



**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

- 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
- General and application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature 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.

In the last few years, City View ISD has employed off-duty police officers to work security for the district. On June 1 of 2020, I was hired to be the Security Director for the school district. I am a retired Lieutenant from the Wichita Falls Police Department where I served for 30 years. I bring vast experience to the position. I worked part time security for the Wichita Falls Independent School District for 28 years as a school resource officer. I worked inside the schools and worked security at athletic events. I understand what it takes for proper security measures inside schools during the current climate of active shooters, mental health challenges, teacher shortages, bullying, dating violence, and many more issues within the school environment. The mission of this grant is to procure funds to maintain our ability to pay for officers inside the schools. There have been issues the last few years with dating violence and bullying inside the school. I taught Social Studies for the district this school year and witnessed many incidents of bullying from the teacher perspective. There were also many incidents of dating violence which took away from teachers addressing the main concerns inside the classroom. We obviously went to online learning during the coronavirus pandemic. We are like everyone else in still not quite understanding what the teaching policies will be for this year, but right now there is a choice of online learning and in-person learning. I will also be dealing with coronavirus policies and social distancing everyone.

Goals, Objectives, and Strategies

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

During this past school year, the district counselors and special education teachers dealt with some students with special needs. This isn't unusual considering that other districts deal with special needs students. The problem herein lies with one student that will be with the district for the foreseeable future. This student is a bigger sized kid with a temper that causes much anxiety with the teachers and staff. The student destroyed some furniture and other school equipment when he becomes upset and goes off. He flips his switch very quickly from a easy going individual to someone with a fiery personality. Our district also has some incoming freshmen and 7th graders that have special needs with mental challenges. The officers that worked security this past year dealt with some of these students on a daily basis. My plan is to implement some mental health criteria for teachers and officers in a better effort to combat this problem. I am still in the working phase of this, but my plan is to start school with a plan to respond to these specific needs. I will combine my years of police experience and the many years of teacher experience to accomplish this. The mental health issues of students must be addressed immediately and they will be a priority of the school and safety committee.

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.

With this being the first year for a full time on campus police officer, I have many challenges ahead of me. When I was on patrol, we utilized a community policing approach in an effort to know the citizens better and respond to their specific needs. This was mostly successful, but there were still shortcomings. I plan on implementing the same approach when dealing with students. I will do my best in getting to know the students and try to make them comfortable with me. The best path to success inside a school is to make the students feel at ease and to know I am not there to just take them to jail. I want to utilize an approach of giving the kids a chance and not making them feel they're always in trouble if they deal with me. My number one priority is the safety of the students and staff, and that is my personality anyway of getting along with people. To be a successful resource officer, this will be vital to the process. I will implement a campus Crime Stopper program where the kids can feel comfortable reporting crimes and other problems on campus. I will also work with the special education teachers on successfully resolving problems within their classrooms. The first action isn't always an arrest. If I can avoid an arrest, I will if at all possible. The restoration and assistance to the student is of utmost importance. My plan is to also have a system of dealing with suicide threats abd bullying. We have counselors on board, but sometimes the student needs some other professionalt to talk to in a time of need. I will contact parents and/or guardians for assistance as well when a student presents a difficult stance or is suicidal.

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.

City View ISD is a low income school district. It is a smaller district which lies within the northwest corner of the city limits of Wichita Falls. City View ISD has predominantly low income families that reside close to the schools. City View also has free breakfast and lunches for families during the school year and summer. We procured a bond last year for much needed renovations and new buildings. We have a good school board with members who are invested in the community of City View. City View is a class 3A school with a current enrollment of 1,074 students. My plan is to have at least one officer from the Wichita Falls police department working every day to assist me in the accomplishment of my goals. I will need their services to get this done. I really need some help financially. I won't be able to have an online report writing system, and I am only able to purchase the most needed equipment within my set budget to satisfy TCOLE in the activation of my department. Once I am activated, I will be the Chief of Police. At the current time I identify as the Director of Security.

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.

I have the ability to develop lesson plans from my time as the 6th grade Social Studies for City View last year. I know and understand the process of what it takes for a successful lesson plan that presents the needed material, but also includes the students in the learning process and helps them achieve their learning goals. I was part of the online teaching process during the coronavirus process, and taught my class online and conducted google meets with them to maintain contact the last three months of the school year. Do you understand how hard this was with 6th graders? Haha. Anyway, I will have a good training plan ready for when I teach the State of Texas Community Safety Education Act to the high school students. My superintendent informed me that will be part of my duties this coming school year. This is the class for the proper interaction with law enforcement during traffic stops.

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



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Texas Education Agency

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Authorized Official Name Title

Email Phone

Signature Date



2020-2021 STOP School Violence- Mental Health Training Grant, Cycle 2
Cycle: 2
Year: 1

Help?
Selection Process: Letter of Interest
SAS#: 472-21
RFA#: 701-20-126

[Return to Search](#)

- [Universal Errata #1: Grant Extensions](#)
- [TEA Year in Advance - Competitive Grants](#)
- [Guidelines, Provisions and Assurances](#)
- [State and Federal Grants](#)
- [ESSA LEA Private Nonprofit Equitable Services Reservations](#)
- [Prior Approval, Disclosure, and Justification Forms](#)
- [TEA Help Desk](#)

Program Information

Program Description

This project provides training to school officials and teachers in responding to related traumatic or mental health crises that may precipitate violent attacks on school grounds. The proposed project will serve LEAs and consortia of LEAs, which may include regional Education Service Centers, across Texas with trauma and mental health training as a preventative and recovery activity because of school violence.

Eligibility

All school districts and open enrollment charter schools are eligible to apply. Education Service Centers are eligible to apply as fiscal agents of an SSA.

Statutory Authority

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

Funding Information

Expected Number of Awards: **28** Minimum Allowable per Award: **N/A**
 Cost Sharing or Match Requirement: **25** Maximum Allowable per Award: **25,000.00**

Grant ID	Grant Description	Grant Start Date	Grant End Date	Fund Type	CFDA #	Percent	Amount
19431002	STOP Violence-Mental Health	08/04/2020	08/31/2021	Federal	16.839	100.00	\$700,000.00
Total Funding Available							\$700,000.00

Application and Support Information

- [FAQ](#)
- [Program Guidelines](#)
- [Application Part 1 \(PDF\)](#)
- [Application Part 2 \(Excel\)](#)

Critical Events

Grant Description	Event	Reporting Period	Due Date
All	Application Availability Date	-	05/22/2020
All	Application Due Date	-	07/21/2020
All	Target Award Announce Date	-	August 4, 2020
All	Last Amendment Due Date	-	06/02/2021
STOP Violence- Mental Health	Final Expenditure Report	08/04/2020-08/31/2021	09/30/2021
STOP Violence- Mental Health	Revised Final Expenditure Report	08/04/2020-08/31/2021	11/01/2021

Contact Information

	Name	Contact	Phone
Program Contact:	N/A		N/A
Funding Contact:	Competitive Review Unit	competitivereview@tea.texas.gov	(512) 463-8525
Program Evaluation Contact:	N/A		N/A
Contact for Electronic Access Issues:	N/A		N/A

Texas
Education
Agency
1701 N.
Congress
Avenue
Austin Texas
78701
(512) 463-9734

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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 \$20,000

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 \$1,000

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

Supplies and Materials 6300 \$1,000

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400 \$1,000

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

Capital Outlay 6600 \$2,000

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 \$25,000

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.](#)