



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

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**.

Application stamp-in date and time

Grant period from

September 1, 2025 to August 31, 2026

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the 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

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

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.

Building Opportunities and Opening Minds (BOOM) is a 501(c)(3) established in 2016 to help Texas educators keep students engaged in learning by using evidence-based behavior supports and positive relationship-building strategies. Discipline data from 2023 indicate that out-of-school suspensions remain high for many students with disabilities and for campuses that lack trained behavior staff. Rural and small districts report limited access to intensive professional learning on Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP).

With grant funds BOOM will create the Texas Inclusive Behavior Initiative (TIBI)—five asynchronous online courses (English and Spanish, WCAG 2.2 AA) plus virtual coaching and downloadable toolkits. Content will strengthen teacher skills in FBA procedures, BIP writing, classroom management, and tiered Positive Behavioral Interventions and Supports (PBIS). Monthly professional-learning communities and Observe-Model-Co-Plan coaching cycles will help Education Service Center (ESC) specialists and campus teams apply the material in real classrooms. By delivering training online at no cost to districts, TIBI directly addresses BOOM ’ s mission to build educator capacity and meets the grant purpose of expanding high-quality discipline and behavior supports statewide.

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
Project Director – Jamie LeShae Jenkins, M.Ed. (oversight, budget, compliance) EXISTING	Founder & Executive Director, BOOM; 15 years curriculum design and educator coaching; former instructional coach nationwide. LinkedIn Profile: https://www.linkedin.com/in/jleshae/
Research & Evaluation Lead – Dr. Angela Johnson (logic model, data collection, analysis) EXISTING	Ph.D. Educational Research; 15 years higher-education teaching and mixed-methods evaluation consulting LinkedIn profile: https://www.linkedin.com/in/angelaarnell
Technology & Digital Learning Lead – Rhonda Clark (LMS build, accessibility, cybersecurity) EXISTING	18 years full-stack/web development; experience building WCAG-compliant LMS platforms and mobile-first e-learning LinkedIn profile: https://www.linkedin.com/in/rhondakayshow

Goals, Objectives, and Strategies

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

The first goal is to design, field-test, and publish five professional-learning courses with complete toolkits by April 30, 2026. Content will be co-developed during short, agile design sprints with subject-matter experts from several ESCs; two pilot cycles will allow educators to provide usability feedback before statewide release. The second goal is to train four hundred ESC and district trainers by August 31, 2026, and to verify that at least eighty percent of them score eighty-five percent or higher on their post-course assessments. BOOM will host two hybrid Trainer Institutes and require every participant to demonstrate a “ teach-back ” lesson scored with a rubric that mirrors TEA requirements.

A third goal is to provide direct coaching support to one hundred-twenty LEAs—covering every ESC region—through monthly virtual PLC meetings and on-site or virtual Observe-Model-Co-Plan cycles. The final goal is for each coached LEA to create and begin implementing a written action plan that aims to cut out-of-school suspensions for students with disabilities by at least ten percent compared with its own 2024-2025 baseline.

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.

Course-completion data and quiz scores captured by the TEA Learn LMS will show whether educators reach the mastery threshold; results will be reviewed monthly so that any module scoring below expectations can be revised quickly. Implementation fidelity will be monitored with the Tiered Fidelity Inventory and the TEA FBA/BIP quality rubric. Coaches will record baseline scores during their first walkthrough and repeat the measures at mid-year and year-end, providing booster sessions when a campus average falls below seventy percent.

Student outcomes will be tracked through PEIMS discipline records. Dr. Johnson will prepare a quarterly dashboard that shows out-of-school-suspension trends for students with disabilities in every coached campus. A four-question satisfaction survey administered after each major training event will help BOOM verify that at least ninety percent of participants rate the experience “ useful ” or “ very useful. ” De-identified data sets and an annual evaluation narrative will be submitted to TEA in accordance with EDGAR § 200.329.

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.

The grant budget totals \$1,000,000 and allocates resources across six object codes that directly support development and delivery of the Texas Inclusive Behavior Initiative (TIBI).

****Payroll (6100) is budgeted at \$545,000.**** This covers salaries and fringe benefits for the core project team: the project director who oversees implementation and compliance, the research and evaluation lead who manages data and reporting, the technology lead who builds and maintains the learning-management environment, eight regional facilitators who deliver coaching and fidelity checks, and a part-time compliance manager who handles fiscal reporting and amendments.

****Professional and Contracted Services (6200) total \$205,000.**** Key contracted costs include \$90,000 for professional video production and SCORM packaging of the five asynchronous courses; \$30,000 for Spanish and American Sign Language translation to ensure accessibility; \$40,000 for an external consultant who will audit a sample of Behavior Intervention Plans for quality and alignment with statutory requirements; and \$45,000 for secure hosting of the learning-management system, including annual cybersecurity monitoring.

****Supplies and Materials (6300) are set at \$32,000.**** These funds will purchase annual captioning licenses, a behavior-data software subscription that interfaces with PEIMS exports, and professionally printed bilingual toolkits that accompany each online module.

****In-state Travel (6400) is budgeted at \$58,000**** to reimburse mileage and per-diem for facilitators who conduct on-site Observe-Model-Co-Plan visits at up to 120 LEAs statewide, all at the current state travel rates.

****Direct administrative costs are limited to \$50,000,**** staying below the eight-percent cap and covering shared fiscal, human-resources, and basic IT support that cannot be charged elsewhere.

Finally, ****indirect costs are calculated at \$110,000,**** which reflects BOOM ’ s approved unrestricted rate of 11 percent applied to the modified total direct-cost base.

Together, these allocations provide the personnel, professional services, materials, travel, and administrative infrastructure necessary to create, launch, and support TIBI while remaining fully compliant with TEA guidelines.

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.

BOOM staff already deliver training on classroom-management techniques, PBIS at all tiers, restorative conferencing, and social-emotional skill building. If new statutory requirements emerge—such as updates to restraint documentation—BOOM will add a short supplemental module within forty-five days in collaboration with ESC Region 10 legal staff. Trainers will demonstrate content mastery through a scored teach-back lesson, and three walkthroughs per campus will verify implementation fidelity.

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.

In earlier grants BOOM convened parent feedback sessions, collaborated with district curriculum teams, created bilingual resources, and maintained on-schedule financial and narrative reports. Technical-assistance requests were answered within forty-eight hours, and a SharePoint evidence library gave funders real-time access to data and deliverables. The same systems will ensure prompt response to emerging needs and full compliance with grant requirements.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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