



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

Pre-award costs permitted from

Required Attachments

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

Amendment Number

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

Applicant Information

Organization 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 Date
Jeffrey L Goldhorn (Jul 21, 2020 10:30 CDT)

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.

CDN 015950

Vendor ID

Amendment #

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.

Our mission is to stop violence before it starts by supporting the well-being and resilience of students through trauma informed schools and educators, while engaging communities and improving school climate through a sustainable, audience focused approach. Schools represent an opportune system for violence prevention through mental health awareness, but they need the tools to do this work effectively. To meet this need, we will provide participating districts with comprehensive mental health training based in part on the Trauma-Informed Resilient Schools (TIRS) curriculum, developed by STARR Commonwealth. They will receive supplemental training on specific content needs identified by the schools. This proposal supports the state legislative requirement that districts increase staff and parent awareness of trauma informed care (TIC), as all staff at participating campuses will be offered the TIRS training (one of the recommended best practice programs.) The partners on this grant include skilled and experienced trainers in: mental health, TIC, community resources, school climate, violence and bullying, and substance use, who will meet the unique training needs of the participating schools and districts.

The project will center on the development of high-level mental health awareness skills through a peer-training model and based on the following success factors:

- 1) Sustainability: Each participating district will commit to identifying a 3-5 person team to become master trainers (may include administrators, teachers, counselors, students, parents, and community leaders.) The teams will receive virtual training in the TIRS model as well as in facilitation and listening skills, mindfulness, and prioritized supplementary content as identified by the participants regarding needs they identify for their school (such as substance use, disproportionality, co-occurring mental health needs and disability, COVID-19 related stress, etc.). The trainers will then train staff on their campuses. The TIRS training will be available to the entirety of each district that participates in this program and surrounding communities, significantly extending mental health awareness.
- 2) Audience focused: We will develop a program committee that includes teachers, administrators, and school counselors to ensure the training content and methods meet the most pressing needs of their particular school/community, oversee the school climate efforts, and identify supplemental training needs.
- 3) Key partners: We will engage community, parents, and youth alongside educators to build a diverse learning community. They will identify relevant resources where students and families can develop meaningful support systems and relationships outside of school.
- 4) On-going support: Recognizing the usual stress schools will be facing in the coming year, we built in a range of supports, such as coaching, convenient access to training, and information and resources for schools such as tips and messaging around mental health, mindfulness and other resources for schools to share on websites, newsletters, etc.

Goals, Objectives, and Strategies

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

Our proposal uses a collaborative approach designed to build sustainability, empower the target audience, and efficiently use TEA funds, while leveraging resources.

Goal: To create a sustainable and supportive learning community based on the ecosystem around students (school, home, family, community,) that mobilize strengths and address stressors to prevent violence.

Objectives and Activities:

- 1) To develop highly skilled, campus based, prevention teams composed of administrators, counselors, teachers, and students who deliver training to schools and engage other educators in mental health awareness promotion. The teams will receive virtual training and coaching, train the full staff at their campus, and will be qualified to train additional team members.
- 2) To empower participants as decision makers by forming a planning committee composed of school representatives. With the many demands on schools, cultivating buy-in is critical to success. Their input will include: number and type of supplemental trainings to be provided, recommendations around the climate surveys, and curriculum infusion strategies.
- 3) To build a cost efficient and effective system that focuses the funds on the training. ESC 20 has strong collaborative relationships with districts and aims to engage 28 districts in this work through a phased approach. Additionally, ESC 20 has strong collaborative relationships with districts and aims to engage 28 districts in this work through a phased approach. Additionally, ESC 20 has the potential to engage other ESC(s) to provide this training in subsequent years. ESCs can work together with the University of Texas to identify future funding partners for this expansion.

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.

We will contract with an experienced independent evaluator. The evidence based curriculum we selected, STARR Commonwealth's Trauma-Informed Resilient Schools (TIRS), meets all LOI goals, achieves the LOI's performance measures, is evidence based, and is the first step for trauma practitioner certification, a highly desirable credential, which will be offered to participating master trainer teams via an expedited path.

We embedded our previously described program goals and cross-referenced the 5 levers of the Effective School Framework (1: Strong Leadership; 2: Effective Teachers; 3 Positive Climate, 4: Quality Curriculum; 5: Effective Instruction,) in our targets (below), along with timelines.

Target 1 (Immediate outcome, 1st quarter; ESF 1,2) At least 28 LEAs will participate, Tools/ Measures/Processes (TMP) - a signed agreement that outlines responsibilities of all parties will be used. Standards - Records will document adherence.

Target 2 (Intermediate/long term outcome, 2nd-4th quarters; ESF 4,5) Increase awareness and promotion of mental health while building the capacity of educators to integrate strategies in curriculum through training. TMP: Use of the online TIRS curriculum, coaching, observation of campus training. Use of STAAR's valid, reliable, and customizable climate survey/ input of the program committee to a) identify best delivery modes for the staff training (remote or on campus) b) develop/ provide supplemental education c) implement community outreach. Standards: All work will be documented, including 80% attendance - master training team and staff training. 100% of master and 80% of campus trainees will demonstrate pre and post-test improvement, 80% surveyed will agree that they have increased their awareness, integrate knowledge, promote services, make referrals, etc.

Target 3 (Long-term outcome, 4th quarter, ESF 3) Improve school climate, while creating linkages to community resources, serving as a model that can be expanded and replicated. TMP: Post school climate survey demonstrate significant improvement. We will map results and provide specific examples, including community linkages. The theoretical design will utilize TEA's ESF, tying it to ongoing and future school goals. The design will ensure a robust examination of the work. It will reduce the threats to validity by including: 1) a Monitoring and Evaluation Model 2) face validity activities for each tool (in addition to a statistical reliability check), 3) a data mapping and management strategy, 4) data analysis plan, 5) a fidelity plan and, 6) a dissemination and an expansion strategy.

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.

Substitute Pay - \$19,000: To reimburse for substitute teacher pay 4 days of trainings at \$125 per day. Individual school district reimbursement rates will vary.

Professional Staff and Support Staff Extra-Duty Pay - \$22,500: To reimburse school districts for professional staff and support staff who participate in the trainings.

ESC 20 - \$191,760: Primary Applicant, salaries are on a billable system, therefore are under object code 6200.

Safety Specialist- 10% of time providing direct services to the LEAs that are participating in becoming trainers, as well as the point of contact for the LEAs. // Counselor Specialist-10% of time providing direct services to the LEAs that are participating in becoming trainers, as well as the point of contact for the LEAs. // ESC Coordinator- 5% of time providing support to the Specialists, create the needed contracts and be the main point of contact for the contracted service provider and funder (TEA). // Component Director -15% of time providing support to the project and overseeing administrative procedures. // Grant Manager -100% of time as the lead director of this grant.

Overall Coordination - UT Austin (proposed) - \$308,694: Coordinate and develop the training of trainers content (including supplemental training), provide lead trainers and guest speakers; provide coaching and observation, organize data collection and collaborate with evaluator, spearhead communication and planning, (management of program committee, development of information to be provided to districts that they may share with the community); organize all aspects of supplemental training including technology, provide certifications/credits to incentivise participants. UT's College of Education is uniquely qualified.

Evaluation - \$56,000: Monitoring and evaluation model, data mapping and management, data analysis, fidelity and quality assurance checks, report production.

Mental Health Curriculum Provider - STARR Commonwealth (proposed) - \$57,000: Use of the STARR school climate survey, professional training and coaching for training teams, along with access to additional training modules, at the cost of \$2,036 per team for 28 teams. Having a certified trauma practitioner as part of the district has the potential to create long-term sustainable change for schools and communities and is expected to encourage participation.

Language Services - \$10,000: To provide language services such as ASL and translation services of materials in print.

Community Outreach with Materials and Supplies - \$25,306: To provide flyers, handouts, registration forms, postage (mail services), printing services for training materials (training of trainer kits) and media press: workshop information, announce training meetings and special events. In addition to hire a marketing consultant to support our community outreach efforts.

Other Operating Costs - \$9,740: In-state travel for employees at ESC20 and other unforeseen expenses to complete the project.

Cost Share - \$181,639 TOTAL

School staff time - Districts - \$100,000

As part of the agreement, districts will be required to provide staff to participate in the trainings, such as counselors and administrators. The master trainer teams (which include an administrator and a school counselor) will need to devote approximately 3-4 days to the program, and will not be fully compensated through grant funds for their time. School staff who receive the trainings will also be spending their time towards this effort. \$100,000 is likely an underestimate of the costs to the districts. // Online training (UT Austin)\$79,600: Trauma-Informed Resilient Schools virtual training. The cost of the training is \$199.00 per user but will be offered as a cost-share (at no cost to the districts engaged in this project.) At least 400 grant partners (educators, administrators, counselors, students, community members) will access the training curriculum at the value of \$199.00 per user. // Registration system and meeting rooms - ESC 20- \$1,000: ESC 20 will offer the use of their professional registration system, Connect 20 as a cost-share for this project as well as meeting room rentals. // Community Outreach - ESC 20 - \$500: ESC 20 will utilize the existing violence response clusters to provide community outreach, and identify referral sources, building on the existing work that was done regarding violence response. The schools will supplement this information through the planning committee. // Zoom Pro Software \$539

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.

All required statutory and program requirements will be met and at least 28 districts will be served. We have developed an initial training plan, including training delivery and outcome documentation as outlined below.

In the first quarter, ESC 20 will use its vast network to recruit districts. After the tragic Sutherland Springs shooting, many ESC 20 districts participated in intensive training on responding to violence. Districts also joined to form Trained Response Clusters (TRCs.) This regional attention to risk of violence, interest in prevention, along with the TRCs will provide the framework for this project. The planning committee (including one member from each participating district) will: review and modify the initial training plan; make key decisions; review the school climate survey to select supplemental training; seek community participation and buy-in; and work with their district to strengthen referral networks.

Each participating district will be able to select at least one campus to participate. The master training program, which will commence in the 2nd/3rd quarter, will include the TIRS as well as the supplemental trainings. We will provide master trainers a deadline for completion of TIRS training, supplemental training, and for their campus training. Once the TIRS is completed, master trainees will receive interactive online follow up exercises with topics such as improving listening and facilitation skills, community resources and referrals and developing learning communities across districts. The supplemental training based on climate survey results and other relevant data, may include education on the mental health impacts of COVID, communication strategies around diversity and race, social distance policies and cyber-bullying, etc. The program is structured to maximize resources, drive effectiveness with multiple points of accountability, and ensure the largest, sustained impact, with one key component being an entirely virtual master training program. The University of Texas at Austin's College of Education is a key partner in this grant. This College is among the best in the nation and can offer extraordinary opportunities for the participants to learn from and engage with nationally respected educators through its participation.

While master trainers are completing the curriculum, the planning committee will provide materials and gather resources and referrals within the school and community to build interest. In the 3rd/4th quarter, the Master trainers will conduct the training for staff and school officials including teachers, administrators, and counselors. Due to the important role each staff member has, we worked with STARR to allow all staff members, including support staff, to have access to the online TIRS Training. The master trainers will have all materials and skills to provide the supplemental training online or in person. Feedback and coaching for the trainings delivered by the master trainers will be provided for support, as needed.

We will gather data consistently throughout the grant year. STARR has provided this training and used the climate survey with consistent impressive results. The use of a planning committee to obtain local input and the supplemental training promise to enhance these outcomes and foster sustainable change. As described in the performance evaluation section, skill tests, participant surveys on perceived growth, as well as the results of the climate survey will document success. We designed this program to exceed expectations-number of districts served, meaningful improvement in awareness of student mental health, breadth of staff who can access training, a program committee that ensures the work targets needs, built in sustainability, and an independent evaluation that comprehensively examines reliability and validity that allows for replication. The stakes are very high with violence prevention. We are hoping to change lives and save lives through this grant.

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

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			\$ -	\$ 50,000
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	Administrator			\$ -	\$ 50,000
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ -	\$ 100,000
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ 19,000	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 14,000	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ 8,500	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 41,500	\$ -
30	Grand Total:			\$ 41,500	\$ 100,000
31	Total Program Costs*:			\$ 38,180	
32	Total Direct Admin Costs*:			\$ 3,320	

*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
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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:	\$ -	\$ 2,039
2	ESC 20 Specify purpose: Primary applicant, point of contact for contract	\$ 191,760	\$ -
3	Service: overall coordination Specify purpose: coordinate and development of training of trainees	\$ 308,694	\$ 79,600
4	Service: Evaluation Specify purpose: independent evaluator, monitoring and evaluation	\$ 56,000	\$ -
5	Service: mental health curriculum provider Specify purpose: mental health training	\$ 57,000	\$ -
6	Service: Language Services Specify purpose: translate materials and provide ASL language services	\$ 10,000	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 623,454	\$ 81,639
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 623,454	\$ 81,639
12	Total Program Costs*:	\$ 608,113	
13	Total Direct Admin Costs*:	\$ 15,341	

***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

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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:	\$ 25,306	\$ -
2	Grand Total:	\$ 25,306	\$ -
3	Total Program Costs*:	\$ 25,306	
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.	\$ 9,740	\$ -
11	Grand Total:	\$ 9,740	\$ -
12	Total Program Costs*:	\$ 9,740	
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		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Cost Match Cost
1	Payroll Costs	6100	\$ 38,180	\$ 3,320	\$ 41,500	\$ 100,000
2	Professional and Contracted Services	6200	\$ 608,113	\$ 15,341	\$ 623,454	\$ 81,639
3	Supplies and Materials	6300	\$ 25,306	\$ -	\$ 25,306	\$ -
4	Other Operating Costs	6400	\$ 9,740	\$ -	\$ 9,740	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 681,339	\$ 18,661	\$ 700,000	\$ 181,639
7	*Indirect Costs:				-	
8	Total of All Budgeted Costs :		\$ 681,339	\$ 18,661	\$ 700,000	\$ 181,639
Shared Services Arrangement						
9	6493	Of the Total of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ 17,480	\$ 1,520	\$ 19,000	
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs (from line 8):				\$ 700,000	
11	Direct Administration Cap per Program Guidelines (8%)				0.08	
12	Maximum amount allowable for Direct Administrative costs:				\$ 56,000	

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 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 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's projects, 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 in the negotiated or amended application. If you are requesting a revised 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 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
permitted to make some changes to the
ees are required to notify and get approval
the grantee is required to submit formal

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and are not required to submit amendments
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n the approved application.

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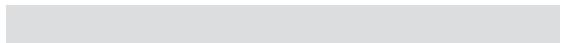
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your changes

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