

## REQUEST FOR APPLICATIONS

**\*\* IMPORTANT NOTE: THIS DRAFT IS BEING PROVIDED AS A COURTESY TO INTERESTED APPLICANTS AND IS NOT EXPECTED TO SIGNIFICANTLY CHANGE. THE FINAL RFA WILL BE RELEASED UPON APPROVAL FROM DOJ. \*\***

### Important Dates

RFA Release Date: December 9, 2022  
Information Session: December 15, 2022, 10am, live via zoom<sup>1</sup>  
<https://utexas.zoom.us/j/96685767155>  
Office Hours: January 10, 11, 12, 2023, 10am-12noon, live via zoom  
<https://utexas.zoom.us/j/96685767155>  
Application Due Date: February 9, 2023, 11:59pm  
Notice of Decision: April 3, 2023  
Sub-Awardee Meeting: April 10, 2023  
Final Documentation Due Date: June 2, 2023  
Project Start Date: July 5, 2023  
Project End Date: June 30, 2025

## OVERVIEW

STEP UP Texas is requesting applications from eligible organizations who will partner for two years (July 2023-June 2025) in working toward reducing racial and ethnic disparities in engagement with the juvenile justice system in their respective Texas jurisdiction. Successful applicants (referred to from this point on as “sub-awardee”) will receive salary and fringe benefit funds from STEP UP Texas to hire up to two 1.0 FTE<sup>2</sup> personnel to: 1) provide trauma-informed and/or restorative practices training and implementation support to personnel working in public school districts, law enforcement, and/or the juvenile justice system, and 2) convene a local Task Force made up of community members and stakeholders to determine local strengths, weaknesses, opportunities, and threats for policy and practice change. The position title for STEP UP Texas-funded personnel is “Training and Technical Assistance Professional” (TTAP). STEP UP Texas will provide training and support in trauma-informed and restorative practices, start-up material support (laptop, training supplies), and the cost for TTAPs to travel to two in-person trainings located in Williamson County. Sub-awardees will provide supervision for their TTAP(s) and deliverables as described in this RFA, including access to data related to juvenile justice engagement (eg. school discipline data, local juvenile justice data, etc.).

<sup>1</sup> The Information Session will be recorded and made available through the STEP UP Texas website.

<sup>2</sup> FTE = Full-Time Equivalent = the equivalent of one employee who works 40 hours per week for 52 weeks per year and receives full fringe benefits. 1.0 FTE may be filled by more than one employee. For example, two employees who each work 20 hours on the STEP UP Texas grant and 20 hours on other organizational duties and who receive fringe benefits equals 1.0 FTE.

By partnering with organizations located in the jurisdiction that they will serve, STEP UP Texas acknowledges and honors that each community/jurisdiction is best positioned and already possesses assets to initiate, support, and sustain change. In addition, UP Texas is investing in the salary and fringe benefits of up to two 1.0 FTE TTAPs for two years in order to build capacity within the sub-awardee organization and through the services provided, build capacity within the organizations that will be served by the sub-awardee so that the overall impact will last beyond the two-year grant term. To increase the likelihood of sustained change, the project is focusing on providing both training and technical support in implementing trauma-informed and restorative practices.

**Eligibility:** To be eligible, organizations must submit evidence of good standing as a Texas-based: non-profit agency having 501(c)(3) status with the IRS; city, county, or state governmental agency; public institution of higher education; or public school district.

## **PROJECT BACKGROUND**

STEP UP Texas is a project funded by the U.S. Department of Justice (DOJ) to provide trauma-informed and restorative practices training and implementation support to Texas public school districts, law enforcement, juvenile courts, and the juvenile probation/service system, and to convene local Task Forces of community and organizational stakeholders to better understand local challenges and possible policy and practice solutions, with the aim of reducing racial and ethnic disparities in engagement with the juvenile justice system.

Initially funded in 2021, STEP UP Texas began providing training in Williamson County, Texas while also convening a Task Force of community and organizational stakeholders to better understand local challenges and possible solutions. In 2022, STEP UP Texas received additional DOJ funding to include implementation support alongside the training and to expand its reach throughout Texas. This RFA is to identify and fund eligible organizations to partner in this work.

STEP UP Texas is a partnership between The University of Texas at Austin (UT), Williamson County Juvenile Services (WCJS), and STARRY. Staffing from the three organizations comprise the STEP UP Texas Core Team who will provide ongoing training, support, and guidance to sub-awardees and TTAPs funded through this RFA. The Core Team consists of:

- Lorna Hermosura, PhD, STEP UP Texas Project Director & Asst. Professor of Instruction, The University of Texas at Austin
- Matt Smith, LPC-S, STEP UP Texas Director of Judicial and Law Enforcement Engagement & Asst. Executive Director, Williamson County Juvenile Services
- R. Renee Cameron-Hernandez, MA, LPC, LMFT, STEP UP Texas Director of Trauma-Informed Training & Director of Program Training, STARRY
- Clarence “Teddy” Jones, STEP UP Texas Director of Restorative Practices Training, The University of Texas at Austin
- Kathy Mendoza, STEP UP Texas Grant Coordinator, The University of Texas at Austin

STEP UP Texas is funded through a cooperative agreement grant from the Office of Juvenile Justice and Delinquency Prevention within the DOJ to address Core Requirement 4 of Title II, Part B of the Juvenile Justice and Delinquency Prevention Act, which is: to address racial and ethnic disproportion in engagement with the juvenile justice system in Texas.

**Subawards:** The University of Texas at Austin is the grantee and the U.S. Department of Justice is the grantor. Organizations funded through this RFA are sub-awardees to UT and all subaward reports, documentation, and deliverables are due to UT, who will in turn submit an aggregate of all reports, documentation, and deliverables to the DOJ.

## **PROJECT RATIONALE**

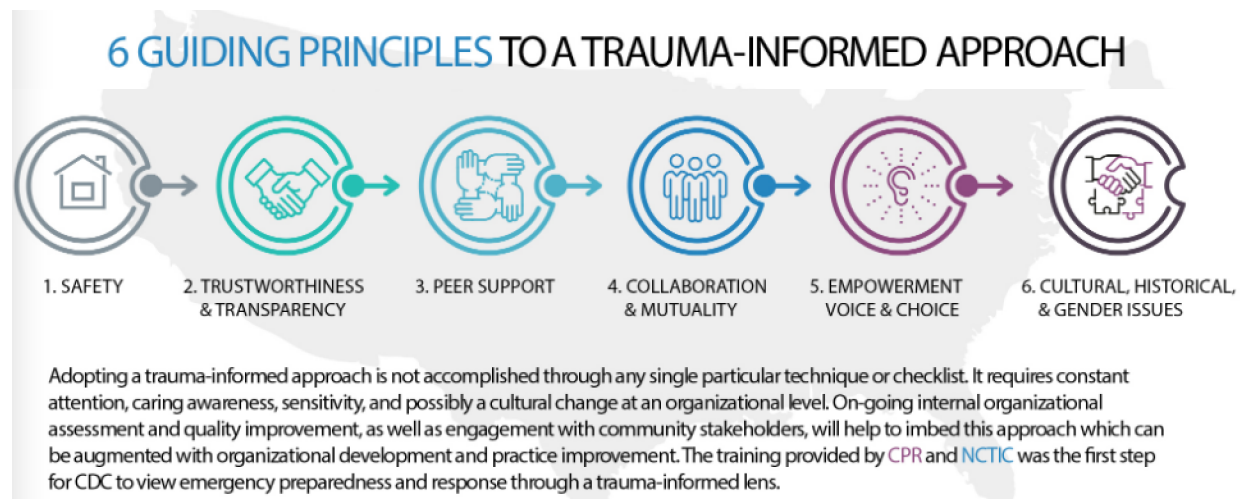
Similar to other states in the nation, racial and ethnic disparities (R/ED) exist among youth who are engaged in the Texas juvenile justice system. “Disparity” means that the proportion of youth who are engaged with the juvenile justice system is higher than their proportion in the general population. In addition, the youth who are engaged in the Texas juvenile justice system have reported histories of significant childhood trauma known as Adverse Childhood Experiences (ACEs), and many are referred to the juvenile justice system directly from schools.

For these reasons, STEP UP Texas is designed to address R/ED through providing training and implementation support in trauma-informed practices, including trauma-informed care, that acknowledge the lived experiences of children and youth who have experienced trauma through developmentally-appropriate strategies and interventions. STEP UP Texas includes training and implementation support in restorative practices, which includes restorative justice, as a prevention strategy that integrates trauma-informed principles and builds the protective factor of connection among and between youth and the educators/adults who work with them as well as a responsive strategy to address and repair harm when it occurs.

In addition, STEP UP Texas serves organizations that are located at critical contact points along the pathway to juvenile justice: public school districts, law enforcement, and the juvenile justice system. Decisions made at these critical contact points result in youth either being sent deeper into the juvenile justice system or being offered a way out. STEP UP Texas is designed with the belief that increasing the use of trauma-informed and restorative interventions will benefit all youth and will contribute to reducing R/ED and overall numbers of youth engaged with the juvenile justice system.

**Trauma-Informed Practices.** Trauma-informed practices take into account the important relationship between trauma, brain development, emotions, and behavior. This evidence-based model focuses on ensuring a physically and emotionally safe environment, establishing appropriate trusting relationships, setting appropriate boundaries, and building skills to help young people to regulate their own emotions and behaviors. Research has shown that creating an environment in which young people can develop the ability to regulate themselves and their emotional and behavioral

responses equip them for a lifetime of being able to better manage their response to stressful situations, which can reduce and even eliminate engagement with the justice system. The Substance Abuse and Mental Health Services Administration (SAMHSA) has identified six guiding principles to a trauma-informed approach: Safety; Trustworthiness and Transparency; Peer Support; Collaboration and Mutuality; Empowerment, Voice, and Choice; and Acknowledging Cultural, Historical, and Gender Identities.



**Restorative Practices.** Restorative Practices are principles, methods, and approaches rooted in Indigenous practices that proactively and responsively prioritize relationships, community building, and self-reflection while repairing harm and holding those accountable when harm is caused. One of the fundamental practices in Restorative Practices is the circle, a structured activity designed to facilitate relationship- and community-building. The restorative circle is a primary point of convergence with all of SAMHSA’s six key principles of a trauma-informed approach by providing a structure for participants to see each other and be seen as well as to hear each other and be heard in a safe, stable, and nurturing environment. When harm does occur in school environments, RP includes a mechanism for addressing and repairing the harm as an alternative to the exclusionary discipline practices of in-school suspension, out-of-school suspension, expulsion that can lead to engagement with the juvenile justice system.

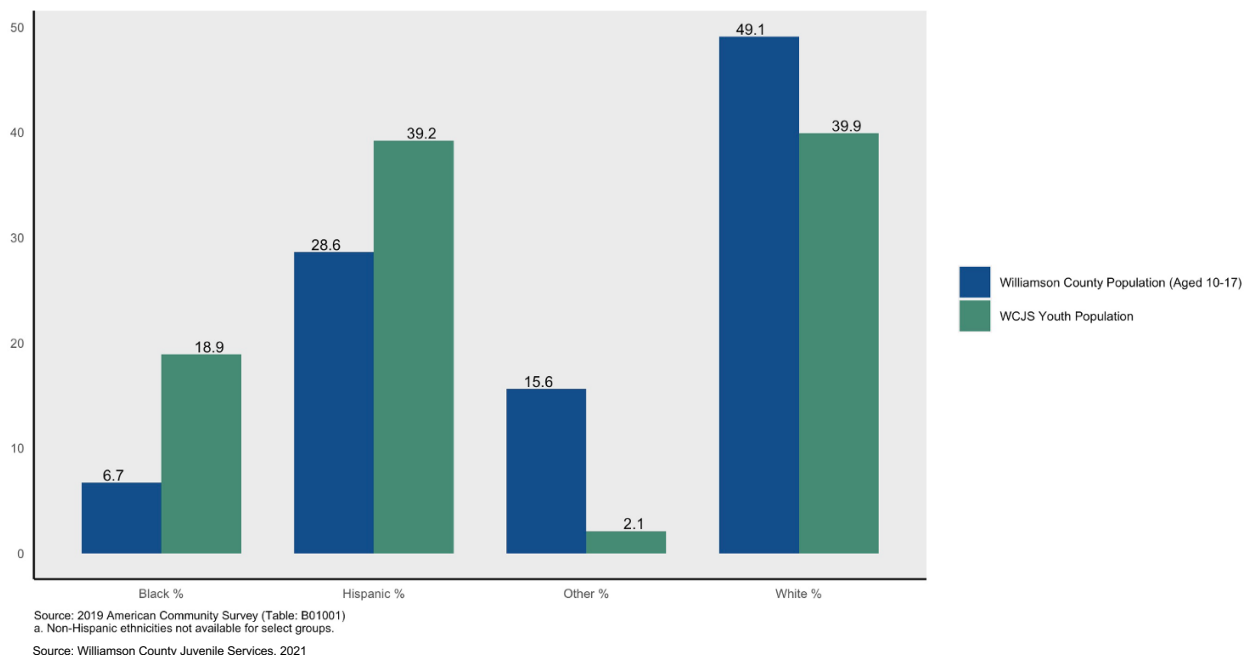
**Racial and ethnic disparities in engagement with the Texas juvenile justice system.** In 2011, Tony Fabelo and colleagues published the results of their landmark study titled “Breaking Schools Rules”<sup>3</sup> in which they examined and verified the existence of R/ED in school discipline and in engagement with the juvenile justice system in Texas. Fabelo and his team traced the education and juvenile justice

<sup>3</sup> [https://csgjusticecenter.org/wp-content/uploads/2020/01/Breaking\\_Schools\\_Rules\\_Report\\_Final.pdf](https://csgjusticecenter.org/wp-content/uploads/2020/01/Breaking_Schools_Rules_Report_Final.pdf)

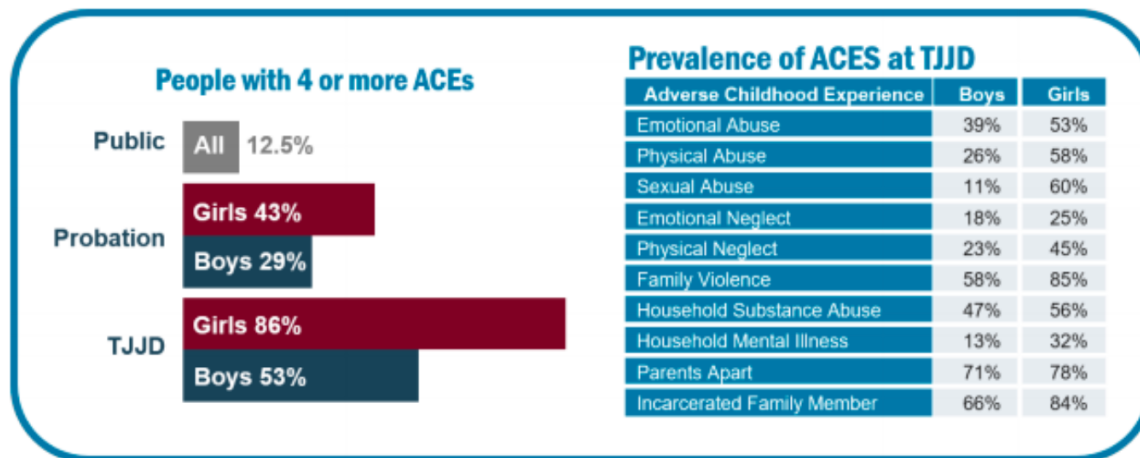
trajectories of every 7th grade student attending a Texas public school during the 2001, 2002, and 2003 school years – more than 1 million students. They examined six years of data starting in each student's 7th grade year until one year after what would be their 12th grade year, seeking to understand who was being expelled and suspended from schools, the reason for the disciplinary action, and its impact on the student's involvement with the juvenile justice system.

The researchers found that 83% of African American male students in Texas had received at least one discretionary disciplinary action compared with 74% of Hispanic male students and 59% of White male students. This equated to African American male students having a 31% higher likelihood of receiving a school disciplinary action than any other student. The researchers also found that students subjected to a suspension or expulsion from school were three times more likely to engage with the juvenile justice system the following year.

**Racial and ethnic disparities in engagement with the juvenile justice system in Williamson County, Texas.** STEP UP Texas researchers examined Williamson County juvenile justice data in relation to U.S. Census data for youth aged 10-17 in the general population of Williamson County. The results reveal that R/ED exists in Williamson County, with Black/African American youth comprising 18.9% of the juvenile justice population but only 6.7% of the general youth population and Hispanic/Latinx youth comprising 39.2% of the juvenile justice population but only 28.6% of the general youth population in the county. (See chart below).



**Trauma experience of youth engaged with the Texas juvenile justice system.** The Texas Juvenile Justice Department (TJJD), which oversees all juvenile justice activities in the state, published the prevalence of Adverse Childhood Experiences reported by youth engaged in juvenile justice state facilities. (See chart below).



Source: Texas Juvenile Justice Department, 2020

## PROGRAM OBJECTIVES

STEP UP Texas has the following program objectives:

- Objective 1: Provide Trauma-Informed and/or Restorative Practices Training
  - o Measurements: Number of STEP UP Texas-provided training activities attended by TTAP; number of trainings requested; number of trainings provided; number of participants; topics trained; number of organizations trained; number of surveys/assessments collected.
- Objective 2: Provide Trauma-Informed and/or Restorative Practices Technical and Implementation Support
  - o Measurements: Number of STEP UP Texas-provided Technical and Implementation Support training activities attended by TTAP; number of requests for support; number of support activities provided; number of individuals supported; number of organizations supported; number of surveys/assessments collected.
- Objective 3: Assemble and Engage Local Task Force
  - o Measurements: Number of Task Force planning activities; number of Task Force meetings; number of participants in Task Force activities; diversity of representation (eg. community members, decision makers, stakeholders) participating in Task Force meetings; completed SWOT analysis
- Objective 4: Reduce Youth Engagement with the Juvenile Justice System
  - o Possible Measurements (depending on sub-awardee organization type): Improved school attendance; improved school climate; improved student satisfaction; improved teacher self-efficacy; improved teacher retention; reduced school disciplinary activities; reduced youth engagement with law enforcement activities; reduced youth engagement in the juvenile justice system.
- Objective 5: Reduce Racial and Ethnic Disparities (R/ED) in Engagement with the Juvenile Justice System
  - o Possible Measurements (depending on sub-awardee organization type): Improved school attendance among racially/ethnically diverse students; improved school climate among racially/ethnically diverse students;

improved student satisfaction among racially/ethnically diverse students; reduced school disciplinary activities among racially/ethnically diverse students; reduced engagement with law enforcement activities among racially/ethnically diverse students; reduced engagement in the juvenile justice system among racially/ethnically diverse students

## **FUNDING AMOUNTS & DATES**

STEP UP Texas will fund the salary and fringe benefits for up to two 1.0 FTE personnel for two years to carry out the project aims within the jurisdiction indicated in the application. See Appendix A for the TTAP job description, minimum qualifications, and requirements.

### **Subaward Project Dates**

This is a two-year award that will begin July 1, 2023 and end June 30, 2025. Funding amounts are based on two twelve-month periods, designated as follows:

Year 1: July 1, 2023 – June 30, 2024

Year 2: July 1, 2024 – June 30, 2025

### **Funding Amounts**

STEP UP Texas will fund the salary and fringe benefits for a maximum two 1.0 FTE TTAPs.

For Year 1, the allocated salary for each TTAP is \$65,000/year and the allocated fringe benefits amount is \$20,735/year (31.9% rate).

For Year 2, the allocated salary for each continuing TTAP is \$66,950/year (inclusive of a 3% raise) and the allocated fringe benefits amount is \$21,691.80/year (32.4% rate).

Applicants may apply to fund 1.0 FTE TTAP or 2.0 FTE TTAPs.

**Funding Amount for 1.0 FTE TTAP = \$174,377.00**

*Year 1: \$65,000 salary + \$20,735 fringe benefits = \$85,735*

*Year 2: \$66,950 salary + \$21,691.80 fringe benefits = \$88,641.80*

*TOTAL award = Year 1 + Year 2 = \$85,735 + \$88,641.80 = \$174,376.80*

**Funding Amount for 2.0 FTE TTAPs = \$348,754.00**

*Year 1: \$65,000 salary + \$20,735 fringe benefits = \$85,735 x 2 TTAPs = \$171,470*

*Year 2: \$66,950 salary + \$21,691.80 fringe benefits = \$88,641.80 x 2 TTAPs = \$177,283.60*

*TOTAL award = Year 1 + Year 2 = \$171,470 + \$177,283.60 = \$348,753.60*

## **ADDITIONAL MATERIAL SUPPORT PROVIDED**

In addition to salary and fringe benefits described above, STEP UP Texas will provide the following for each TTAP position:

- One laptop, one laptop adapter, one presentation clicker
- One portable speaker
- A Restorative Practices starter kit to include: Circle Forward book by Boyes-Watson & Pranis; circle centerpiece materials; and two talking pieces.
- A Trauma-Informed starter kit to include: NCTSN Think Trauma Training for Working with Justice Involved Youth; fidgets and other training materials.

These materials will be funded and secured by STEP UP Texas and delivered to the sub-awardee for use by the TTAP(s). All materials will become the property of the sub-awardee upon successful completion and close-out of the contract after June 30, 2025.

### **REQUIRED IN-PERSON TRAININGS**

TTAPs will be required to attend two in-person trainings located in Williamson County, Texas. The first in-person training will take place in July or August 2023. Transportation, lodging, and meals for all required in-person trainings will be arranged and funded by STEP UP Texas.

### **WHAT SUB-AWARDEES MUST CONTRIBUTE**

While STEP UP Texas will fund the TTAP salary and benefits and provide the material support and in-person trainings as described above, sub-awardees are required to contribute the following:

1. Supervision of the TTAP(s). It is the responsibility of the sub-awardee organization to hire and supervise the TTAP(s). Compensation for supervisory activities is not covered by the STEP UP Texas sub-award grant.
2. Deliverables as detailed below.

### **DELIVERABLES**

Sub-awardees are required to submit evidence of activity toward the overall project aims. All deliverables are due to UT by the 15<sup>th</sup> of the month following the month of activity. For example, deliverables completed in January are due to UT by February 15. The table below provides details for each deliverable and the frequency of submission.

<b>Deliverable</b>	<b>Description</b>	<b>Frequency</b>
Executed Contract with STEP UP Texas and all other required start-up documentation	The contract and other required documents establish a formal relationship between the sub-awardee and UT. All other required start-up documentation substantiates the eligibility of the sub-awardee to receive federal grant funds. Funds will not be dispersed until the contract is executed and all other required documentation is in possession by both parties.	Once by June 2, 2023
Executed Memoranda of Understanding (MOU)	Prior to engaging, the sub-awardee will execute MOUs with organizations who will partner with them and receive training and technical assistance support.	Annually, upon receipt
Invoice	The sub-awardee may submit invoices for salary and fringe benefits reimbursement after the work has been completed.	Monthly



<b>Deliverable (cont)</b>	<b>Description</b>	<b>Frequency</b>
Data	Data received from sub-awardees is critical to measuring STEP UP Texas's progress toward reducing racial and ethnic disparities. Depending on the sub-awardee type of organization, general data submission will be agreed upon as part of the initial contracting documentation. Examples of data include school discipline data, teacher retention data, local juvenile justice population data, etc.	Monthly and Annually as determined
Evidence of Training Activities	Form that includes training description, TTAP name, training location, date, start time, end time, sign in sheet, evaluation are to be submitted as evidence of training activities.	Monthly
Evidence of Technical Assistance Activities	Form that includes technical assistance description, TTAP name, location, date, sign in sheet are to be submitted as evidence of technical assistance activities.	Monthly
Evidence of Task Force Activities	Form that includes Task Force topic description, TTAP name(s), location, date, start time, end time, sign in sheet, evaluation, meeting minutes are to be submitted as evidence of Task Force activities.	Monthly
Surveys/Assessments	STEP UP Texas will provide surveys and assessments designed to measure progress toward reducing racial and ethnic disparities in engagement with the juvenile justice system. TTAPs will be required to disseminate and collect these surveys and assessments to individuals who participate in training and technical assistance activities.	Monthly
Progress Monitoring Tool	Form that includes overall training and technical assistance activities for each entity served as well as feedback and reflection of progress.	Monthly
Narrative of Training, Technical Assistance, and Task Force Activities	A brief narrative description of the training, technical assistance, and Task Force activities is to be submitted as evidence of TTAP activities. The purpose of this deliverable is to provide insight on the progress that is being made among partner organizations and the jurisdiction as a whole. Submission of quotes from partners on the impact of STEP UP Texas training, technical assistance, and Task Force convenings is appropriate and encouraged.	Monthly and semi-annually

<b>Deliverable (cont)</b>	<b>Description</b>	<b>Frequency</b>
Timesheets, salary payments, and fringe benefits payments	The STEP UP Texas Project Director and/or Grant Coordinator will conduct site visits at least once per year to provide in-person guidance and support and to ensure that documentation of grant expenditures and activities are being maintained.	Audit-ready at any time

## **TERMS OF PAYMENT**

Sub-awardees will submit invoices for payment along with deliverables as outlined in the table above. Invoices received by the 15<sup>th</sup> of the month will be paid within 30 days of receipt.

## **HOW TO APPLY**

There are 2 parts to the application.

- Part 1 is the online application that can be accessed and submitted here [https://utexas.qualtrics.com/jfe/form/SV\\_6leywToPgo9PvpQ](https://utexas.qualtrics.com/jfe/form/SV_6leywToPgo9PvpQ)
- Part 2 is an email submission of 2 Letters of Support and an optional 2 pages of supplemental information. Email these to STEPUPTX@STARRY.ORG

Applications are expected to be complete and comprehensive. Please frame your responses to respond directly to the question supplied. Include only your original work and do not include text sourced from other organizations unless the sources are appropriately cited and credited.

## **EVALUATION OF APPLICATIONS**

Proposals received by the deadline will be reviewed by a Review Committee made up of representatives from UT, WCJS, STARRY, as well as community members and stakeholders. Proposals will be evaluated and scored as follows:

<b>Section/Element</b>	<b>Points Possible</b>
Proposed Project & Program Design	10
Organization Qualifications and Capabilities	25
Need	30
Commitment to Building Community and Valuing Diversity	15
Letters of Support	20
<b>TOTAL</b>	<b>100</b>

# APPLICATION

## PART 1: Online Application.

Complete and submit at [https://utexas.qualtrics.com/jfe/form/SV\\_6leywToPgo9PvpQ](https://utexas.qualtrics.com/jfe/form/SV_6leywToPgo9PvpQ)

### **Applicant Information**

- Applicant Organization: legal name, registered address, and mailing address (if different from registered address)
- Type of Organization:
  - Non-Profit organization having 501(c)(3) status with the IRS
  - City, county, or state governmental agency
  - Public institution of higher education
  - Public school district
- Authorized Representative for this Application: name, title, telephone number, and email address.

### **Proposed Project Overview & Program Design**

- Amount of funding you are applying for. Select one:
  - 1.0 FTE for two years = \$174,377.00
  - 2.0 FTE for two years = \$348,754.00
- Jurisdiction you will serve
  - Name of county/ies \_\_\_\_\_
  - ZIP codes to be served \_\_\_\_\_
- Type of jurisdiction you will serve. Select all that apply
  - Urban
  - Suburban
  - Rural
- System(s) you will serve. Select all that apply.
  - Public School District(s)
    - Name of ISD(s) \_\_\_\_\_
  - Law Enforcement
    - Name of organization(s) \_\_\_\_\_
  - Juvenile Justice System
    - Name of organization(s) \_\_\_\_\_
- Interventions you will train in and provide implementation support. Select all that apply.
  - Trauma-Informed Practices, including trauma-informed care
  - Restorative Practices, including restorative justice

- Task Force membership you will engage. Select all that apply.
  - Community members
  - Youth
  - Individuals belonging to the racial and ethnic groups disproportionately engaged in the local juvenile justice system
  - Public School District(s) personnel
  - Law Enforcement personnel
  - Judicial System personnel
  - Juvenile Justice System personnel
  - Policy makers
  - Other (please describe) \_\_\_\_\_
  
- Describe how you intend to serve the system(s) and jurisdiction(s) selected above. Include how you will access personnel to provide training and how you intend to provide ongoing technical/implementation support.
  - *Examples: School districts may describe the campuses that they will serve, the buy-in of principals at those campuses, and the time within the day that will be allotted to implementing restorative circles; Law enforcement may describe that they will integrate trauma-informed trainings into their onboarding processes and as a specific TCOLE requirement; Juvenile justice centers may describe how they will train residential staff in trauma-informed practices and build the practices into the daily schedule; Non-profits may describe their existing relationships with a school district and how the 1.0 FTE TTAP will expand on preliminary training they have already provided.*

### **Qualifications and Capabilities**

- Provide a brief description of your organization, including mission statement, year of incorporation, services provided, population served, and geographic region served.
- Provide a brief description of related experience that illustrates qualification and capability to meet the terms of the RFA, including the years of relevant organizational experience.
  - *Examples: Trauma-Informed and/or Restorative Practices work already being done within the organization; existing partnerships with the public school districts, law enforcement, and/or juvenile justice system to be served; Task Force or cross-sector meetings already being convened; etc.*
- Department within the organization in which the TTAP(s) will be housed
- Individual who will supervise the TTAP(s): name, title, and qualifications.
- TTAP. Do you have an individual(s) in mind to fill the TTAP position(s)?
  - If yes, what are the qualifications of the individual(s)?
  - If no, how will you recruit the TTAP and ensure the position is filled and ready to begin STEP UP Texas grant-funded work on July 5, 2023? (include how and where you will advertise the position)
- Narrative: Why is your organization qualified and capable to carry out this subaward project?

- *Note: Applicants from under-resourced areas will not be penalized for barriers related to a lack of available resources. If applicable, please include the nature of the lack of available resources in your jurisdiction and how training and support from STEP UP Texas will build capacity in your organization and jurisdiction and the potential for lasting impact beyond the two-year grant period.*

### **Need**

- Narrative: Why are you interested in addressing Racial and Ethnic Disparities in engagement with the juvenile justice system in your defined jurisdiction?
- Narrative: Why are you interested in bringing trauma-informed and/or restorative practices training and technical support to the systems you identified in this application (school districts, law enforcement, judicial system)?
- Narrative: From your perspective, what are the strengths and challenges in your jurisdiction that contribute to racial and ethnic disparities in engagement with the juvenile justice system? Include data as it is available.
  - *Examples for Strengths: Preliminary work in trauma-informed and/or restorative practices has already started; community task force addressing trauma, mental health, and/or racial and ethnic disparities already exists; organizational history of training school districts; law enforcement; or the juvenile justice system; etc.*
  - *Examples for Challenges: Data confirming high levels of racial and ethnic disparities in engagement with school discipline, law enforcement, or juvenile justice in the local jurisdiction; lack of training resources; need for changing mindsets among decision makers; etc.*

### **Commitment to Building Community and Valuing Diversity**

- Narrative: Please give an example of how your organization already does or will be committed to building community across sectors and across subgroups. For example, youth/parents/school campuses/school disciplinary staff/School Resource Officers/law enforcement officers/juvenile prosecution attorneys/juvenile judges/justice staff/etc tend to work in siloes. If funded, how will your sub-awardee project work to build community and connections across sectors
- Narrative: Please provide examples of how your organization values diversity and how such valuing will be integrated into your sub-awardee project, if funded.

## **PART 2: Documents Submission.**

Email to [STEPUPTX@STARRY.ORG](mailto:STEPUPTX@STARRY.ORG)

### **Letters of Support**

Please email the following 2 letters of support:

1. A letter of support from an organization with whom your organization has collaborated in the past who can attest to your capacity to carry out deliverables.

- 2a. For non-profits: A letter of support from a school district, law enforcement, or juvenile justice organization who will partner with your organization through an MOU if funded.
- 2b. For all others: A letter of support for this project from your organization's leadership (Executive Director, Superintendent, President, Chief Juvenile Probation Officer, etc.)

**Optional Supplemental Material**

Applicants may send up to 2 pages of supplemental material that may aid in evaluating their suitability for an award.

**APPENDIX A:**  
**STEP UP Texas**  
**Training and Technical Assistance Professional (TTAP) Job Description**

**PURPOSE OF THE POSITION**

This position is a key member of the *STEP UP Texas: Improving Juvenile Justice Outcomes with Trauma-Informed and Restorative Practices Training* project which is funded by a grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

This position will support the STEP UP Texas project's aim to address Racial and Ethnic Disparities (R/ED) in the juvenile justice system by providing training and implementation support to personnel in organizations that interface with youth at critical contact points along the juvenile justice process in Texas, specifically: public school districts; law enforcement; and the juvenile judicial system. In addition, the position will participate in leading a local, community-represented Task Force to identify and recommend policy and practice changes toward reducing R/ED.

The successful candidate will embody a strengths-based perspective that incorporates the philosophies and principles of restorative practices and/or trauma-informed practices.

The TTAP will receive training, certification, and ongoing support from the STEP UP Texas leadership team. The overall intent of the project is to benefit children and youth in the state of Texas by increasing the capacity of personnel and systems within the state toward addressing R/ED.

**JOB RESPONSIBILITIES**

*Trauma Informed and/or Restorative Practices Training and Technical/Implementation Support*

- Maintain up-to-date training and train-the-trainer certifications in Trauma-Informed Care and/or Restorative Practices.
- Contribute to the creation of a comprehensive training agenda and materials that are suitable for local districts, law enforcement, and/or the juvenile judicial system.
- Work collaboratively with STEP UP Texas team members toward achieving project goals.
- Utilize relevant best practices, theory, research, and approaches in the areas of trauma-informed care, trauma-informed practices, restorative practices, restorative justice, and related approaches.
- Ability to engage and lead personnel in school districts, law enforcement, and/or the judicial system with diverse perspectives.
- Develop and maintain strong partnerships with community, school district personnel, law enforcement, and/or judicial personnel.

- Participate in and contribute to information sharing and regular project-related meetings.
- Regularly collect program evaluation, feedback, and other documentation as required by the grant.
- Document activities and participant engagement as required by the grant.
- Engage with school district/law enforcement/judicial personnel to solicit partners who are interested in receiving Trauma-Informed and/or Restorative Practice training and technical/implementation support.
- Meet partners where they are to support their increased knowledge, buy-in, and implementation of Trauma-Informed Practices and/or Restorative Practices.

#### *Task Force Facilitation*

- Recruit members of the local community, school district, law enforcement, and/or judicial system to participate in a time-bound, monthly Task Force to identify and recommend specific policy and practice improvement toward reducing Racial and Ethnic Disparities in engagement with the juvenile justice system.
- Lead Task Force meetings and corresponding activities toward identifying and recommending specific policy and practice improvements toward reducing Racial and Ethnic Disparities in engagement with the juvenile justice system.

### **REQUIRED QUALIFICATIONS**

- Bachelors degree
- Minimum of 3 years professional experience working with school districts, law enforcement, and/or the judicial system
- Training or teaching experience.
- Excellent interpersonal, written, and verbal communication skills.
- Demonstrated ability to engage with personnel working in school districts, law enforcement, and/or the judicial system and an understanding of the nuances related to the target system(s).
- Strong organization skills with demonstrated ability to prioritize tasks, exercise sound decision-making, and problem-solve.
- Demonstrated ability to be self-directed and to accomplish tasks autonomously and efficiently.
- Demonstrated ability to function well as part of a team.
- Demonstrated ability to meet deadlines and reliably fulfill duties in a timely manner.
- Demonstrated commitment to promoting and demonstrating Trauma-Informed Practices and/or Restorative Practices at the highest standard.

### **PREFERRED QUALIFICATIONS**

- Masters degree
- Experience training professionals in school districts, law enforcement, and/or the judicial system in Trauma-Informed Practices and/or Restorative Practices.
- Experience implementing Trauma-Informed Care and/or Restorative Practices or Restorative Justice within school districts, law enforcement, and/or the judicial system.



- Certification to train in Trauma-Informed Care and/or Restorative Practices or Restorative Justice.
- Train-the-trainer Certification in Trauma-Informed Care and/or Restorative Practices or Restorative Justice.
- Understanding of the process and challenges toward effective Trauma-Informed Care and/or Restorative Practices/Justice implementation

**APPLICATION MATERIALS**

- Resume, Letter of Interest, and 3 References including at least one from a current or previous supervisor.