



**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 REGION 10 ESC CDN 057950 Campus ESC 10 UEI UQZKSWHRBUH3

Address 400 EAST SPRING VALLEY RD City RICHARDSON ZIP 75081 Vendor ID 751249185

Primary Contact DR. GRACIE WHITLEY Email GRACIE.WHITLEY@REGION10.ORG Phone 972-348-1536

Secondary Contact SUE HAYES Email SUE.HAYES@REGION10.ORG Phone 972-348-1110

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 DR. JANA MELSHEIMER

Title EXECUTIVE DIRECTOR

Email JANA.MELSHEIMER@REGION10.ORG

Phone 972-348-1000

Signature

Dr. Jana Melsheimer

Date Aug 5, 2025

RFA # SAS #

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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.

Region 10 ESC intends to start a team of highly qualified professionals designated to develop a comprehensive series of professional development courses and training modules focused on intensive behavioral interventions, alternatives to exclusionary discipline, and individualized supports. These resources will be designed for statewide implementation and will include online courses, live and recorded webinars, toolkits, and implementation guides. Additionally, the program will provide ongoing technical assistance and coaching to select districts and ESCs, ensuring high-quality implementation and fostering communities of practice through professional learning communities (PLCs).

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
Dr. Gracie Whitley (existing) Director of Special Populations, Region 10 ESC	Dr. Gracie Whitley brings over 25 years of dedicated service in the field of special education, having held diverse roles such as Assistant Director of Special Populations, SPEDTex Consultant, Special Education Director, Coordinator, Educ
Keya Saleh (existing) Assistant Director, Special Populations, Region 10 ESC	Keya Saleh currently services as the Assistant Director of Special Populations over the Mental Health and Behavioral Health teams. He has previously served as the Mental Health and Behavior Coordinator for Region 10. Keya has worked f
Jennifer Farley (existing) Mental Health and Behavior Coordinator, Region 10 ESC	Jennifer Farley currently serves as the Mental Health and Behavior Coordinator for Region 10 Education Service Center and is a Nationally Certified School Psychologist. She has over a decade of experience leading regional mental healt

Goals, Objectives, and Strategies

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

Increase Capacity of LEA Staff statewide
Enhance the knowledge and skills of district personnel in implementing evidence-based practices related to intensive behavioral interventions and alternatives to exclusionary discipline.

Promote Equitable and Individualized Disciplinary Practices
Address the individualization of discipline for students with disabilities by equipping staff with training and tools that foster inclusive and fair practices.

Develop and Disseminate Scalable Professional Learning Resources
Create and scale high-quality professional development content that can be used statewide to ensure consistent implementation of best practices.

Improve Outcomes for Students with Disabilities
Support special educators and related personnel in addressing challenging behaviors through technical assistance and resources that are data-informed and culturally responsive.

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.

RDA data related to student discipline
Significant Disproportionality LEA Data
RF Tracker
JJAEP Placement Data
Pre- and Post Training Surveys
Data on Access of Newly developed tools and materials
Data on use of strategies from statewide and regional PLCs

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.

We will ensure the responsible and effective use of grant funds through a structured plan focused on strategic alignment, accountability, and measurable outcomes. Our team would include staff specifically assigned to support the development and implementation of technical assistance, professional development, and resources related to student behavior and discipline as well as bringing on new team members solely focused on implementation of the grant activities.

We will begin with an evaluation of the existing statewide resources to identify priority areas and guide the creation of evidence-based training and tools. These resources will be developed in collaboration with our subject matter experts and assessed and reviewed for quality and relevance.

Our dissemination strategy will include virtual and in-person training sessions, regional workshops, and online dissemination through Texas Sped Supports. Designated staff will provide ongoing technical assistance and coaching to support implementation in schools.

Fiscal oversight will be maintained through detailed budget tracking, regular financial reviews, and documentation of all expenditures to ensure alignment with grant objectives. We will also use feedback and outcome data to continuously improve our approach and ensure sustained impact.

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.

Region 10 Education Service Center has deep knowledge and demonstrated experience in the behavior topics identified in the program guidelines, including intensive behavioral interventions, alternatives to exclusionary discipline, and individualized disciplinary practices for students with disabilities. Our multidisciplinary team is composed of professional educators, licensed mental health professionals, nationally certified school psychologists, program directors, behavior specialists, and former special education administrators. These professionals have led regional initiatives focused on the identified topics, including the implementation of Positive Behavior Interventions and Supports (PBIS), trauma-informed practices, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP). Additionally, previous and current Special Education Continuous Improvement Plan (SECIP) have included a focus on improving district outcomes related to total disciplinary removals as part of significant disproportionality reporting.

To address any potential gaps, we will begin with a comprehensive needs assessment to determine areas where additional support or expertise is needed. Based on findings, we will engage national content experts, provide targeted professional learning for staff, and expand our partnerships to strengthen our capacity.

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.

Region 10 Education Service Center has a well-established track record of successfully implementing activities aligned with the requirements of this grant, including stakeholder engagement, technical assistance, collaboration with other organizations, resource development, data collection, analysis, and reporting. A strong example of this is our development of accessible, high-quality online modules focused on Tier 3 behavior interventions. These modules have been widely used by educators across the region, offering practical, evidence-based strategies for supporting students with intensive behavioral needs. Region 10 has also led targeted professional development efforts addressing school discipline practices and significant disproportionality, equipping educators with tools and strategies to support more equitable outcomes for students with disabilities.

We have forged strong partnerships with organizations that enhance and expand our work. Notably, in partnership with the Meadows Mental Health Policy Institute, Region 10 co-led a year-long Professional Learning Community (PLC) focused on reducing exclusionary discipline practices. This initiative brought together district leaders to analyze discipline data, identify root causes, and develop sustainable action plans to promote alternatives to exclusionary practices. In addition, long-standing partnerships with the JED Foundation and the Grant Halliburton Foundation have supported work in the areas of student mental health, suicide prevention, and crisis response, further reinforcing our ability to meet the behavioral and emotional needs of students.

Region 10 has also taken the lead in piloting Regional Behavior Programs throughout the region to serve students with disabilities who present significant behavioral challenges. These programs offer individualized, therapeutic supports within a structured environment, allowing LEAs to pursue alternatives to traditional discipline that are specifically tailored to each student’s needs. These efforts have empowered districts to address behavioral challenges proactively and reduce reliance on punitive disciplinary measures.

Additionally, Region 10 has implemented a robust Restorative Practices initiative, anchored in a 1-day and 0.5-day intensive training model. Our team has worked closely with one of the largest school districts in the area to roll out a comprehensive restorative practices framework, training district and campus staff in community-building circles, restorative conversations, and re-entry processes. This initiative has led to increased student engagement, stronger relationships, and more effective conflict resolution practices across participating campuses.

Our systems for project oversight include rigorous data collection, fidelity checks, participant feedback loops, and outcome reporting to ensure that all activities remain aligned with program goals and demonstrate impact. Region 10’s longstanding commitment to innovation, partnership, and results-driven implementation positions us well to carry out the work of this grant and expand effective behavioral supports across the state.

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
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