



## 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):

N/A

### Applicant Information

Organization Meadows Mental Health Policy Institute CDN N/A Campus N/A ESC N/A UEI 071843124

Address 3003 Swiss Avenue City Dallas ZIP 75204 Vendor ID 1463992618

Primary Contact Tim Clark Email sponsoredprograms@mmhpi.org Phone 972-884-4660

Secondary Contact Alessandra Pequeno Email contracts@mmhpi.org Phone 972-884-4660

### Certification and Incorporation

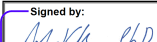
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 Andy Keller Title President &amp; CEO

Email akeller@mmhpi.org Phone 972-884-4660

Signature  Date 08/05/2025

RFA # 701-25-126

SAS # 151-26

**2025-2026 Discipline and Behavior Supports Grant**

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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.

Each year, ~1 million Texas students violate local codes of conduct violations, and over 840,000 are removed from classroom instruction (TEA Discipline Data Dashboard, 2025). Research shows that exclusionary practices negatively impact academic and social outcomes and are ineffective at reducing misbehavior (REL Southwest, 2025). Instead, positive school cultures rely on clear expectations, shared values, ongoing training, and aligned systems to address behavior needs and promote continuous improvement for better student outcomes. All students benefit from prevention-focused education and strong classroom management systems that provide feedback and teach appropriate behaviors. For students with behavioral challenges, including students with developmental disabilities, interventions must address root causes and teach replacement behaviors. To support these practices, districts need ongoing education and technical assistance to align behavior interventions with changing student needs and professional development priorities. Supportive school discipline systems rely on strong administrative leadership to drive continuous improvement, guide teacher training, and implement feedback cycles that improve both educator practices and student behavior over time. Research underscores the central role of effective school leadership in advancing student learning and improving organizational performance (Leithwood et al, 2020). Moreover, leadership that is collaborative, shared, and distributed across the school community has the most impact on student outcomes (Nguyen et al, 2020). To improve school discipline systems statewide, MMHPI will partner with TEA to build administrator capacity at the local, regional, and state levels. Grounded in this research, we will develop 5 training courses focused on key leadership competencies needed to improve student behavior and promote safe, supportive school environments. The courses will address: 1) how behavior impacts learning, 2) using data to drive program decisions, 3) quality improvement processes, 4) prevention and early intervention strategies, and 5) supports for students with behavioral challenges. Courses will be delivered through a training-of-trainers (TOT) model, enabling regional ESCs to provide annual training to districts. To ensure sustainability and accommodate staff turnover, each course will be recorded and include a PowerPoint presentation, trainer facilitation guide, and participant handouts. After the initial training, ESC staff will be trained in MMHPI's data-driven technical assistance (TA) model that is rooted in implementation science and change management. This TA model will guide districts to set annual goals, evaluate progress towards those goals, and implement quality improvement strategies when needed. Our approach to district-level change combining training and TA is designed to increase upstream interventions, support ongoing quality improvement, and result in less reliance on exclusionary discipline practices, ultimately improving student outcomes.

Our aim is to strengthen Texas's regional support systems to lead sustained, year-over-year improvements in school discipline anchored in data. With this training and support, ESC staff will help districts translate increased knowledge into lasting behavior changes, leading to improved student achievement, behavior, and attendance through consistent access to evidence-based interventions.

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
Vice President for Education and Strategy (Existing): Project oversight; course content creation, coordination, and facilitation	30 years of experience with school discipline & district improvement; DAEP principal, counseling/social work administrator, campus principal, admin for behavior intervention support programs, including students with disabilities.
Director of Youth and Family Mental Health; Director of School Mental Health (Existing Staff): Subject Matter Leads	30 years of experience supporting TX education programming in rural, urban & suburban schools: counseling/supervision, brain science & youth mental health, school discipline, behavior modification, multi-tiered systems of support.
Educational Consultants (New Staff to be Procured)	At least 5 years of experience in: School discipline data analysis and district goal setting and implementation, district improvement process implementation and/or Special Education behavior supports and individualized ed. planning.

## Goals, Objectives, and Strategies

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

Goal: Improve statewide school discipline systems by building ESC and district capacity to implement data-driven, individualized behavior supports, including for students with disabilities who exhibit challenging behaviors. Objective 1: Develop and deliver five research-based training courses that promote alternatives to exclusionary discipline and improve outcomes for students with disabilities over time. Strategies: 1) Create five modules focused on: how behavior impacts learning; using data for program decisions; quality improvement; prevention and early intervention; and intensive and individualized supports for students with behavioral challenges and developmental disabilities. 2) Implement a training-of-trainers model within ESC infrastructure. 3) Include recorded content, facilitation guides, slide decks, handouts, and participant surveys to ensure quality, consistency, and scalability across regions. Objective 2: Equip ESC staff to deliver technical assistance using a continuous improvement model that supports implementing and sustaining individualized interventions. Strategies: 1) Train ESC staff in MMHPI's Data-Driven Technical Assistance Model. 2) Guide districts to set annual goals, track progress, and apply quality improvement methods. 3) Align behavior supports with existing systems like TTESS, TPESS, MTSS/SSF, Safe and Supportive Schools, and district improvement planning. Objective 3: Increase access to intensive, evidence-based behavioral interventions for students with disabilities, while reducing the use of exclusionary discipline practices. Strategies: 1) Provide training and tools that help districts address root causes of behavior and teach replacement behaviors. 2) Emphasize how clear expectations, shared values, and proactive systems support inclusive school climates. 3) Strengthen ESC capacity to deliver sustained support that improves behavior, academic achievement, and attendance for students with disabilities.

## 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.

Evaluating the effectiveness of the training program and its implementation ensures that changes in knowledge translate into changes in behavior that, when implemented consistently, will improve student outcomes in the future. With this model, we will evaluate short-term changes in knowledge among trainers through surveys while simultaneously building their skillset to support districts with annual evaluation planning, moving school discipline implementation efforts forward based on student needs from data. This two-pronged approach will be achieved by: 1) Evaluating the Quality of Training and Deliverables: The quality and impact of training and deliverables will be assessed through participant surveys that measure changes in knowledge and perceived competence among ESC and district staff. Specifically, the evaluation will focus on their ability to implement and train others on the five courses and apply MMHPI's Data-driven Technical Assistance model to support district and campus leaders with improvement planning. 2) Creating a Framework to Evaluate and Support Implementation: To support the ongoing improvement in school discipline practices, particularly the reduction of exclusionary discipline for all students, and particularly for students with behavioral challenges and developmental disabilities, MMHPI will develop an evaluation framework rooted in implementation science and change management theory. This framework will be introduced through training sessions for ESC and district staff and will align with the Data-driven Technical Assistance tool. The framework will provide TA providers and district leaders with sample goals and data sources to support the development of annual improvement targets informed by student discipline data. It will guide educators in aligning short-, mid-, and long-term goals that translate knowledge and skills gained through the training courses into concrete changes in policy and practice to improve student outcomes over time. The framework will focus on evaluating the following key improvement areas: 1) Reducing exclusionary discipline rates for all students, including those with developmental disabilities. 2) Increasing access to individualized and intensive interventions. 3) Improving student attendance and engagement. 4) Improving school climate and classroom culture. To support long-term impact, trainers will use the framework to support goal-setting and progress monitoring using readily available data sources. Additionally, the framework will include strategies for assessing fidelity to the training content and TA model as a continuous quality improvement activity. We will also survey trainers again to quantify their gains in knowledge and skill to support evaluation planning in the future.



**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 budget supports the personnel, supplies, and travel necessary to implement all aspects of our statewide school discipline training plan, including the content, resources, videos, participant handouts, and technical assistance support model that will carry the project forward after the life of this grant. The personnel expenditures will cover MMHPI employees' and contractors' time for content development and facilitation throughout the life of the project. MMHPI sta time will include initial content development phases, as well as up to three revisions based on feedback from TEA. In addition to mental health, the MMHPI team has a wide range of expertise on child- and family-serving sectors in Texas, and we plan to leverage that broad community view as we design our courses.

Additional funds are budgeted for contracted personnel to assist MMHPI sta with research, content development, facilitation guides, and other deliverables for this project. These contracted personnel will have at least five years of experience with campus and/or district administration of school discipline, Special Education behavioral tools and strategies, video technology expertise for course content production, and graphic design expertise for developing written and digital materials for public use. MMHPI sta time is subject to the federal executive salary cap. Fringe benefits are calculated at 25% of the annual institutional base salary subject to this cap. Budgeted supplies include a general line item to cover supplies needed for content creation, facilitation, in-person meetings, or technology/resource needs throughout the project. Travel expenses will be used to attend any in-person meetings with TEA, ESC sta, participating school districts, or for internal content development. Overhead expenses are calculated using the 15% de minimis rate, as outlined in 2 CFR 200.414(f) and applied towards Modified Total Direct Costs (MTDC). The MTDC base includes all direct salaries and wages, applicable fringe benefits, contracted personnel, supplies, and travel.

To sustain these processes and new skills beyond the life of this grant, we have budgeted additional personnel costs to support adapting MMHPI's data-driven TA model, when necessary, to improve educators' abilities to support school districts' ongoing discipline improvement efforts regardless of professional background and experience. We will train TEA and ESC sta members to use this TA model that is anchored in achieving long-term impact through short-term changes in knowledge followed by mid-term changes in behavior. By aligning knowledge with actionable behavior changes, ESC sta will foster long-term positive improvements in student achievement and school culture. Through skill-building, coaching strategies, and access to course facilitation materials and planning tools, we aim to equip ESC sta to provide sustained, high-quality technical assistance to the diverse districts across Texas. Ultimately, ESC sta will gain new coaching skills that help districts identify root causes of school discipline data and facilitate changes in student and adult behaviors, leading to improved achievement (grades), behavior, and attendance over time.

**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.

MMHPI has a track record of successfully training and coaching school districts, ESCs, and TEA. With over 50 years of combined practical experience in Texas public schools as teachers, counselors, campus administrators, and district leaders, we bring deep expertise in intensive behavior intervention, alternatives to exclusionary discipline, and addressing disproportionality. We have worked closely with 65 rural, urban, and suburban school districts across the state to develop intervention systems that support students with challenging behaviors. Through that work, we have discovered two trends that we aim to address through data-driven school discipline improvement systems: 1) Education systems at the campus, district, regional, and state levels experience high turnover rates, resulting in gaps in sta ng and educators taking on additional responsibilities. 2) There is often di culty moving from data-driven planning to system-wide implementation. MMHPI's cross-sector expertise in child- and family-serving systems uniquely positions us to lead statewide school discipline improvement e orts. Schools are crucial to providing mental and behavioral health support for families, but they cannot do it alone. Leveraging community partnerships and resources is foundational to our approach to improving a school district's capacity to address challenging behaviors and connect students and their families to quality mental health services. Our school discipline improvement model builds ESC and district leaders' capacity to change student behavior outcomes over time through an aligned, data-driven professional development and technical assistance support system. As part of this training, ESC sta ll learn how to deliver targeted technical assistance and use a structured planning tool to support district and campus leaders in advancing sustained school discipline improvements. To ensure fidelity of implementation, we will provide structured post-training coaching and fidelity checklists. Trainers will receive implementation guides and resource toolkits to reinforce high-quality and consistent training across all ESCs.

Over the past four years, we successfully led learning communities with participation from school districts in ESC regions 8, 10, 11, and 20, convening districts with similar needs to collaborate and build capacity in school mental health and discipline practices. To date, we have facilitated six successful learning communities with two focused on comprehensive school mental health support systems and four focused on reducing exclusionary discipline. Participant data showed that these learning communities helped districts increase community collaboration, specifically the number of formal partnerships with community-based providers, and more than doubled participants' knowledge of school mental health interventions and school discipline alternatives. Most recently, we supported TEA's Texas Center for Student Supports by conducting a bullying landscape analysis and a family and community partnerships project with 99 Stronger Connections Grant school districts. This fall, we are providing education and technical assistance for rural school districts in ESC Regions 8, 13, 18, and 20 to expand school-based mental health support. We also are providing technical assistance to urban/suburban school districts Regions 10, 11, and 20 to implement action plans that reduce exclusionary discipline. These e orts will culminate in either action plans for improvement or evaluation of existing implementation strategies. As a result of our work with the San Antonio Executive Learning Community, six school districts implemented 43 new school mental health interventions. In year 2, one district reduced its Disciplinary Alternative Education Program placements by more than 10%, with six districts developing action plans to reduce exclusionary discipline. We plan to continue to scale a training model that equips ESCs to sustain school district evaluation and improvement e orts over time.

In addition to extensive experience in the education system, MMHPI sta ll bring a strong understanding of the many factors that influence a student's ability to learn. This includes expertise in systems that serve youth experiencing homelessness, those involved in foster care or juvenile justice, and students navigating postsecondary transitions. Our broader team holds expertise in health systems, veteran and first responder services, intellectual and developmental disabilities, clinical mental health, trauma and grief, maternal mental health, and more. With a diverse team of doctors, psychologists, social workers, counselors, administrators, police o cers, educators, data analysts, and policy experts, MMHPI o ers a comprehensive, cross-systems approach to embedding mental health supports within both schools and the communities where students live, learn, and grow. Our courses will help districts reduce exclusionary discipline by strengthening prevention e orts, increasing awareness, and identifying early intervention practices that address the root causes of student behavior. These e orts will be grounded in data-driven evaluation processes designed to support continuous improvement and promote long-term, sustainable changes in school discipline practices. While we bring strong expertise in school-based mental health and school discipline, we will strengthen our training content by integrating emerging research and collaborating with partners holding expertise in intensive behavior supports.

**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.

MMHPI has experience in all aspects of this statewide school discipline project, including providing technical assistance, collaborating, developing content, collecting and analyzing data, and reporting impact. We implement stakeholder engagement strategies at the state, regional, and local levels by engaging community members across sectors to ground our work in community voice. Currently, we are gathering community input from rural South and West Texas schools to expand student supports, with sta o ering insights on mental health resources and barriers to care. We also collaborated with Headstream/Second Muse and the JED Foundation to guide districts in selecting digital mental health tools, publishing our work on the K12 Mental Health Tech Navigator website and presenting at the International Society for Technology in Education Conference. We led a similar e ort for Region 16 ESC's Texas Center for Student Supports conducting focus groups with caregivers and educators to assess bullying prevention e orts statewide. As the coordinating entity for the San Antonio Mobile Mental Wellness Collaborative, we regularly convene executive leaders, clinical leads, and district leaders for strategic planning and school mental health service coordination. We use this experience to support districts across the state in finding innovative ways to expand community partnerships. Our team developed a technical assistance (TA) model that guides coaching for districts facing a range of school mental health and discipline needs. We use this model with rural, urban, and suburban cohorts implementing action plans to reduce exclusionary discipline. This model supports goal-setting that addresses root causes of behavior through sequenced strategies that increase knowledge and change behaviors over time. Our TA providers help districts establish long-term goals using readily available data. We will train ESC sta to use the tools, then o er feedback as they implement it, supporting change management with realistic timelines, goal setting, and guidance on addressing root causes. Collaboration is MMHPI's strength, with internal and external structures and expertise to support systems change. For eight years, we've convened district leaders to drive comprehensive school discipline reform. In addition to leading year-long district cohorts, we partner across sectors to strengthen the community mental health safety net. We work with nonprofits, funders, districts, and local/state government agencies to promote sustainability and shared responsibility. Our collaborations at the local level with districts and nonprofits allow us to share insights from implementation with others ready for similar work. MMHPI is structured to maximize collaboration across child- and family-serving systems and has developed "The Ideal Mental Health System," a framework for integrating physical and mental health supports across sectors. MMHPI sta have more than 50 years of collective experience in Texas public education and for more than 10 years, MMHPI has created resources and content to support youth and family mental health in scalable, sustainable ways. We design learning communities with sequenced content that builds K-12 and Postsecondary system leaders' understanding of how to integrate mental health supports into existing structures and execute innovative strategies. From mental health basics and brain science to strategic planning and implementation, our team tailors content to district needs. Our repository includes presentation materials, white papers, literature reviews, and toolkits that capture our evolving work with Texas schools. Our TA Model is grounded in implementation science and incorporates the Prosci Change Management Framework, following a structured change sequence – engaging stakeholders, building knowledge, and setting data-informed goals – to drive measurable improvements in student outcomes. This research-based model supports sustainable improvements and avoids repeated cycles of one-o training. Because of our statewide experience and connections, we can match experts to the needs of each community. Recently, we worked with TEA and TCSS to assess bullying prevention e orts and tailored our content for various audiences based on their feedback. Our learning materials consistently received strong feedback, reflecting high-quality content aligned with project goals. Throughout our work, we have demonstrated the ability to adapt to both routine and crisis-related needs. Following events such as Hurricane Harvey, Central Texas flooding, and incidents of community violence, we have pivoted quickly to help districts support students and families while also prioritizing sta well-being. We also respond to shifts in legislation, adjusting our support to meet new district requirements. MMHPI also has extensive expertise in data collection and analysis to support school discipline reform and student support expansion. We have experience analyzing TEA's publicly available data to support school discipline decision-making at the district level and developing strategies to help districts assess the impact of their school discipline approaches on student outcomes. We help schools set and track short-, mid-, and long-term outcomes, monitoring program changes alongside reductions in exclusionary discipline. We help build the capacity needed for sustained improvement that advances student success.



**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	<div></div>	Barrier	<div></div>
Group	<div></div>	Barrier	<div></div>
Group	<div></div>	Barrier	<div></div>
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**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