2025-2026 Discipline and Behavior Supports Grant
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, August 5, 2025

TEA Texas Education Agency®

NOGA ID

Authorizing legislation	**Authorized by PPL 108-446, IDEA, as amended, Part B, Section 611. Sec. 611. (a).**

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov.**

The IDC 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, August 5, 2025**.

Grant period from	**September 1, 2025 to August 31, 2026**

Pre-award costs are not permitted for this grant program.

Application stamp-in date and time

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	American Institutes for Research	CDN	TX-037	Campus		ESC		UEI	MCN6J5L6M3T4

Address	10801-1 N Mopac Expressway Suite 360	City	Austin	ZIP	78759	Vendor ID	1250965219

Primary Contact	Sarah Benz	Email	sbenz@air.org	Phone	202-403-5000

Secondary Contact	David Passero	Email	AIRproposals@air.org	Phone	202-403-5053

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

☒ IDC application, guidelines, and instructions

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name	Carmen Fermin	Title	Sr. Director, Business Development

Email	AIRproposals@air.org	Phone	202-748-4982

Signature	*Carmen Fermin*	Date	07/29/2025

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are **not** permitted for this grant.

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 2025-2026 Discipline and Behavior Supports Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Discipline and Behavior Supports Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant 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 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant 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.

☒ 7. The applicant assures funds will be used as stipulated in this document and use of funds other than in the manner authorized may be construed as misuse and may result in the reclamation of these funds.

☒ 8. The applicant will account for all funds separately and appropriately according to generally accepted accounting principles, the Financial Accountability System Resource Guide, and the Program Guidelines.

☒ 9. All encumbrances shall occur on or between the beginning and ending dates of the grant. The grantee must liquidate (record as an expenditure) all obligations (encumbrances) incurred between the beginning and ending dates of the grant. The term obligation means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere.

☒ 10. Products, materials, and outputs, etc. (hereafter called "products"), funded with IDEA-B funds and developed by the grantee (or subcontractors, agents, or assignees under the direction of the grantee) are the property of TEA. Within an agreed-upon timeframe after the development of such products, the grantee shall provide to TEA the native/source files and all assets acquired with grant funds.

☒ 11. IDEA-B discretionary funds must be used for activities that are directly related to the improvement of services to students with disabilities, ages 3 through 21.

Statutory/Program Assurances (Cont'd)

☒ 12. TEA maintains the right of final approval of all products before publication, dissemination, or presentation.

☒ 13. The grantee may not promote commercial products on project websites or products without the express written consent of TEA.

☒ 14. The grantee may not reference or link to Common Core Standards or materials in any way on project websites or products.

☒ 15. The grantee is responsible for citing resources appropriately and ensuring proper permissions are obtained, if applicable, for the use of all published content, including but not limited to published research material and video recordings, used on project websites or products.

☒ 16. The grantee is responsible for obtaining, and submitting to TEA, the proper permissions using the appropriate TEA Release Form when recording or photographing individuals for use in project videos and images prior to use or dissemination. Additionally, the grantee shall submit to TEA all images used in products developed with grant funds.

☒ 17. All products intended for use with parents and families will be at a 6th-grade reading level or less and made available in English and Spanish.

☒ 18. Any personnel, agencies, or organizations subcontracted by the applicant must have the appropriate licenses, credentials, and skills to perform the services required (19 TAC §89.1131).

☒ 19. The percentage of staff salary funded by this grant program should directly correspond to the amount of time he or she works on grant projects and activities. For example, staff who are 100% funded by the 2025-2026 Discipline and Behavior Supports Grant will spend 100% of their time and effort on activities to implement the grant.

☒ 20. A non-Federal entity (i.e., grantee) may not earn or keep any profit resulting from Federal financial assistance (i.e., trainings developed and implemented from IDEA-B funds) per Code of Federal Regulations (CFR) §200.400. However, a nominal fee may be charged to recoup costs for materials, logistics, and travel. Costs for trainings should not be a barrier to a local education agency (LEA) participating in training and coaching. Please note that recoupment of costs are not eligible for expenses reflected in the budget submitted to TEA as part of the grant application.

☒ 21. The applicant provides assurance that the required proof of nonprofit status will be submitted with the grant application as described in the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File section.

☒ 22. Any personnel or consultant travel approved in this grant must be reimbursed according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act.

☒ 23. Special education personnel in an educational related setting working with students will be certified, endorsed, or licensed in the area of assignment in accordance with provisions in 19 TAC Chapters 227-242, as appropriate, or their licensing agency. All special education teachers must meet the criteria for special education teachers in accordance with 19 TAC Chapter 231.

☒ 24. The applicant will comply with all reporting requirements (34 Code of Federal Regulations [CFR] §300.645, Program Guidelines, Public Education Information Management System [PEIMS] Data Standards, and Education Department General Administrative Regulations [EDGAR], as applicable) in a timely manner.

☒ 25. This application and all related documents, evaluations, and reports will be available to parents/families and to the general public (34 CFR §§76.304 and 300.212).

☒ 26. The applicant assures that funds expended for services, programs, and projects comply with EDGAR, as applicable, and 34 CFR Part 300.

☒ 27. The grantee will collaborate with TEA staff to provide any necessary documentation and related information to accomplish the goals of this project. This includes, at minimum, quarterly reports provided to TEA by the grantee that track progress on metrics and other data described in the approved required activities document.

☒ 28. The grantee will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.

Statutory/Program Assurances (Cont'd)

☒ 29. The grantee will participate in, at minimum, monthly calls with TEA staff to provide progress updates on activities.

☒ 30. All products created for public dissemination will comply with the current version of the TEA Brand Book, Style Guide, and copyright standards. Such products will carry the TEA logo in addition to the project logo (i.e., Texas SPED Support, SPEDTex, Legal Framework). Other project logos must be approved by TEA prior to use.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The American Institutes for Research (AIR®), in partnership with TEA, will create a program of state-level professional development and technical assistance materials to equip district and Education Service Center (ESC) staff with the knowledge and skills to support students with disabilities who exhibit challenging behaviors. Our approach—grounded in research-based behavioral strategies and high-quality instructional design—offers training materials across three levels: Knowledge Acquisition, Skill Application, and Scale and Expand. Each level builds on content provided in the previous level. The Knowledge Acquisition and Skill Application levels include materials to train district and ESC staff. The Scale and Expand level includes materials for district and ESC staff to train other stakeholders in skills developed in the first two levels. The proposed program will ensure that TEA has a pipeline of district and ESC staff experts who (a) have the knowledge and skills to oversee supports for students with disabilities who exhibit challenging behaviors and (b) are equipped to scale and expand training to other stakeholders across the state. Materials developed for the Knowledge Acquisition level will focus on increasing the foundational knowledge of district and ESC staff in the following topics: basic behavioral principles, conducting systematic functional behavioral assessments (FBAs), high-quality intensive behavioral interventions using data-based individualization (DBI), reframing of individual- and systems-level approaches to discipline, behavioral skill development as an alternative to exclusionary discipline, and collaboration with families to support student behavior. The materials created at this level will be distributed to all district and ESC staff via webinars, toolkits, one-pagers, infographics, and synchronous or asynchronous courses/ modules. Building on the first level, we propose materials for the Skill Application level that focus on methods for district and ESC staff in leadership roles (e.g., TIER trained staff, regional behavior specialists) to apply and integrate skills into local district, school, and classroom practices. Topics to be addressed include integrating research-based behavioral practices into behavior intervention plans (BIPs) and individualized education programs (IEPs); creating or revising regional or district policies to include positive and proactive behavioral supports; developing behavioral strategies for secondary settings; using data to make decisions about intensive behavioral interventions; and using data to monitor and address disproportionality. Tools developed may include skills workshops, synchronous courses, coaching manuals, and communities of practice (CoPs). Our team will collaborate with TEA to create a certification process to ensure that district and ESC leaders have met established criteria and have the skills necessary to engage with the Scale and Expand level. Our third proposed level, Scale and Expand, will train district and ESC staff to train other stakeholders (e.g., school leaders, teachers, related service providers, paraprofessionals, families) in the concepts from the previous levels. These materials will provide district and ESC staff training in best practices for adult learning. Examples of materials include train-the-trainer courses, 1:1 coaching manuals, and advanced skills workshops in training methods. Our approach allows us to scaffold training materials to meet district and ESC staff where they are while building in opportunities to scale and expand training across the state and to families.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Caitlyn Majeika, PhD, proposed Project Director, will oversee project operations, staffing, and budget and serve as the primary point of contact for TEA.	15 years of experience implementing behavior assessments and interventions
Sarah Benz, PhD, proposed Senior Advisor, will provide expert-level guidance to staff and implement quality reviews of project materials.	5 years of experience managing Texas projects on reducing disproportionality
Brittany Sterrett, PhD, proposed Lead Content Developer, will lead the development of training materials.	15 years of experience supporting students with emotional and behavioral disorders

Goals, Objectives, and Strategies

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

In partnership with TEA, our team will create state-level training materials, tools, and resources to achieve three objectives. The first objective is to increase knowledge of district and ESC staff in best practices for behavior support to meet the unique needs of students with disabilities who exhibit challenging behavior. To meet this objective, we will create a scaffolded suite of materials that teach core behavior principles ranging from foundational to advanced concepts. Each set of training materials will include customized knowledge checks as a measurable way to assess mastery. We will create guidelines for acceptable scores that demonstrate mastery of knowledge or a need to reengage with a specific training exercise. The second objective is to increase fidelity of skill application of district and ESC staff to implement behavior supports for students who exhibit challenging behavior across a variety of settings. To meet this objective, we will develop training materials aimed at teaching district and ESC staff in leadership roles how to apply the skills learned to policy development, data management, and FBA/BIP supervision. These trainings will include quality standards/metrics for measuring the extent to which a concept is implemented or applied with quality (e.g., FBA/BIP quality standards). The third objective is to scale and expand knowledge across a variety of contexts and stakeholders. District and ESC staff are the initial audience for acquiring knowledge and skills. However, our program also includes the development of train-the-trainer materials that will build the capacity of district and ESC staff to become expert trainers of school-based stakeholders (e.g., school staff, related service providers, paraprofessionals) and community stakeholders (e.g., parents/guardians, community agencies). This objective supports the statewide scaling of best practices for supporting behavior.

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.

Our team, in partnership with TEA, will create systems to measure performance and outcomes across three groups: trainees, trainers, and students with disabilities. Our program will include Trainee Evaluation Measures (Knowledge Acquisition level and Skill Application level), gathering data from two sources: dosage; and trainee beliefs, knowledge, and skills. To gather data on dosage, we will collaborate with TEA to collect user analytics to assess the extent to which trainees are interacting with the training materials (e.g., unique visits per resource; time spent completing modules). To gather data on how the trainings impact trainee beliefs, knowledge, and skills, we propose to administer mastery checks to collect pre-post assessment data from each trainee. The mastery checks will measure content knowledge and quality of skill application. Together, these sources provide TEA data to understand who is receiving each type of training and the extent to which their beliefs, knowledge, and skills change as a result of training. Our program also will include Trainer Evaluation Measures (Scale and Expand level), gathering data from two sources: fidelity of training implementation; and impact on trainee beliefs, knowledge, and skills. To measure fidelity of training implementation we propose to create trainer manuals that will include fidelity checklists aligned with each training activity. For example, a fidelity tool for a training-of-trainers series will capture data on who attended each session, the extent to which the trainer presented the material, the extent to which the trainer conducted training with fidelity, and procedures for administering pre-post surveys. The trainer manuals, with their associated fidelity checklists, will help ensure that trainers consistently implement training materials as intended. Our team also will create a framework for how TEA collects and provides fidelity feedback to trainers in real time. Next, we propose to create a system to gather data on the extent to which the trainers have an impact on the beliefs, knowledge, and skills of the stakeholders they train. These measures will be the same as described earlier but tailored for individuals who have received training from the trainers. Finally, our program will include a Framework for Student Performance Measures. We recognize that the impact of professional learning on student outcomes is more distal than for trainees and trainers. Thus, we propose collaborating with TEA to develop a framework for a multiyear data collection system (closely linked to the Office of Special Education Programs [OSEP] monitoring indicators) that will support TEA in collecting student outcome data related to behavioral supports, BIPs, IEPs, FBAs, and disproportionality before and after the training program is in place. These data will allow TEA to better understand the extent to which training of stakeholders across the state influences outcomes of students with disabilities across Texas.

Budget Narrative

Describe how funds will be used with fidelity for activities in relation to the development of training and resources on topics outlined in the program purpose.

To achieve the proposed goals, the project will fund the following personnel for a total of $901,766. Dr. Caitlyn Majeika will serve as project director at 30% FTE. Dr. Majeika will provide overall project leadership including overseeing project staffing and monitoring the budget to ensure that funds are used with fidelity. Dr. Majeika will serve as the main point of contact for TEA. Dr. Sarah Benz (17% FTE) will serve as senior advisor to ensure alignment with existing TEA initiatives and adherence to TEA's and AIR's quality assurance standards—helping reduce cost and turnaround time for TEA. Dr. Brittany Sterrett (35% FTE) will lead content development and will be supported by Sara Evans (35% FTE) and Dr. Jenna Basile (30% FTE). All three content developers bring extensive expertise in providing behavior supports for students with disabilities, as well as expertise training state-, district-, and school-level staff. Dr. Jason Harlacher (15% FTE) will serve as the lead instructional designer to ensure that materials developed include research-based strategies for adult learning. Dr. Kaitlin Anderson (20% FTE), evaluation lead, will oversee the development, measurement, and reporting of all evaluation efforts within the scope of work. We also propose to engage with up to three senior advisors. We propose consulting with Dr. Jason Gibson, a specialist in family and community engagement, to develop and review all parent- and community-facing materials. We also recommend including Texas-based experts, to be agreed upon in consultation with TEA, specializing in behavior to ensure that content incorporates the latest research and best practices.

Within the budget, we allocated funds across five tasks. Task 1: Project Management ($98,598) supports project management activities, including time for Dr. Majeika to attend weekly meetings with staff and TEA and provide quarterly written updates to TEA about task and budget status, and funds for Drs. Majeika and Benz to travel to Austin to meet with TEA for project kickoff. Task 1 also includes time for Dr. Majeika to monitor the project budget to ensure that all funds are used with fidelity across planned activities. To support project management, AIR has a financial recording system that will easily allow the project director to track spending by tasks and category. Each AIR project also has a financial analyst who works directly with the AIR project leadership to track budgets, partner expenses, forecasts, and billing. The budget for Task 2: Knowledge Acquisition ($233,523) includes funds for course development activities, including time for Drs. Majeika, Sterrett, Harlacher, and Basile and Evans to design course content. Dr. Anderson will ensure that evaluation components are integrated into courses. A graphic designer, editor, and quality assurance reviewer will ensure that all materials meet quality standards with no more than two feedback reviews from TEA. Task 3: Skill Application ($338,398) supports the development of the skills application materials by Drs. Majeika, Sterrett, Harlacher, and Basile and Evans. Materials may include modules, CoP resources, toolkits, and/or webinars. A graphic designer, editor, and quality assurance reviewer will ensure that all materials meet quality standards. The budget includes up to two rounds of feedback from TEA. Task 4: Scale and Expand ($188,433) supports the development of train-the-trainer courses, 1:1 coaching manuals, parent engagement materials, and advanced skills workshops. Resources for families will be available in Spanish and English. The budget allows for a graphic designer, editor, and quality assurance reviewer. Task 5: Dissemination ($42,814) includes time for Dr. Majeika to develop a statewide dissemination plan for resources and courses and for Drs. Majeika, Benz, and Sterrett to aid dissemination efforts through webinars and/or conference presentations.

Statutory/Program Requirements

1. Describe your knowledge and experience on the behavior topics identified in the program guidelines and outline your plan to address any gaps. Provide specific details on how you will support trainers and ensure fidelity of implementation for trainers and trainees, citing evidence of your previous success in training and coaching.

AIR is ready, from day one, to implement the scope of work outlined in this proposal to address behavior needs in Texas schools. Our proposed project team includes leaders who have deep expertise in behavioral support for students with disabilities and decades of experience designing and implementing high-quality technical assistance and professional learning for large-scale teacher and leader development projects.

Our proposed project team includes experts in the field of behavior who have prior experience as special education teacher leaders, administrators, and university faculty. All staff bid in key roles are veteran classroom teachers with extensive, hands-on experience developing and monitoring classwide and individual behavioral strategies; conducting FBAs; developing, implementing, and monitoring BIPs and IEPs; and intensifying and individualizing behavioral supports for students exhibiting behavioral challenges. Our key personnel have more than 3 decades of combined experience supervising school and district programs, conducting professional learning for leaders and staff, coaching staff, creating systems for instructional quality and legal compliance, analyzing data, and leading school-based Multi-tiered Systems of Support (MTSS) and intervention teams. Dr. Majeika is a former special education teacher and professor at the University of North Texas and holds advanced certifications in behavioral principles. She has more than 15 years of experience conducting behavior assessments and interventions. Dr. Benz is a former special education teacher and district administrator with an established portfolio of work focused on supporting states and districts in preventing and addressing significant disproportionality. Her work includes a 5-year disproportionality project with TEA (LEADS Initiative, described in a subsequent section). Dr. Sterrett has 15 years of experience supporting students with emotional and behavioral disorders through her roles as classroom teacher, leader, researcher, and technical assistance provider. She currently leads multiple statewide projects focused on training educators and leaders in special education policy and practices.

Our staff have expertise in the design and implementation of high-quality technical assistance and professional learning that draws on research-based theories of adult learning. All proposed key staff have at least 10 years of experience leading federal, state, and local professional development projects. In these roles, Drs. Benz, Majeika, and Sterrett routinely develop, implement, and monitor trainings, CoPs, and coaching sessions for state and district leaders, as well as educators and school staff. These efforts are grounded in best practices for adult learning and draw from research-based instructional strategies focused on explicit instruction and assessment to monitor learning. Although our team has extensive experience in behavior supports for students with disabilities, our proposed program of development also includes opportunities to consult with experts in the areas of family engagement, early childhood education, and integration of behavior supports within academic instruction. These consultations will allow our team to access experts in areas in which our team has less extensive experience.

As experienced trainers and technical assistance providers, AIR staff are experts in building the capacity of staff to deliver training and technical assistance with fidelity. As described in the Performance and Evaluation Measures section, our proposed program includes the development of a framework to help TEA monitor fidelity of trainings for trainees and trainers. AIR has demonstrated success with measuring and reporting fidelity of trainings within the scope of other state-level projects, including projects with TEA. For example, in the TEA Leaders and Educators Addressing Disproportionality in Special Education (LEADS) Initiative, AIR measures and reports on fidelity of training and coaching activities. In AIR's Connecticut IEP Quality Training Project, our team has created systems to monitor implementation of asynchronous and synchronous training modules. Our team has experience building systems to gather participant feedback, using the results to incorporate changes into the training materials, and summarizing findings into evaluation reports. In a recent quarterly report for the LEADS Initiative, more than 90% of participants rated the training/coaching activities as high quality, relevant, and useful. Also, our MTSS Center trainings have generated average participant satisfaction ratings of 88% across all projects.

Statutory/Program Requirements (Cont.)

2. Describe your experience with activities similar to the additional requirements of this grant, such as stakeholder engagement, technical assistance, collaboration with other organizations, resource development, data collection, analysis, and reporting. Include details on how you have successfully navigated emerging needs within the parameters of previous grants.

AIR has a large portfolio of work focused on stakeholder engagement; technical assistance; collaboration with other organizations; resource development; and data collection, analysis, and reporting across states, including Texas. Success with past and current projects has equipped our team with essential insight into the landscape of state departments of education, including TEA, and highlights our ability to collaborate with leaders to ensure that programs align with state initiatives, priorities, and policies.

AIR's portfolio includes large-scale projects with state departments of education, including multiple active contracts with TEA. Under the leadership of Dr. Benz, AIR operates the Leaders and Educators Addressing Disproportionality in Special Education (LEADS) Initiative to support LEAs in Texas in preventing and addressing significant disproportionality. The project includes conducting root cause analyses, developing an action plan, evaluating and refining implementation, and training ESC staff. Dr. Benz and her team routinely collaborated with TEA to ensure that their work aligned with state priorities and policies. AIR also operates the Texas Education Agency Special Education Performance Diagnostic (SPD) project. AIR supports the TEA SPD grant through the development of diagnostic tools (e.g., rubrics, data mapping) to assist LEA leaders (e.g., special education directors) in assessing the overall health of their systems that support students with disabilities and developing robust improvement plans that lead to enhanced student outcomes. AIR also operates the Flint Community Schools Special Education Program Review. Under the leadership of Dr. Majeika, the project is evaluating the design and delivery of programs and services for students with disabilities, including the use of behavioral interventions for students with disabilities. Under the leadership of Dr. Sterrett, AIR has intensively collaborated with Connecticut state leaders to train all staff on CT IEP Quality Standards. The team developed asynchronous and synchronous professional learning materials, ensuring that all materials created aligned with state-level initiatives and were responsive to varying district contexts. AIR's work also includes projects focused on using stakeholder engagement to understand, adapt, and create resources that address specific contexts (e.g., small and rural schools). AIR leads the Texas Research and Landscape Analysis of Current Special Education Centralized Support Programs in consultation with the Small and Rural Schools Network (SRSN). Across 2 years, this project provided SRSN recommendations for shared service models, such as centralized support programs (CSPs), whereby separate LEAs cooperate to provide special education services to students with intensive needs. The project included interviews with directors of CSPs, a statewide survey, landscape analysis, and development of an interactive map and dashboard. Highlighting our capacity to support system-change efforts, during the past 2 years AIR has led the TEA Lead Strategic Integration Liaison (SIL) & SIL Supports project to develop resources for special education leaders and SILs. Resources developed include a refined TEA Practices Framework, standardized resources and tools to facilitate systems coaching for MTSS, trainer-of-trainer series for SILs, CoP materials, and a research-based comprehensive systems coaching framework. The resources have enabled SILs to collaborate with Executive Leadership Teams in implementing systematic changes, resulting in improved outcomes for students with disabilities.

AIR's portfolio of work includes national technical assistance centers that help train state, district, and school leaders and educators on behavior supports. For more than 15 years, AIR has operated the National Center on Intensive Intervention. As center leaders, Drs. Benz and Majeika create and implement technical assistance related to DBI in behavior and academics for students with disabilities. Their work includes translating technical, research-based material into practical resources for a variety of stakeholders (e.g., integrating behavior principles into the DBI process or academic interventions). AIR also operates the MTSS Center to directly train state and district leaders in research-based practices related to MTSS, including the implementation of behavior supports. As lead trainers, Drs. Majeika and Sterrett help district and school leaders assess readiness, build capacity, and provide implementation support for MTSS. This effort includes work across a variety of settings (e.g., large and small districts in rural, urban, and suburban settings across the United States). The training includes developing materials and providing training across many formats, including conducting needs assessments, facilitating virtual and in-person professional learning, and providing direct and ongoing coaching. For the past 15 years, AIR has operated the National Center on Safe Supportive Learning Environments. The center helps schools, districts, institutions of higher education, and state education agencies improve conditions for learning via measurement and program implementation, including using multitiered systems of support, sustaining successful school environments, and managing and implementing related federally funded projects.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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