



**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 University of Texas at Arlington

CDN

Campus

ESC

UEI

LMLUKUPJJ9N3

Address 701 S Nedderman Dr/Box 19145

City Arlington

ZIP 76019

Vendor ID 371471471460

Primary Contact Ambra Green

Email ambra.green@uta.edu

Phone 817-272-6108

Secondary Contact Sarah Panepinto

Email ogcs@uta.edu

Phone 817-272-2105

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 Sarah Panepinto

Title Executive Director, OGCS

Email ogcs@uta.edu

Phone 817-272-2105

Signature Sarah Panepinto

Digitally signed by Sarah Panepinto
Date: 2025.08.01 15:42:31 -05'00'

Date 8/1/2025

Shared Services Arrangements

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

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Discipline and Behavior Supports Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Discipline and Behavior Supports Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- ☒ 6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- ☒ 7. The applicant assures funds will be used as stipulated in this document and use of funds other than in the manner authorized may be construed as misuse and may result in the reclamation of these funds.
- ☒ 8. The applicant will account for all funds separately and appropriately according to generally accepted accounting principles, the Financial Accountability System Resource Guide, and the Program Guidelines.
- ☒ 9. All encumbrances shall occur on or between the beginning and ending dates of the grant. The grantee must liquidate (record as an expenditure) all obligations (encumbrances) incurred between the beginning and ending dates of the grant. The term obligation means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere.
- ☒ 10. Products, materials, and outputs, etc. (hereafter called "products"), funded with IDEA-B funds and developed by the grantee (or subcontractors, agents, or assignees under the direction of the grantee) are the property of TEA. Within an agreed-upon timeframe after the development of such products, the grantee shall provide to TEA the native/source files and all assets acquired with grant funds.
- ☒ 11. IDEA-B discretionary funds must be used for activities that are directly related to the improvement of services to students with disabilities, ages 3 through 21.

Statutory/Program Assurances (Cont'd)

- ☒ 12. TEA maintains the right of final approval of all products before publication, dissemination, or presentation.
- ☒ 13. The grantee may not promote commercial products on project websites or products without the express written consent of TEA.
- ☒ 14. The grantee may not reference or link to Common Core Standards or materials in any way on project websites or products.
- ☒ 15. The grantee is responsible for citing resources appropriately and ensuring proper permissions are obtained, if applicable, for the use of all published content, including but not limited to published research material and video recordings, used on project websites or products.
- ☒ 16. The grantee is responsible for obtaining, and submitting to TEA, the proper permissions using the appropriate TEA Release Form when recording or photographing individuals for use in project videos and images prior to use or dissemination. Additionally, the grantee shall submit to TEA all images used in products developed with grant funds.
- ☒ 17. All products intended for use with parents and families will be at a 6th-grade reading level or less and made available in English and Spanish.
- ☒ 18. Any personnel, agencies, or organizations subcontracted by the applicant must have the appropriate licenses, credentials, and skills to perform the services required (19 TAC §89.1131).
- ☒ 19. The percentage of staff salary funded by this grant program should directly correspond to the amount of time he or she works on grant projects and activities. For example, staff who are 100% funded by the 2025-2026 Discipline and Behavior Supports Grant will spend 100% of their time and effort on activities to implement the grant.
- ☒ 20. A non-Federal entity (i.e., grantee) may not earn or keep any profit resulting from Federal financial assistance (i.e., trainings developed and implemented from IDEA-B funds) per Code of Federal Regulations (CFR) §200.400. However, a nominal fee may be charged to recoup costs for materials, logistics, and travel. Costs for trainings should not be a barrier to a local education agency (LEA) participating in training and coaching. Please note that recoupment of costs are not eligible for expenses reflected in the budget submitted to TEA as part of the grant application.
- ☒ 21. The applicant provides assurance that the required proof of nonprofit status will be submitted with the grant application as described in the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File section.
- ☒ 22. Any personnel or consultant travel approved in this grant must be reimbursed according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act.
- ☒ 23. Special education personnel in an educational related setting working with students will be certified, endorsed, or licensed in the area of assignment in accordance with provisions in 19 TAC Chapters 227-242, as appropriate, or their licensing agency. All special education teachers must meet the criteria for special education teachers in accordance with 19 TAC Chapter 231.
- ☒ 24. The applicant will comply with all reporting requirements (34 Code of Federal Regulations [CFR] §300.645, Program Guidelines, Public Education Information Management System [PEIMS] Data Standards, and Education Department General Administrative Regulations [EDGAR], as applicable) in a timely manner.
- ☒ 25. This application and all related documents, evaluations, and reports will be available to parents/families and to the general public (34 CFR §§76.304 and 300.212).
- ☒ 26. The applicant assures that funds expended for services, programs, and projects comply with EDGAR, as applicable, and 34 CFR Part 300.
- ☒ 27. The grantee will collaborate with TEA staff to provide any necessary documentation and related information to accomplish the goals of this project. This includes, at minimum, quarterly reports provided to TEA by the grantee that track progress on metrics and other data described in the approved required activities document.
- ☒ 28. The grantee will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.

Statutory/Program Assurances (Cont'd)

- ☒ 29. The grantee will participate in, at minimum, monthly calls with TEA staff to provide progress updates on activities.
- ☒ 30. All products created for public dissemination will comply with the current version of the TEA Brand Book, Style Guide, and copyright standards. Such products will carry the TEA logo in addition to the project logo (i.e., Texas SPED Support, SPEDTex, Legal Framework). Other project logos must be approved by TEA prior to use.

Summary of Program

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

The purpose of this proposal is to support the creation, dissemination, and implementation of state-level technical assistance, professional development training, tools, and resources to address discipline and behavior in Texas schools. Using a Training-of-Trainers (ToT) model, the Texas Center for Behavior Supports (TCBS) will develop a series of in-person and online discipline and behavior support courses and training with a focus on intensive behavioral interventions, alternatives to exclusionary practices, and individualization of disciplinary practices for students with disabilities through a multi-tiered systems of support framework to LEAs and ESCs across Texas. These courses will be fully developed with the goal of future implementation and statewide scaling.

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
Ambra L. Green, Ph.D. will serve as the Project Director and provide supervision of the entire project and final budgetary approvals.	Ph.D. in special education with over 12 years of experience of addressing the needs of various learners and implementing systems that address inequities.
The Project Coordinator (TBH) and Assistant Project Coordinator (TBH) will implement project activities & coordinate between external consultants and TEA.	Ph.D. in special education or related field with at least 5 years of experience of addressing the needs of various learners and implementing systems that address inequities.
The Project Evaluator (TBH) will collect and analyze evaluation data and make recommendations for improvement.	Ph.D. in special education or related field with at least 3 years of experience or a publication record demonstrating mastery evaluation and measurement skills.

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: The goal of the project is to reduce exclusionary discipline practices and promote favorable outcomes for all students by developing five complete training courses on addressing discipline practices in schools by August 31, 2026, for LEAs and ESCs to turnkey with schools.

Objective 1: Develop online and in-person technical assistance and professional learning with follow-up support that trains LEAs and ESCs to identify and address disparities in education for students with disabilities (e.g., significant disproportionality in discipline practices) and provide targeted support and resources for implementing data-driven strategies to ensure discipline practices foster an educational environment that is responsive to the unique needs of all students.

Objective 2: Build the capacity of educational professionals and support families in meeting the unique needs of students with disabilities who exhibit challenging behavior by offering technical assistance and professional learning through a ToT model.

Objective 3: Ensure that Texas stakeholders have a voice in the work overseen by the grant by routinely soliciting stakeholder engagement and feedback through surveys and collaborator meetings throughout the development of the courses and trainings.

Objective 4: Improve educator practices and achieve successful outcomes for students with disabilities by increasing teachers' self-efficacy.

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.

Objective 1, Measure 1: Each quarter, at least 90% of outputs submitted by the grantee meet agreed-upon due dates (per the approved required grant activities document) and require no more than four rounds of review.

Objective 1, Measure 2: At least 80% of milestones and timelines will be completed on time, leading to the full completion of five training courses completed by 8/31/2026.

Objective 2, Measure 1: At least 80% of participating teachers will demonstrate improved self-efficacy scores on the Scale for Teacher Self-Efficacy (STSE; Pfizner-Eden, Felicitas, & Horsley, 2014) from pre-training to post-training assessments.

Objective 2, Measure 2: Each quarter, at least 85% of training modules will be implemented with high fidelity as measured by standardized observation protocols and require no more than two corrective action cycles.

Objective 2, Measure 3: At least 95% of participating schools will complete a minimum of 40 logged training hours per school by the end of each training cycle, leading to full program completion by project end date.

Objective 3, Measure 1: Each quarter, at least 75% of stakeholder engagement activities will maintain diverse representation across families, students, educators, and community members, with at least 60% of documented feedback suggestions integrated into course development and training materials.

Objective 3, Measure 2: At least 85% of stakeholder-informed training revisions will receive satisfaction ratings of 4.0 or higher on a 5-point scale for perceived relevance, leading to continuous quality improvement throughout the grant period.

Objective 4, Measure 1: At least 25% reduction in exclusionary practices (ISS, OSS, Expulsion, DAEP, JJAEP) applied to students with disabilities will be achieved across participating districts by the end of the grant period compared to baseline data. Objective 4, Measure 2: At least 80% of participating students with disabilities will demonstrate improved outcomes in attendance rates and STAAR exam performance, leading to measurable academic progress by project completion.

Objective 4, Measure 3: Each year, at least 70% of participating classrooms will achieve "Proficient" ratings on evidence-based practice implementation as measured by standardized classroom rating scales (e.g., Classroom Check-Up). Objective 4, Measure 4: At least 30% reduction in identified disproportionality risk ratios for OSS/ISS/expulsion/DAEP/JJAEP will be documented annually across participating districts throughout the grant period. Objective 4, Measure 5: At least 85% of participating schools will demonstrate improved school climate scores on the Authoritative School Climate Survey (Cornell et al., 2016) from baseline to post-implementation assessments.

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 total budgeted for this project is \$1,000,000 with 35% indirect costs (\$181,482). As the Project Director, Dr. Green will have oversight and ultimate approval authority with all matters related to the budget to ensure funds are used with fidelity for activities in relation to the development of training and resources on the topics outlined in the program purpose. Additionally, to reduce costs, free and vacant space within the College of Education will be explored as a first option to house the Center, other vacant space on campus will be considered subsequently. Furniture from UTA’s surplus will be considered first before purchasing new.

Payroll Costs (\$267,296)

The total of base salaries includes five TCBS personnel; a Project Director (Dr. Ambra Green) who will contribute 16.6% FTE (\$22,972), a Program Coordinator (TBH) who will contribute 100% FTE (\$80,000), an Assistant Program Coordinator (TBH) who will contribute 100% FTE (\$75,000), an Evaluator (TBH) who will contribute 100% FTE (\$75,000), and a Grant Accountant/Administrative Assistant (TBH) who will contribute 50% FTE (\$55,000). Additionally, fringe (\$61,684) is calculated at 30% for all center personnel. All center personnel, except Dr. Green, have time allocated across 10 months to account for hiring. However, Dr. Green currently has two qualified research associates that could transition into the Assistant Program Coordinator and Evaluator Role immediately should this proposal be funded and therefore, time can be adjusted to start earlier.

Professional and Contracted Services (\$443,541)

Total professional and contracted services include vendors such as Teaching Lab (\$300,000) who will assist with developing modules using a TOT model, and independent external content experts providing the developers with content (e.g., Texas School Safety Center, four identified independent consultants at \$30,000 per consultant), and funds allotted for contracted space renovations (\$23,541).

Supplies and Materials (29,904)

Technology disbursement was determined by the needs associated with each center personnel's job description. Technology includes a laptop (Qty=5; \$2,500/each), protection plan (Qty=5, \$250/each), laptop connection cords (Qty=5, \$20/each), and monitors (Qty=5; \$250/each). Additional supplies and materials technology for efficient virtual meetings for example, an OWL web camera (\$1,500), tv/monitor/large screen (\$1,000), subscriptions to Zoom, Adobe Pro, Dropbox, survey software, hotspot, etc. (\$5,000), statistical software (\$1,000), printer (\$1,500), and other miscellaneous office supplies (\$4,804).

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.

Dr. Ambra L. Green will serve as the Primary Investigator and Executive Director of the Center. Dr. Green is an Associate Professor of Special Education at UTA with research focused on mitigating education disparities for marginalized populations through multi-tiered systems of support (MTSS) and discipline policies. She received her Ph.D. in Special Education from the University of Missouri-Columbia with a focus on disproportionality, MTSS, and educational policy. Dr. Green is a nationally recognized scholar with extensive experience in technical assistance, research, and publications. Her work focuses on marginalized students with and at-risk for disabilities, disparities in school practices (i.e., disproportionality in special education and discipline practices), MTSS implementation, and teacher use of evidence-based practices.

To support trainers and ensure fidelity of implementation Dr. Green will use her experience as a Coordinator for Missouri’s Department of Elementary and Secondary Education (DESE) Office of Special Education Programs (OSEP) School Climate Transformation Grant (S184F140018-16) which funded the Missouri Center for Positive Behavior Supports. In this position, Dr. Green assisted in the development of a technical assistance model for district leadership teams on the implementation of district-wide PBIS. As such, Dr. Green will ensure the use of fidelity of implementation monitoring plans and checklists assessing program delivery including adherence to guidelines, quality of implementation, and participant engagement, as recommended in prevention science research. Additionally, in this position, she provided direct technical assistance to Kansas City Public Schools, St. Louis Public Schools, and Center School District to assist with reducing disproportionality in special education referrals, placement, and discipline after being cited for significant disproportionality by DESE. She also has experience working within OSEP’s Research to Practice Division with Dr. Renee Bradley, former Deputy Division Director and Project Officer for the OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports. Dr. Green also serves on the national technical assistance Center’s Equity and Belonging Workgroup.

Statutory/Program Requirements (Cont.)

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

In addition to her work nationally and in the state of Missouri, Dr. Green has provided professional development and district level technical assistance on disproportionality in several urban and rural Texas school districts and statewide, including Arlington ISD, Bastrop ISD, Cleveland ISD, as well as Education Service Center Regions 1 and 4. Outcomes of these collaborations included district-wide continuous improvement plans to reduce significant disproportionality through MTSS and PBIS (e.g., training; data collection, analysis, and reporting), School Climate Transformation grant proposals, tiered district-wide professional development, and a model district student code of conduct specific to Texas' education code.

Additionally, Dr. Green uses research to identify and respond to emerging education needs in schools nationally and locally. For example, all of her projects and grants are a direct response to the teacher shortage in the state of Texas, special education training for related service personnel (i.e., social workers), and the use of alternatives to exclusionary practices to increase students' academic and behavioral outcomes. For example, she is the Primary Investigator (PI) and Co-PI for over \$3.2 million. Such grants include Project Match Made in Schools: Special Educators and Social Workers Enhancing Services for Students with Disabilities and High-Intensity Need (funded by OSEP, \$1.1 million), Project R.E.A.D.Y-Initial Certification (funded by OSEP, \$1.2 million), Preventing School Exclusion and Opioid Misuse: Effectiveness of the Instructional Skill-building Learning Approach (funded by National Institutes of Health, \$500,000), and private foundation funding from entities such as Sid W. Richardson Foundation and The Meadows Foundation. Further, Dr. Green has published work regarding alternatives to exclusionary practices and classroom and behavior management. A few relevant publications include Addressing and Preventing Disproportionality in Exclusionary Discipline Practices for Students of Color With Disabilities; Common Misconceptions of Suspension: Ideas and Alternatives for School Leaders; Examining Commitment to Prevention, Equity, and Meaningful Engagement: Systematic Review of Discipline Policies; Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams; and Teacher Interactions and Instructional Practices as Contributors to Disparities across Race, Gender, and Disability Risk.

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

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