

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039080228890001



SAS#: APRPAA26

Organization: 05 Region V ESC
 Campus/Site: N/A
 Vendor ID: 1741588175

County District: 181950
 ESC Region: 05
 School Year: 2025-2026

2025-2026 Authorized Providership for Restorative Practices

General Information GS2000 - Certify and Submit

Due: 09/30/2025 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	09/15/2025 10:51 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	09/17/2025 03:50 PM
PS3014 - Program Narrative	*	Complete	09/22/2025 12:37 PM
PS3400 - Equitable Access and Participation	*	Complete	09/19/2025 02:00 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	09/22/2025 12:29 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	09/19/2025 02:25 PM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact:

or

[Add New Contact](#)

First Name: Byron

Initial: P

Last Name: Terrier

Title: Executive Director

Phone: 409-951-1788

Ext:

E-Mail: bterrier@esc5.net

Submitter Information

First Name: STACEY

Last Name: HUGHES

Approval ID: stacey.hughes1

Submit Date and Time: 09/24/2025 10:20:18 AM

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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: 05 Region V ESC		
Mailing Address Line 1: 2295 Delaware Street		
Mailing Address Line 2:		
City: Beaumont	State: TX	Zip Code: 77703-null

B. Unique Entity Identifier (SAM)
UEI (SAM): KCNZC4DEBAZ7

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Stacey	Initial:	Last Name: Hughes			
Title: Director, School Finance & Federal Prog					
Telephone: 409-951-1766	Ext.:	E-Mail: shughes@esc5.net			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Corrin	Initial:	Last Name: Gonzales			
Title: Director, Special Education					
Telephone: 409-951-1730	Ext.:	E-Mail: cgonzales@esc5.net			



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General Information
GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items

1.	Date:	Schedule: Select One
TEA Negotiation Note: 		
Grantee Comments: 		
☐ LEA Completed Change		

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ The ESC 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.
- ☒ The ESC provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Authorized Providership for Restorative Practices Program Guidelines.
- ☒ The ESC provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Authorized Providership for Restorative Practices Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The ESC assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- ☒ The ESC acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- ☒ The ESC will designate a full-time Restorative Practices staff member, who has, at minimum, attended the TEA's Restorative Practices Tier 1 Administrator Training and received a certificate of completion.
- ☒ The ESC assures the trainer will implement the State's Restorative Practices model with fidelity, which includes engaging participants in discussions, role-playing, modeling, and note-taking during training sessions, as well as ensuring the completion of preparatory assignments prior to each session.
- ☒ The ESC assures each training will use the state's evaluation tool at the end of each training to determine when the participants will implement trainings and assess participant learning. These metrics will be shared with the TEA upon request.
- ☒ The ESC assures the trainers will check for prework before accepting participants to attend the training. Prework is necessary – This is an assignment that is done prior to participants attending the training.
- ☒ The ESC assures the trainers will watch the "Restorative Practices Made Simple and Restorative Practices Families as Partners" YouTube Series.
- ☒ The ESC assures each Restorative Practices training will contain the following components: (a.) Notetaking – Notes on the prework are discussed during the training; notetaking during the training ensures participation and ability to train future trainers; (b.) Modeling – Model examples of how each strategy can be used in a classroom, campus, or district; (c.) Role-playing – Allow participants to experience the strategies and give them perspective from a student or teacher lens (d.) Discussions – Provide opportunities for discussion to give all the participants a voice and allow participants to learn from each other's experiences to really cement the learning; (e.) Examples – Provide actual real-life examples of how the strategies have been implemented and what has worked.
- ☒ The ESC assures that at the end of each training, homework and notes will be collected and reviewed for accuracy and participation so that participants can receive their certificate.
- ☒ The ESC assures if the training is delivered virtually, cameras will be on to ensure participation and discussion.
- ☒ The ESC assures that no more than 25 participants should be present per training (virtual or in-person).
- ☒ The ESC will regularly request payment for allowable expenditures as grant program requirements are carried out.
- ☒ The ESC assures a data report will be submitted monthly to the TEA.



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. a. The ESC will propose a training schedule for the state model of Restorative Practices Training. Being an authorized provider will allow access to content for 6 different training modules: i. Tier 1 Administrator Training; ii. Tier 2 Campus Coordinator Training (Repair the Harm); iii. Tier 3 Campus Coordinator Training (Re-entry Circles); iv. Early Childhood Education; v. Families as Partners; vi. Fidelity Continuum Scale

The ESC will provide a structured, multi-tiered training schedule designed to ensure participants receive comprehensive instruction and hands-on practice across all six modules of the TEA Restorative Practices Training. Each module builds on prior knowledge, allowing districts to implement restorative practices effectively at multiple levels: district leadership, campus leadership, teachers, students, and families.

Training Modules and Schedule:

Tier 1: Administrator Training

Target Audience: Superintendents, district leaders, and campus administrators

Format: Full-day, in-person

Focus: Building a restorative culture, understanding the framework, policy alignment, and leading implementation at the district and campus level

Tier 2: Campus Coordinator Training (Repair the Harm)

Target Audience: Campus restorative coordinators and leadership teams

Format: Full-day workshop

Focus: Facilitating restorative conferences, repairing harm, conflict resolution strategies, and coaching staff

Tier 3: Campus Coordinator Training (Re-entry Circles)

Target Audience: Campus restorative coordinators and behavioral support staff

Format: Full-day workshop

Focus: Re-entry circles for students returning from suspension or other disciplinary removals, supporting reintegration and community-building

Early Childhood Education Module

Target Audience: Pre-K and early childhood educators

Early Childhood Education Module

Target Audience: Pre-K and early childhood educators

Format



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Program Description PS3014 - Program Narrative

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

Format: Full-day workshop

Focus: Age-appropriate restorative strategies, building social-emotional skills, and integrating restorative practices into early learning routines

Families as Partners Module

Target Audience: Educators, counselors, and family engagement coordinators

Format: Full-day workshop

Focus: Engaging families as partners in restorative practices, promoting collaboration, and building community support

Fidelity Continuum Scale

Target Audience: District and campus leaders, restorative coordinators

Format: Full-day workshop

Focus: Measuring and monitoring implementation fidelity, assessing school climate, and guiding continuous improvement

Following each module, ESC staff will provide follow-up coaching and check-ins with participating campuses to support implementation. This includes onsite visits, virtual sessions, and guidance on integrating restorative practices into school culture, PBIS frameworks, and special education supports. Data collection, feedback, and action planning will ensure continuous growth and sustainable implementation across all campuses. This schedule allows districts to build capacity gradually while providing full-day PD experiences for leadership, staff, and families to fully engage with restorative practices and gain practical strategies for immediate application.

3. b. Describe how the grant project aligns with the ESC vision and mission.

The Restorative Practices project fits perfectly with ESC 5's vision and mission by giving schools practical, hands-on support that makes a real difference for students.

Vision: ESC 5 aims to be the provider of choice for education services and solutions. By offering TEA's Restorative Practices Training Modules, we provide districts with a proven, research-based approach to improving school climate, reducing exclusionary discipline, and promoting equity. This program strengthens ESC 5's role as a trusted partner that districts can rely on for effective solutions.

Mission: ESC 5's mission is to help schools meet the needs of students in efficient and economical ways. This project does just that by delivering full-day trainings and ongoing coaching that give staff the skills and confidence to implement restorative practices successfully. By building local capacity and connecting with existing mental health and special education supports, we make it easier for schools to sustain these strategies long-term—benefiting students without requiring unnecessary extra resources.

This project helps schools build and implement safer, more meaningful environments while efficiently supporting staff and ensuring restorative practices are sustainable.

4. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

n/a



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Program Description PS3014 - Program Narrative

B. Qualifications and Experience for Key Personnel

1. a. The ESC must hire a designated full-time Restorative Practices staff member, who has, at minimum, attended the TEA's Restorative Practices Tier 1 Administrator Training and received a certificate of proof. Describe how this role will be recruited.

The ESC will recruit the designated full-time Restorative Practices staff member through a targeted hiring process designed to ensure both qualifications and alignment with TEA's requirements. The position will be posted on the ESC's employment portal, ESC Facebook page, as well as statewide education job boards, to reach a broad pool of candidates with experience in restorative practices, behavior support, and inclusive school systems.

Minimum qualifications will include a valid educator certification, demonstrated experience in implementing restorative practices in school settings, and completion of TEA's Restorative Practices Tier 1 Administrator Training, with proof of certification required prior to hire.

The recruitment process will emphasize applicants' ability to serve as effective presenters, with the capacity to deliver engaging professional development and coaching for administrators and teachers. Candidates will also be required to model a restorative practices presentation during the interview process, allowing the ESC to evaluate both their content knowledge and presentation style.

Screening will include a review of training credentials, prior work in restorative practices, and evidence of success in fostering positive school climates. Finalists will be selected based on their ability to lead implementation, provide ongoing support to LEAs, and strengthen school culture through restorative practices.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

This intentional recruitment strategy ensures the ESC hires a qualified professional who can effectively deliver training, model best practices, and support districts in alignment with TEA's restorative practices framework and grant expectations.

3. b. The hired personnel should have training experience and be able to engage participants in discussions, role-playing, modeling, and note-taking during training sessions, as well as ensuring the completion of preparatory assignments prior to each training session. Describe the experience and background of an ideal candidate for this position.

The ideal candidate for this position is someone who not only understands restorative practices but has experience putting the practice into action on a school campus. This person has completed TEA's Restorative Practices Tier 1 Administrator Training and has successfully led circles, restorative conferences, and community-building activities with students and staff. They bring practical examples from their work, such as facilitating a circle after a classroom conflict or coaching teachers through restorative conversations, that make their training sessions feel authentic and relevant.

They also have experience leading professional learning for adults and know how to keep sessions engaging. Rather than sitting through a lecture, participants will practice skills through role-playing, group discussion, and reflection activities. The candidate models what restorative practices look like in action and guides educators in trying the strategies themselves, making sure each person walks away with tools they can use right away.

In addition, the candidate values preparation and accountability. They are skilled at designing pre-session assignments such as short reflections or case studies, and then weaving those into the training so that participants come ready to learn and share.

Most importantly, this person is approachable, collaborative, and passionate about helping educators shift from traditional discipline approaches to restorative ones. Their ability to connect with

4. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

participants, whether they're classroom teachers, counselors, or administrators, creates an environment where people feel comfortable learning, practicing, and even making mistakes as they grow.

This mix of real-world school experience, strong facilitation skills, and a genuine commitment to building positive school cultures makes them the right fit to lead this important work.



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

1. a. The ESC will describe how it will actively recruit participants to the Restorative Practices training by actively marketing to school systems.

The ESC will take a proactive approach to recruiting participants for Restorative Practices training by using multiple strategies to reach school systems across Region 5. We will actively market the opportunity through direct communication with district and campus administrators, including superintendents, special education directors, principals, and counselors. Personalized outreach, such as phone calls, emails, and director meetings, will highlight how Restorative Practices can support campuses in reducing disciplinary removals, improving school climate, and building stronger student-teacher relationships.

In addition, the ESC will use existing communication platforms, such as Smores/newsletters, flyers, and our ESC website, to promote upcoming sessions. Training opportunities will also be spotlighted during regional director meetings, leadership cohorts, and work-alike groups so district leaders can share information directly with their staff.

To expand awareness, we will partner with other ESC departments to share information about Restorative Practices training in their outreach and events. Social media channels will be used to showcase success stories, highlight the training and supports provided, and share participant feedback, helping districts see the real benefits of participation.

Finally, the ESC will tailor marketing efforts to meet district needs by connecting

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

Restorative Practices to current priorities, such as addressing disproportionality, supporting mental health, and building meaningful learning environments. This personalized and multi-channel approach will ensure districts not only learn about the training but also recognize its immediate relevance and value for their campuses.

3. b. The ESC will describe how it will effectively participate as a provider of the TEA Restorative Practices Training Modules.

The ESC will effectively participate as a provider of the TEA Restorative Practices Training Modules by delivering each module with fidelity while tailoring the approach to meet district and campus needs. Our trainers will actively engage participants through discussion, role-playing restorative conversations, modeling circles and conferences, and guiding structured note-taking to reinforce key concepts.

To ensure participants are prepared and actively learning, the ESC will require completion of pre-session assignments, review those submissions, and incorporate them into the training for reflection and application. We will also provide ongoing support after each session, including follow-up coaching, feedback on implementation, and access to additional resources to help educators apply restorative practices in their classrooms.

The ESC will collaborate closely with district leaders to align the training with campus goals, such as reducing disciplinary removals, addressing disproportionality, and improving school climate. By combining TEA's module requirements with hands-on practice, individualized coaching, and continuous support, the ESC will ensure participants gain both the knowledge and practical skills necessary to successfully implement restorative practices in their schools.

4. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

n/a

5. c. The ESC will describe in its proposal how it will coordinate existing programs and resources with the new program and resources. Describe the activities to help coach and support campus implementation of Restorative Practices.

The ESC will coordinate existing programs and resources, including our mental health and special education initiatives, with the new Restorative Practices program to provide a comprehensive and integrated approach to campus support. By leveraging these established services, we will ensure restorative practices complement social-emotional learning, behavioral interventions, and individualized student supports, creating a seamless system for student success.

To coach and support campus implementation, the ESC will:

Collaborate with District and Campus Staff: We will work directly with counselors, special education staff, campus behavior coordinators, and administrators to identify specific campus needs and opportunities for restorative practices. For example, we will assess disciplinary trends, behavioral challenges, and student engagement data to design implementation strategies that align with existing behavioral supports and IEP accommodations. Collaborative planning sessions will be held to integrate restorative practices into classroom routines, conflict resolution protocols, and student support plans.

Onsite and Virtual Coaching: ESC staff will provide personalized coaching through both onsite visits and virtual support sessions. This will include modeling restorative conversations, demonstrating how to facilitate circles and restorative conferences, co-teaching sessions with campus staff, and providing feedback on staff implementation. We will also guide staff in



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Program Description PS3014 - Program Narrative

6. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

adapting restorative practices for all learners, including students with social-emotional challenges or disabilities, ensuring equitable participation and positive outcomes for all students.

Integration with Mental Health Supports: We will coordinate closely with school counselors, social workers, and other mental health professionals to ensure restorative practices reinforce existing supports. For example, restorative circles may be used to build social-emotional skills, manage conflict, or address trauma triggers in a structured way. Staff will receive guidance on linking restorative practices with counseling interventions.

Resource Alignment and Support: The ESC will provide tools, templates, and guidance that connect restorative practices with current programs such as PBIS, IEP goals, and behavioral intervention plans. This includes sample lesson plans, circle protocols, reflection prompts, conflict resolution guides, and tracking templates that allow staff to document progress and fidelity. Staff will also have access to resource libraries, follow-up webinars, and office hours for individualized support, ensuring restorative practices are consistently applied across classrooms and campuses.

Data-Driven Monitoring: The ESC will assist campuses in collecting and analyzing data on implementation and outcomes. This includes tracking reductions in disciplinary removals, changes in behavior referrals, improvements in school climate surveys, and student engagement metrics.

D. Performance and Evaluation Measures

1. The ESC will use the state's evaluation tool at the end of each training to determine when the participants will implement trainings and assess participant learning. These metrics will be shared with the TEA. How will the data collected be shared in a timely manner with TEA after each training?

The ESC will ensure that all data collected from the state's evaluation tool is compiled, analyzed, and shared with TEA in a timely and organized manner following each training session. Immediately after each session, ESC staff will review evaluation submissions to assess participant learning, engagement, and readiness to implement restorative practices at their campuses. This includes analyzing responses to measure knowledge gained, confidence in applying strategies, and feedback on the effectiveness of training delivery.

Within five business days of each training, ESC staff will prepare a summary report of the evaluation results, including both quantitative metrics and qualitative insights. These reports will be submitted directly to TEA, ensuring timely and accurate communication.

In addition, the ESC will maintain an internal tracking system to monitor trends across multiple sessions, allowing staff to identify patterns in participant learning, areas needing additional support, and successful strategies for implementation. This internal data will inform follow-up coaching and resources provided to districts, while ensuring TEA receives up-to-date information to monitor program effectiveness.

By implementing a clear process for immediate review, reporting, and follow-up, the ESC will provide TEA with timely, actionable data that reflects both participant learning and anticipated implementation of restorative

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

practices in schools.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

1. The ESC will describe in its proposal the project budget and how it will meet the needs and goals of the program, including staffing, project design, and resources needed to support the implementation of the grant. Describe the proposed budget and how it will meet the needs and goals of the program.

The proposed budget for this project is designed to directly support the goals of the Restorative Practices program by addressing the specific needs of participating districts and ensuring effective, sustainable implementation. Funding will be allocated strategically across staffing, project design, resources, and professional development activities.

Staffing: A significant portion of the budget will support a full-time Restorative Practices trainer who will lead all training sessions, model restorative strategies, and provide ongoing, hands-on coaching and support to campuses. Additional funding will cover associated benefits and office space expenses necessary to support the trainer's work.

Project Design: The budget includes costs associated with planning and delivering interactive training sessions, integrating TEA's Restorative Practices modules, and tailoring content to meet district-specific needs. This includes the development of session materials, pre- and post-training assignments, and follow-up coaching sessions. Travel expenses are included to allow the trainer and supporting staff to provide onsite coaching, attend district meetings, and conduct follow-up observations, ensuring hands-on support and professional development occurs where it is most needed.

Resources: Funds are allocated for both digital and printed training

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

materials, including facilitator guides, reflection templates, circle and conference protocols, and tracking tools for monitoring student and staff outcomes. Technology costs are included for virtual sessions, webinars, and secure data reporting to support accessibility across all districts.

Ongoing Professional Development: The budget also includes professional development for the Restorative Practices trainer and key ESC staff to maintain fidelity to TEA's program requirements and stay current on best practices. This includes attendance at TEA trainings, regional restorative practices conferences, and collaboration with other ESCs. These opportunities ensure that ESC staff continue to build expertise and bring the most up-to-date strategies and supports back to participating districts.

By aligning the budget with these specific needs, including travel for onsite support and ongoing professional development, the ESC ensures staffing, program design, and resources work together to meet the program's goals. Every allocation is intended to maximize participant engagement, provide sustained coaching, and create measurable improvements in school climate, student behavior, and district capacity for restorative practices.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. If awarded, you will be required to budget your planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

The budget includes funding for a full-time Restorative Practices trainer with an annual salary of \$80,000. Including benefits, the total cost for this position is \$104,755.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

The budget includes funding for office rental space, telephone and technology fees, and rental of meeting rooms to support training and coaching activities. The total cost allocated for these professional and contracted services is \$20,000.

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

The budget includes \$15,000 for printing, supplies, and training materials necessary to support the Restorative Practices program. This includes participant handouts, facilitator guides, reflection templates, circle and conference protocols, and other instructional resources used during training sessions and follow-up coaching.

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

The budget includes \$15,000 for travel expenses for ESC personnel to attend Restorative Practices professional development and TEA trainings, as well as travel within the region to provide onsite coaching and support to participating districts.

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

6. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$154755



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Program Description PS3014 - Program Narrative

G. Sustainability of Project

1. Include a sustainability plan outlining how the applicant will continue to support Restorative Practices beyond the grant period, including staffing, funding, and providing coaching to develop school systems in implementing Restorative Practices as an alternative to exclusionary discipline.

The ESC is committed to ensuring that Restorative Practices continue beyond the grant period by building the capacity of the LEAs through staffing, funding strategies, and ongoing coaching.

Staffing: The full-time Restorative Practices trainer funded through the grant will play a central role in LEA sustainability efforts. This ESC staff member will work closely with district and campus leaders to:

1. Identify and mentor district-based restorative practice champions who can lead circles, facilitate conferences, and support peers in implementing restorative strategies.
2. Develop and implement a campus-specific sustainability plan that outlines steps for continuing restorative practices, including timelines, staff roles, and integration with existing behavioral and SEL programs.
3. Provide ongoing coaching and modeling to teachers, counselors, and administrators on applying restorative practices in real-world scenarios, with a focus on reducing discipline.
4. Train staff to use data for continuous improvement, helping districts monitor implementation fidelity, track reductions in disciplinary removals, and adjust strategies based on student needs.
5. Facilitate communities of practice among district staff to encourage peer learning, sharing of successes, and problem-solving around challenges in implementing restorative practices.

Funding: The ESC will assist LEAs in leveraging existing budgets, including professional development

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

funds, behavior support programs, and special education initiatives, to continue training and coaching. The ESC will also help identify additional grant opportunities or district funding to sustain restorative practices over time.

Coaching and Implementation Support: Beyond the grant period, the ESC staff member will continue to provide targeted support through scheduled coaching visits, virtual check-ins, and ongoing access to resources, including guides, templates, and professional learning modules. This ensures that restorative practices are embedded into campus routines, PBIS frameworks, and IEP supports, creating a lasting culture of restorative discipline.

By directly mentoring staff, building internal capacity, and providing structured follow-up support, the ESC staff member ensures that LEAs have the skills, resources, and systems in place to maintain and sustain restorative practices as an effective alternative to exclusionary discipline.



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2025-2026 Authorized Providership for Restorative Practices

Program Description

PS3400 - Equitable Access and Participation

Part 1 : Equitable Access and Participation

Help

Indicate below whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by any grant within this application.
☐ Barriers exist to equitable access and participation for the following groups receiving services funded by any grant within this application, as described below.

Barriers

Group	Description
1. Select One ▾	

Add Line

Remove Line



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Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: (IDEA), as amended (P.L. 108-446), Part B, Section 611; 34 CFR 300.704(b) Other State-level Activities

Part 1: Available Funding

Available Funding	
Description	25-26 Authorized Providership
1. Fund/SSA Code	266
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	25-26 Authorized Providership
1. Consolidated Administrative Funds		☐ Yes ☐ No
2. Payroll Costs	6100	\$0
3. Contracted Professional and Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
9. Indirect Costs		
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

C. Breakout of Direct Admin Costs

Part 2C Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.

2025-2026 Authorized Providership for Restorative Practices

Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	25-26 Authorized Providership
	\$0

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	25-26 Authorized Providership
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	25-26 Authorized Providership
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

C. Campus Positions	
Position Type	25-26 Authorized Providership
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	☐
2. Extra duty pay/beyond normal hours for positions not indicated above	☐
3. Substitutes for public and charter school teachers not indicated above	☐
4. Stipends for positions not indicated above	☐

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. ☐ The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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Program Budget BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	25-26 Authorized Providership
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	25-26 Authorized Providership
1. Service:	
Specify Purpose:	
Add Item Delete Item	
Total Professional and Consulting Services Costs	



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Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	25-26 Authorized Providership
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference LEA must keep documentation locally.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$0
Total Other Operating Costs		\$0

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



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2025-2026 Authorized Providership for Restorative Practices**Program Budget
BS6501 - Debt Services****Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs**

Budgeted Costs		
Description	Class/ Object Code	25-26 Authorized Providership
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription		
☐	1. SBITA Description:	Subscription Cost:
	Fund Source: Select One	Contract Start Date: Contract End Date:
	Add Item	Delete Item

Part 3: Description of Property

Property		
☐	1. Property Description:	Property Value:
	Fund Source: Select One	Contract Start Date: Contract End Date:
	Add Item	Delete Item



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2025-2026 Authorized Providership for Restorative Practices**Program Budget
BS6601 - Capital Outlay****Part 1: Capital Expenditures**

Budgeted Costs	
Description	25-26 Authorized Providership
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items	
☐	1. Generic Description: Number of Units: Fund Source: Select One Total Costs: Describe how the item will be used to accomplish the objective of the program:

Add Item

Delete Item



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2025-2026 Authorized Providership for Restorative Practices

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. ☒ I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. ☒ I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. ☒ I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. ☒ I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification: a. ☒ I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements. Lobbying Certification b. ☐ This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below. Instructions for completing and attaching the Disclosure of Lobbying Activities form. • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0