater; The Expect Respect® program manual and one-day training; Resources for educators \$7200 Nonviolent Crisis Intervention (NCI) provides your staff with the skills to safely recognize and respond to everyday crisis situations. NCI training complies with all current legislation and is evidence-based and fully accredited, so your staff can earn continuing education credits. \$16300 STOP THE BLEED® campaign is to make our nation more resilient by better preparing the public to save lives if people nearby are severely bleeding. This preparation is being done by raising awareness and teaching people how to learn three quick actions to control serious bleeding. \$1500

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.

NG PLAN: Together the social work team and the behavior intervention team have collaborated with administrators (program managers) to create a prioritized list. See below: -Already Trained in 2019-20 are staff at: NHS, Mike Moses, Counselors, SSS Staff *note this includes staff during the 19-20SY -Train all staff at (in prioritized order): ---High Priority: McMichael, Malcolm, Remaining staff at NHS who missed January training, Law Enforcement, ALL Principals and APs (schools above and elementary campuses), New Counselors, New SSS Staff, New NHS & Mike Moses Staff ---Medium Priority: Elementary Teachers, Transportation staff, Nutrition Staff, Custodial staff ---Low(er) Priority: School Board and DSC staff

DELIVER THE TRAINING: Nacogdoches ISD has utilized digital platforms (zoom and Google hangouts) to host distance learning and virtual meetings for staff. With these platforms along with the online learning platform offered by the National Council for Behavioral Health, NISD will be able to offer distance learning sessions for all future courses. Youth Mental Health First Aid (YMHFA) and Trust Based Relational Intervention trainings will pre-and post survey school personnel. Youth Mental Health First Aid will post-test to measure understanding of the learning objectives as part of the training model. Additionally, throughout the course, YMHFA instructors review learning objectives with participants before moving on to the next section. YMHFA can be done completely in person, in a blended scenario (partially online and partially in person) or completely virtual. Virtual classes can have 10 participants at a time with one instructor and 20 participants with 2 instructors. In person classes can have between 10 - 30 participants. Trust Based Relational Intervention trainings will be provided on digital platforms, in person learning, and printed materials which include activities, reflective questions, and sample situations and responses.

OUTCOME AND DOCUMENTATION: Outcome 1: Increase awareness of traumatic stress and mental health, promotion and services in schools addressing identified need Data Collection Method- Sign-in sheets and/or certificates of completion When will data be collected- On-going during the school year; collected after each training is completed Who will collect data- Trainers What will they do- Collect sign in sheets and/or certificates of completion, and monitor district/campus employee lists for completion How will data collected be monitored- Program manager will track completion of trainings and report CEUs in district record database Outcome 2: Increased capacity for educators to integrate trauma informed and resiliency building strategies Data Collection Method- Sign-in sheets and/or certificates of completion; pre/post surveys for YMHFA and TBRI When will data be collected- On-going during the school year; collected after each training is completed Who will collect data- Trainers What will they do- implement pre/post surveys; Collect sign in sheets and/or certificates of completion, and monitor district/campus employee lists for completion How will data collected be monitored- Program manager will track completion of training and report CEUs in district record database Outcome 3: Increased positive school climate perceptions Data Collection Method- Pre/Post school climate survey When will data be collected- Pre-survey will be given at beginning of school year. Post survey will be given at end of school year Who will collect data- Program Manager What will they do-Email pre/post survey link to school officials, teachers, and staff How will data collected be monitored- Program manager will track completion of mailing of surveys, and response rate to the survey and notify staff if additional follow-up is needed Outcome 4: Increased partnerships 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 Data Collection Method-Develop and maintain partnership list When will data be collected- On-going during the school year Who will collect data- Program manager What will they do- Maintain partnership lists and share list with Parent and Patron Coordinator How will data collected be monitored- Program manager will review partnership list and results, and notify staff if additional follow up is needed

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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



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

Authorized Official Name Title

Email Phone

Signature Date

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

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			\$ -	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ 3,500	\$ 3,500
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:		\$ 3,500	\$ 3,500
30	Grand Total:		\$ 3,500	\$ 3,500
31	Total Program Costs*:		\$ 3,500	
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
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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
	6269 - Rental or lease of buildings, space in buildings, or land		
1	Specify purpose:	\$ -	\$ -
	Service:		
2	Specify purpose:	\$ -	\$ -
	Service:		
3	Specify purpose:	\$ -	\$ -
	Service:		
4	Specify purpose:	\$ -	\$ -
	Service:		
5	Specify purpose:	\$ -	\$ -
	Service:		
6	Specify purpose:	\$ -	\$ -
	Service:		
7	Specify purpose:	\$ -	\$ -
	Service:		
8	Specify purpose:	\$ -	\$ -
	Service:		
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.**

FOR TEA USE ONLY

Changes on this page have been confirmed with:	
Via telephone/fax/email (circle as appropriate)	

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:	\$ 4,400	\$ 4,400
2	Grand Total:	\$ 4,400	\$ 4,400
3	Total Program Costs*:	\$ 4,400	
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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Via telephone/fax/email (circle as appropriate):	

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.	\$ 17,100	\$ 17,100
11	Grand Total:	\$ 17,100	\$ 17,100
12	Total Program Costs*:	\$ 17,100	
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.

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
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		0		
Grant Period:	August 4, 2020 to August 31, 2021			Fund Code/ Shared Services Arrangement:	289/379	
Budget Summary						
Description and Purpose	Class/ Object Code	Source of Funds				
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Cost Match Cost	
1	Payroll Costs	6100	\$ 3,500	\$ -	\$ 3,500	\$ 3,500
2	Professional and Contracted Services	6200	\$ -	\$ -	\$ -	\$ -
3	Supplies and Materials	6300	\$ 4,400	\$ -	\$ 4,400	\$ 4,400
4	Other Operating Costs	6400	\$ 17,100	\$ -	\$ 17,100	\$ 17,100
5	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 25,000	\$ -	\$ 25,000	\$ 25,000
7	*Indirect Costs:				\$ -	
8	Total of All Budgeted Costs :		\$ 25,000	\$ -	\$ 25,000	\$ 25,000
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):				\$ 25,000	
11	Direct Administration Cap per Program Guidelines (8%)				0.08	
12	Maximum amount allowable for Direct Administrative 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.

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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 get approval from TEA for all changes to their budget or programs.) In other cases, however, a 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 submit amendments 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 a description of the negotiated or amended application. If you are requesting a revised budget, include a description of the changes 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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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