



**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 4 ESC

CDN 101950

Campus

ESC 4

UEI YLGVGT9NJZC3

Address 7145 West Tidwell Road

City Houston

ZIP 77092

Vendor ID 1741589572

Primary Contact Thelissa Edwards, Ed.D.

Email thelissa.edwards@esc4.net

Phone 713-744-4418

Secondary Contact Jennifer Brock, Ed.D.

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Phone 713-744-6365

**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 Rodney Watson, Ph.D.

Title Executive Director

Email rodney.watson@esc4.net

Phone 713-744-6534

Signature

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.

Region 4 Education Service Center (Region 4 ESC) proposes a comprehensive, statewide initiative to transform student behavior and discipline practices through prevention and intervention strategies. The program aims to reduce the amount of time students—particularly those with disabilities—spend outside the classroom by equipping educators, families, and stakeholders with tools and knowledge that promote positive behavior and student success.

This initiative supports Region 4 ESC's mission to improve learning and student outcomes across Texas by scaling sustainable, evidence-based practices. Through coordinated leadership, evidence-based training, and data-driven support, this initiative will build the capacity of educational leaders and practitioners to meet the complex behavioral needs of students, particularly students with disabilities, while simultaneously enhancing staff wellness and retention. It will focus on intensive behavioral interventions, alternatives to exclusionary discipline, and individualized approaches for students with disabilities. The primary goal is to strengthen the knowledge and practices of all who directly support students with challenging behaviors, particularly special educators and related service providers.

Statewide implementation will be led through all 20 Education Service Centers, beginning with training for ESC and LEA staff who will cascade support to campuses and communities. Core strategies include professional development, a Training-of-Trainers (TOT) model, family-centered training, and job-embedded technical assistance. Additional components involve the development of LEA frameworks, parent and student advisory councils, alignment with TEA initiatives, and targeted support for Alternative Disciplinary Settings.

To inform continuous improvement, Region 4 ESC will collect and analyze implementation and outcome data and tailor support based on findings. Multilingual, accessible tools and resources will be disseminated through vetted platforms such as Texas SPED Support to ensure broad reach and long-term sustainability.

With a strong history of leading statewide efforts, Region 4 ESC is well-positioned to guide this transformative initiative—ultimately improving outcomes for students with disabilities and those who serve them. As the largest ESC in Texas, Region 4 ESC is well-positioned to lead this statewide initiative. With a successful history of managing high-impact projects such as Child Find, Evaluation, and IEP Supports through TEA-funded initiatives, Region 4 brings proven experience in developing scalable training systems, strategic frameworks, and sustainable resource delivery.

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
Assistant Director of Special Education (Existing): Oversight of grant requirements, program outcomes, grant personnel, budgeting, and reporting to TEA.	Extensive expertise in student behavior, mental health, and systems-level implementation; development and delivery of professional development; leadership in TEA initiatives and Region 4 partnerships regarding behavior
Regional Coordinators (7) - Behavior/Mental Health (Existing): Support the delivery and design of the targeted serices and professional development	Current delivery of PD, coaching & training in systems change, MTSS, PBIS, restorative practices, school safety, behavior, mental health, and educator wellness; district & campus administrative leadership; licences and certifications
Grant-Funded Regional Coordinators (2) - Behavior/Discipline (Proposed): Lead grant project activities, manage timelines/deliverables, and ensure fidelity	Demonstrated success in leading behavior and discipline initiatives at the district-level; strong background in providing direct behavioral supports to students with disabilities; experience deliveryng PD and TA to LEAs

**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 primary goal of Region 4 ESC's proposed initiative is to increase student engagement and reduce instructional time lost to disciplinary actions, particularly for students with disabilities, by implementing comprehensive, evidence-based prevention and intervention practices. To achieve this, Region 4 ESC will pursue five major goals:

Goal 1: Strengthen Educator and Staff Capacity: Statewide professional development will be delivered through workshops, coaching, and self-paced courses. Training will focus on behavior interventions, FBAs and BIPs, restorative practices, trauma-informed approaches, nonverbal strategies, and adult emotional self-regulation. A Training-of-Trainers model will build internal capacity across ESCs and LEAs. Goal 2: Foster Statewide Coordination and Sustainability: ESCs will engage in regular leadership meetings and joint planning using shared calendars, communication protocols, and performance management tools. Region 4 will coordinate with TEA initiatives, including TCSS and the Texas School Safety Center, to align efforts and maximize impact. Goal 3: Improve School Climate and Address Disproportionality: Targeted campuses will receive support through a Discipline and Attendance Project, including coaching, interventions, and data-based monitoring. Resources will help districts address and sustain improvements in school climate and reduce significant disproportionality. Goal 4: Develop and Disseminate Scalable Resources: A centralized online platform will host multilingual, accessible webinars, tools, and guidance aligned with state and federal frameworks. These resources will ensure broad access and long-term usability for ESCs and LEAs. Goal 5: Build a Statewide Learning Community: Ongoing engagement will be supported through virtual forums, newsletters, convenings, and an annual conference, fostering collaboration and sharing of best practices.

**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.

To ensure meaningful progress and alignment with the purpose of reducing exclusionary discipline and increasing instructional access for students with disabilities, Region 4 ESC will implement a comprehensive, data-driven performance evaluation plan. This plan focuses on student-centered outcomes and supports continuous improvement throughout the life of the initiative.

Performance measures will track progress in key areas, including reductions in in-school and out-of-school suspensions, referrals to Disciplinary Alternative Education Programs (DAEPs), and overall time students spend removed from instruction. The initiative will also monitor improvements in average daily attendance in targeted schools, along with increased access to instruction for students with disabilities. School climate and emotional safety will be assessed through stakeholder surveys developed for students, staff, and families, capturing perceptions of connectedness, support, and school environment. Additional measures will evaluate the fidelity of implementation of behavior support frameworks such as PBIS and MTSS-B, including the increased use of high-quality Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). Disproportionality in discipline outcomes, particularly by disability category, will be tracked using disaggregated PEIMS and TEA Results Driven Accountability (RDA) data.

Region 4 ESC will utilize a mix of quantitative and qualitative tools, including discipline and attendance data, custom stakeholder surveys, training feedback forms, fidelity inventories, technical assistance logs, progress monitoring checklists, and focus groups. A contracted data analyst will support the design of evaluation tools, data aggregation, and the development of region-specific dashboards that allow ESCs and LEAs to visualize progress in real time. These dashboards will inform local decision-making and guide targeted support.

The initiative will follow a structured cycle of continuous improvement. Region 4 ESC will conduct monthly internal reviews to assess implementation milestones, quarterly data reviews with ESCs and LEAs to monitor performance and adjust strategies, and annual reports to summarize overall progress and stakeholder feedback. Survey data and focus group findings will be used to adapt supports in response to emerging needs. Baseline metrics and year-over-year performance targets will track growth, while longitudinal data will measure sustainability.



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.

Region 4 Education Service Center is committed to ensuring that all funds awarded for this initiative are used with the highest level of fiscal integrity and in full alignment with the program's objectives. The proposed budget has been thoughtfully designed to directly support the development, delivery, evaluation, and sustainability of statewide professional development, coaching, technical assistance, and resource creation focused on behavior prevention and intervention, alternatives to exclusionary discipline, and school climate improvement.

All expenditures will be carefully tracked, justified, and audited through Region 4's Business Services team, in accordance with local, state, and federal compliance guidelines. Oversight will be maintained by a designated Program Manager in collaboration with Region 4's Grants Management team to ensure that funds are spent efficiently and transparently.

Personnel Costs

Grant funds will support key personnel essential to implementing and managing the initiative. This includes two (2) proposed full-time Regional Coordinators who will be responsible for day-to-day operations, coordination with statewide ESCs and LEAs, oversight of deliverables, and timeline management. Partial time and effort will also be allocated for Region 4's existing Behavioral Support Team, whose responsibilities include developing training content, delivering coaching and technical assistance, and participating in collaboration and data review meetings. Administrative support staff will assist with scheduling, clerical tasks, communications, and resource dissemination. All payroll expenses will be documented through time and effort logs and semi-annual certifications to ensure accountability and grant alignment.

Contracted Services

To enhance internal capacity and ensure timely, high-quality outcomes, Region 4 will engage key contracted professionals. These include a dedicated data analyst to support survey development, performance monitoring, data analysis, and dashboard/report creation; subject matter experts to deliver specialized training in trauma-informed care, restorative practices, and behavioral interventions; and translation services to ensure multilingual access to materials for families and stakeholders. In addition, funds will support webinar production, editing, and captioning to expand access to asynchronous training resources. All contracts will include clearly defined deliverables and adhere to Region 4's procurement policies.

Supplies and Materials

Grant funds will cover the costs of materials necessary for the development and distribution of training resources. This includes the printing of guides, toolkits, and job-embedded practice materials; acquisition of technology and software for digital content development; and procurement of professional development resources such as manuals, facilitator guides, and reference books grounded in evidence-based practices. All materials will be made accessible in multiple formats and hosted in a TEA-identified centralized online repository (i.e., Texas SPED Support).

Other Operating Costs

To support outreach and statewide engagement, a portion of the funds will cover conference registration, travel for Region 4 staff and invited experts, and expenses related to hosting regional convenings and learning networks. Additional costs include postage for distributing printed materials and subscriptions to digital platforms for virtual collaboration, communication, and training delivery. All operating expenses will be clearly tied to program activities and documented in financial reports.

Region 4 ESC brings extensive experience in managing TEA-funded statewide initiatives and is committed to the responsible stewardship of grant funds. Regular internal reviews, reconciliation processes, and transparent reporting will ensure that every dollar is used effectively to achieve the intended outcomes of this high-impact initiative.

**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 4 Education Service Center (ESC) offers a depth of expertise and a proven record of excellence in advancing behavior and discipline practices across Texas. As the former state lead for Behavior with the Texas Education Agency (TEA), Region 4 has not only guided statewide initiatives but has also shaped systemic approaches to Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support for Behavior (MTSS-B), Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), restorative practices, and trauma-informed care. This leadership has been anchored in a strong understanding of implementation science, systems change, and the critical connection between proactive behavior supports and improved student outcomes, particularly for students with disabilities who exhibit challenging behaviors.

Region 4's Behavior Support Team is comprised of seven highly skilled Regional Coordinators with over 150 combined years of experience in education, mental health, special education leadership, and district-level administration. This multidisciplinary team includes licensed mental health professionals and certified educators who are nationally and state-certified in Crisis Prevention Intervention (CPI), TEA Restorative Practices, suicide prevention (ASK, CALM), threat assessment (TxSSC), and trauma-informed care (TIER). Their expertise is complemented by ongoing engagement with national thought leaders through the Association for Positive Behavior Supports (APBS) and other professional networks, ensuring that all training and coaching provided reflect the most current research and best practices.

Region 4's success in capacity building and measurable outcomes is well-documented. In the 2023-2024 school year alone, the team delivered Tier 1 behavioral support training to over 1,000 educators across 70 LEAs, with 94% of participants reporting increased ability to implement proactive behavior strategies. Specialized training and coaching for more than 50 educators in behavior-intensive roles (such as self-contained classrooms and district intervention teams) resulted in 98% of participants reporting improved confidence and a significant reduction in behavioral escalations. LEAs receiving targeted coaching support saw measurable gains, with over 90% showing increased fidelity of implementation and a reduction in discipline referrals, demonstrating both the depth and sustainability of Region 4's impact.

Region 4 ESC remains committed to continuous improvement and proactively addressing any emerging gaps. Region 4 will implement ongoing internal cross-training to align staff knowledge with evolving research and frameworks. The team will also collaborate with national and state experts to deepen specialized content areas and integrate TEA-aligned frameworks, including the Student Support Framework and guidance from the Texas Center for Student Supports. Regular participation in national conferences, access to updated research, and a structured internal review process will inform timely adjustments to training content. Additionally, Region 4 will conduct needs assessments and gather feedback from ESCs and LEAs to ensure that professional learning remains responsive and relevant.

To ensure the highest quality of training and coaching delivery, Region 4 has developed a robust trainer and trainee support model, including an internal cross-training to ensure content alignment, structured facilitator protocols, coaching guides, and fidelity rubrics to maintain consistency across all ESCs and LEAs. Trainers will participate in professional learning communities (PLCs) to calibrate delivery, share insights, and refine practices. Fidelity and effectiveness will be measured through participant feedback, observation tools, coaching logs, and impact data, ensuring strategies are continuously refined based on results. Customized coaching cycles, featuring modeling, co-teaching, observation, and feedback, will support ESC and LEA staff in adapting evidence-based practices to meet local needs while building long-term capacity for sustainability.

Beyond individual training efforts, Region 4 has a long-standing history of scaling behavior initiatives to achieve systemic change. The ESC has successfully led TEA-funded projects such as the Child Find and IEP Supports initiative, where behavior-focused training modules and implementation tools were developed and disseminated statewide. Region 4 also organizes behavior resource fairs that connect LEA leaders with community mental health providers, service agencies, and support networks, fostering cross-sector collaboration to meet the complex needs of students.

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 4 Education Service Center (ESC) has extensive experience leading large-scale, grant-funded initiatives that align directly with the additional requirements of this grant, including stakeholder engagement, technical assistance, cross-agency collaboration, resource development, and comprehensive data collection, analysis, and reporting. With decades of experience managing complex, multi-level projects, Region 4 has consistently delivered high-impact results while remaining responsive to emerging needs and maintaining strict adherence to grant parameters and performance expectations.

Through its leadership of the TEA-funded Child Find, Evaluation, and ARD Supports Network for over seven years, Region 4 has demonstrated deep expertise in statewide stakeholder engagement. This includes convening ESC specialists, district leaders, community organizations, and families to align best practices and promote consistent messaging across Texas. Region 4 facilitates regular statewide network meetings, ensuring the scaling of TEA-aligned practices and tools. The team has developed and disseminated a wide range of high-quality resources, including guidance documents, implementation checklists, and interactive toolkits, while providing targeted technical assistance and training to thousands of practitioners across all 20 ESCs.

Region 4 also serves as the host of the annual statewide IEP conference: Aligned, which showcases national experts, TEA leaders, and practitioner-focused sessions. The conference has grown significantly since its inception and is projected to serve nearly 5,000 participants in August 2025, further highlighting Region 4's role as a trusted convener, technical expert, and statewide leader in professional learning.

In addition to the Child Find initiative, Region 4 has served as the program and fiscal lead for several other TEA-funded projects, including the Dyslexia Statewide Grant (\$4M), Dyslexia Awards Program (\$1M), and Operation Connectivity (\$388M). Each of these efforts involved strategic coordination, trainer-of-trainers models, vendor oversight, and curriculum development, along with the dissemination of scalable tools and alignment to TEA frameworks. Since 2023, Region 4 has produced more than 10 implementation-focused resources supporting over 75 LEAs, including early childhood behavior guides, leadership action plans, discipline policy tools, and student code of conduct best practices.

Region 4 has robust systems in place to support data-driven decision-making and accountability. The team regularly collects and analyzes quantitative data on student discipline, school climate, and attendance; deploys custom surveys to assess professional development impact and implementation fidelity; and produces quarterly and annual performance reports in alignment with TEA's reporting requirements. These processes are supported by collaboration with technical assistance providers and grounded in implementation science to ensure both rigor and relevance.

The ESC is also highly responsive to emergent needs. In 2018, Region 4 was called upon to support Santa Fe ISD following a tragic school shooting, coordinating mental health and reunification services in real time. Similarly, during the COVID-19 pandemic, Region 4 rapidly adapted training and support structures to virtual formats to maintain continuity in the delivery of behavior, mental health, and special education services. These experiences reflect the organization's agility, commitment to service, and ability to respond effectively without compromising quality or compliance.

Region 4's multidisciplinary team, including school psychologists, mental health professionals, administrators, and content experts, regularly collaborates with organizations such as The Meadows Mental Health Policy Institute, universities, and local health agencies. These partnerships enhance the ESC's ability to bridge systems and deliver supports that promote whole-child outcomes. Region 4's long-standing reputation of integrity, collaboration, and excellence, combined with statewide reach and technical strength, uniquely positions the Region 4 ESC to lead this grant with confidence and proven success.

RFA #

SAS #

2025-2026 Discipline and Behavior Supports Grant

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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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