TEA
Texas Education Agency ®

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 | University of Texas at Tyler | CDN | | Campus | | ESC | | UEI | L4XJEPDB3QJ9 |

| Address | 3900 University BLVD | City | Tyler | ZIP | 75799 | Vendor ID | 3750750750 |

| Primary Contact | Staci Zolkoski | Email | szolkoski@uttyler.edu | Phone | 903-565-5612 |

| Secondary Contact | | Email | cthomas@uttyler.edu | Phone | 903- 566-7171 |

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

☒ General and application-specific Provisions and Assurances

☐ Debarment and Suspension Certification

☐ Lobbying Certification

| Authorized Official Name | Lisa Bush | Title | AVP Research Administration |

| Email | lbush@uttyler.edu | Phone | 903-565-5561 |

| Signature | *Lisa Bush* (DocuSigned by: BE6819CB9C9C43E...) | Date | 8/5/2025 |

| RFA # | | SAS # | | **2025-2026 Discipline and Behavior Supports Grant** | Page 1 of 10 |

CDN [ ]   Vendor ID 3750750750   Amendment # [ ]

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.

CDN ☐   Vendor ID 3750750750   Amendment # ☐

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.

CDN		Vendor ID	3750750750		Amendment #	

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 program's goal is to reduce exclusionary discipline measures by improving educator practices and promoting positive outcomes for students. Exclusionary discipline, such as suspension and expulsion, carries negative and often long-term consequences on students' academic performance and social-emotional development (Soares et al., 2024). Texas discipline data (TEA, n.d.), approximately 328,000 students classified as at-risk served in-school suspension during the 2023-24 school year. Approximately 365,000 students identified as economically disadvantaged and approximately 99,000 students with disabilities served in-school suspension. Teachers have reported a lack of training to enable them to e ectively support the learning and development needs of students with EBD (Harrison et al., 2018). General education teachers report struggles in supporting the educational needs of this population due to having less knowledge of and experience in implementing e ective behavioral interventions (Harrison et al., 2018). Supporting the needs of students with EBD has been associated with higher levels of teacher burnout and attrition. To reduce exclusionary discipline practices, a systematic approach is required to best support all students. A multi-tiered approach will be used because it is designed to be preventative and proactive. Each tier of support provides an added layer of support with the intensity of support increasing from tier 1 to tier 3 (Nitz et al., 2023). First, trainers will learn how to teach school personnel how to prevent social, emotional, and behavioral challenges from occurring (Simonsen et al., 2021). Then, trainers will learn how to teach students important social, emotional, and behavioral skills and how to respond in ways that encourage appropriate social, emotional, and behavioral skills which decrease exclusionary practices. Trainers will learn strategies on how to decide whether to maintain or adjust based on data collected. We will begin by hiring a director and four coordinators. The program will include a director who will be the main point of contact and four coordinators who will serve to support the Education Service Centers (ESCs). The director and coordinators will be trained prior to training the trainers so they can support the first Train the Trainer (TOT) event. The five training days will be held in person. September 2025 - Day 1 - Understanding behaviors and MTSS framework and Tier 1 practices; Day 2 - Tier 2 practices and Tier 3 practices. November 2025. Day 3-Revisit and reflect on Tier 1 practices, more in-depth with Tier 2 practices, and how to support Tier 3 practices. March 2026. Day 4-Revisit and reflect on Tier 1 practices, revisit and reflect on Tier 2 practices and Support Tier 3 practices. June 2026. Day 5-Reflect on the year and prepare for the upcoming year. Between each training day, TOTs will complete specific tasks with their trainees and submit them as artifacts. TOTs will also meet with their regional coordinator as a "Community of Practice" and will be held via Teams or Zoom. It will be facilitated by the Regional Coordinator. TOTs will connect with one another. Meetings will be guided by what the needs are to help support the TOTs when they go back to their campuses. Between training sessions, TOTs may elect group or individual coaching to support local implementation. Regional Coordinators and key members of the Project Team will extend responsive, embedded coaching sessions to participants to bridge the gap between theory and practice.

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
Zolkoski PI and Sass co-investigator- content creators and presenters; Thomas data analyst; Dass - budget, project management - existing positions	Dr. Zolkoski - PhD; K-12 teacher; behavior; presenter; content expert Dr. Thomas - PhD; educational research, learning analytics, data analyst Dr. Dass - PhD; K-12 teacher; budget & project management Dr. Sass - Budget & project management; assessment; behavior training
Sherman - co-investigator; content creator, presenter, budget manager; Watters, Daskalakes, McLain, Bircher- co-investigator - content creator; presenter; trauma; disproportionately - existing position	Mrs. Cynthia Sherman has experience with budget and project management. She has extensive experience working in PK-12 schools and adult learners. She regularly facilitates professional development and has K-12 teaching experience in 1st grade, 3rd grade, 4th grade and 7th grade math. She has served as a math
Ishmeal and Thompson - co-investigators; grad students; content creators -existing positions. Requesting Positions-Director; Four Coordinators	Ishmael-Early Childcare; special education; restorative practices; Thompson -special education; behavior; trauma; Director - extensive experience in project management and adult learning. Coordinators-extensive experience working with teachers; supporting students

CDN [ ]   Vendor ID 3750750750   Amendment # [ ]

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 educator practices by increasing their understanding of and capacity to implement evidence-based strategies to support student behavioral learning and development, and Improve outcomes for students with disabilities through enabling educators to implement a comprehensive framework to meet student needs in a proactive, preventative, and systematic manner.

Objectives: 1. Participants will create a positive classroom management plan using evidence-based practices within tier 1 of MTSS. 2. Participants will develop evidence-based strategies to support students who need behavior reinforcement within tier 2 of MTSS. 3. Participants will work with their multi-disciplinary team to identify the functions of behaviors and develop replacement behaviors through the use of evidence-based practices within tier 3 of MTSS.

Strategies: MTSS – Brief Overview;Tier 1 - Prevention - "Why" of Behavior; Emotional Intelligence; Trauma; Build Positive Learning Environment; Restorative practices; Classroom Management – include student voice and choice in establishing expectations; Consistency Communicate plan with parents and families; Structure; Classroom layout and organization; Establish Expectations; Engaging and Interactive Lessons

Tier 2 – Intervention- Goal is to enable access to additional resources to support student behavioral learning and development before Tier 3 interventions become necessary; Readily accessible; Low e ort to implement; Involve parents and families; Trauma-informed; strategies include precorrection, check-in/check-out, self-monitoring, choice

Tier 3 – Specialized -Characterized by increased individualization and intensity of evidenced-based targeted interventions (augments Tier 1 and Tier 2 supports); trauma-informed practices; Functional behavior assessment (FBA); Behavior Intervention Plan

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.

The primary aim of the current project is to reduce exclusionary disciplinary practices and improve student outcomes through the implementation of a multi-tiered system of supports (MTSS) with a specific emphasis on positive and proactive behavioral intervention. To evaluate the impact and e ectiveness of the proposed initiative, we will implement a multi-component performance monitoring and evaluation plan. This plan was developed to assess (a) progress toward programmatic milestones, (b) the fidelity of implementation across project sites, (c) the utility and perceived value of developed training materials, and (d) changes in student-level outcomes that follow from eventual implementation of strategies highlighted throughout the initiative. Quarterly Output and Milestone Monitoring: Project milestones & deliverables will be monitored to ensure alignment with timelines outlined in the project proposal. The project team will ensure a minimum of 90% of quarterly deliverables (e.g., webinars, implementation resources) are submitted by the identified deadlines and require no more than four rounds of revision. Project development timelines will be monitored & aim to meet at least 80% of outlined internal milestones in accordance with grant expectations. Systematic monitoring of project progress will ensure full completion of the required five training courses and related resources by August 31, 2026. Evaluation of Trainer of Trainers (TOTs) Session: The project team will utilize a mixed-method approach to evaluate the extent to which LEA and ESC sta are prepared to implement the training modules in their professional context following the TOTs sessions.Evaluation of Training E ectiveness: We will evaluate the e ectiveness of training sessions provided by training cohort members such as shifts in educator knowledge and confidence regarding MTSS implementation, data-based decision-making, and trauma-informed behavior supports. Applicability/Relevance: Participants will rate their level of agreement with statements related to how well the training content aligned with their professional responsibilities & context to understand their perception of how well the training content is preparing to use strategies introduced during the training. Data Analysis: Quantitative data will be evaluated to determine if educational professionals demonstrate statistically significant increases in perceived knowledge and implementation confidence. Implementation Fidelity: A multifaceted approach to systematically monitor implementation fidelity. Monitoring Student-Level Outcomes: Changes in student-level disciplinary outcomes at local participating education agencies will be monitored. Educators will receive practical tools for collecting data to guide student support and intervention. Artifacts will inform our understanding of the initiative's impact on teaching practice and provide context for interpreting changes in student outcomes over time.

CDN [ ]   Vendor ID 3750750750   Amendment # [ ]

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.

Director Salary $80,000

4 Coordinators' salary at $70,000 each $280,000

Administrative Assistant Salary $49,000

Project Evaluator Salary $10,000

Behavior Research Specialist Salary $14,445

(Teacher Facilitator)

Project Field Coach and Supervisor Salary $14,667

(Teacher Supervisor)

Module Writers' Pay, $3,000 per module for 5 modules per writer and 5 writers' total

    $75,000

Module Presenters' Pay, $3,000 per module for 5 modules per presenter and 5 presenters' total

    $75,000

Employee Benefits for all salaries and wages above @28%

    $167,471

Materials and Supplies $9,500

In-State Travel for Project Sta   and Management Team to attend grant meetings, run workshops, present modules, and train the trainers, etc. $150,000

Indirect Costs $74,007

(@ 8% of total operating budget)

Total $999,090

CDN [ ]   Vendor ID 3750750750   Amendment # [ ]

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.

The purpose of the program is to support individuals who will be training others in best practices for students and particularly students with disabilities. The team needs individuals with experience in training others. The list of individuals who have extensive expertise in conducting training/professional developments include: Zolkoski, Dass, Sherman, Watters, Daskalakes, Thomas, Sass, and McLain. We will also hire four coordinators who will need expertise in training others.

We need a team who not only understands e ective practices in training others, but it is also important to have content expertise including special education, general education, working with students with disabilities, and supporting a decrease in exclusionary practices. The list of individuals on the team with expertise in content includes: Zolkoski, Daskalakes, Watters, McLain, Ishmael, and Thompson. Specifically, Zolkoski, Daskalakes, Watters, Bircher, and McLain have experience in working with students with challenging behaviors and training teachers. Thompson and Ishmeal are practitioners working in the field with students who have behavior disorders and regularly work with educators in supporting students including collecting data, conducting FBAs, and completing BIPs. Our four coordinators will need to have related content expertise.

Another big piece of the puzzle of ensuring the success of training implementation is collecting and analyzing data for fidelity. Thomas has extensive knowledge of data collection and assessment of programs. Our director will need to be able to support data collection and program fidelity.

Project and budget management are essential to ensure the logistics of the grant run as smoothly as possible. We have Sherman, Dass, Thomas, and Sass who have extensive work in project management. Our director will need expertise in budget and project management.

Based on our team, we feel we are well prepared to meet the requirements of the grant. However, it is important to ensure data are analyzed and communication is open to ensure gaps are not missed. If, throughout the process, we realize there is a gap, we will seek input and guidance from other experts in the field such as behavior specialists, LSSPs, administrators, and/or teachers in the field.

We will work with individuals at TEA to ensure the alignment of goals and meeting needs of the state, and we will hire and train members who will be a part of the grant. Working with TEA will help us to know how to scale the program in a way that matches their goals. We will meet in a central location for the initial training (i.e. Austin). The initial training will be for two days in September. Part of the training will include feedback from the participants.

Trainers will also work with their coordinator to find times to meet to discuss when the training will occur within each respective district. All trainers and coordinators will have digital access to all materials and resources that will be used for each training course.

The goal of the coordinator is to support the trainers when they go to their campuses to implement the training they went through in Austin. Questionnaires will be completed by participants in the training. The coordinator will also assess training fidelity.

A community of practice will be held within each region via Zoom. The goal of the community of practice is to allow trainers time to collaborate with one another, share resources, and support each other. The coordinator will be there to facilitate discussions and answer questions that arise.

Coordinators will communicate with their trainers at least once between the time of the first two training courses and the third training. This meeting can be via Zoom or phone. Coordinators will also meet with one another to meet one online to support one another in supporting their trainers. They can communicate any issues, share resources, and ensure fidelity of practices. The director will be a part of the coordinator meeting and can be available for other meetings as necessary.

The same cycle of a community of practice, check-ins, and coordinator meetings will occur after each of the training courses. There will be one central location for all training materials and resources. Data collection will occur throughout the entire year.

CDN		Vendor ID	3750750750		Amendment #	

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.

Zolkoski-Extensive work engaging with stakeholders including local school districts to form partnerships. Extensive work engaging with stakeholders throughout the United States when conducting professional developments. Resource development to support professional development. Course development for courses in our special education master's degree that prepares students to become Behavior Specialists. Dass-Extensive experience conducting in-service teacher professional development projects. Coordinated nationwide dissemination of Iowa Chautauqua Model of K-12 science teacher professional development, funded by a US Dept. of Education grant. Engaged with various school districts, state departments of education, o ces of state science consultants. Served on advisory board of two NSF funded grant projects. Research specialist on three NSF funded grant projects and is experienced in research processes, including designing methods, collecting and analyzing data, and reporting. Collaborates with school districts across the East Texas region.Thomas - Extensive expertise in quantitative research methods, including univariate and multivariate analysis, regression modeling, factor analysis, mixture modeling, and structural equation modeling. Hired as a statistical consultant on grant-funded projects, such as examining the e ects of computer-assisted instruction on English Language Learners in Arizona public schools and analyzing the impact of rurality on mathematics course-taking and post-secondary enrollment using Texas Education Research Center data. Sherman - Extensive experience conducting professional development for in-service teachers over the past 18 years for di erent grant programs. Extensive experience organizing data and budgets for various grants but also for the undergraduate education program. Keeps extensive records for the field-based program for The University of Texas at Tyler for TEA to assure all requirements are met for certification. Collaborates with school districts and other universities to assure all stakeholders have a voice. Watters-Extensive expertise in educator coaching, campus and district leadership, and grant-funded project coordination between university and school districts. Led and supported the systemic development and implementation of campus-wide and district-wide behavioral supports utilizing RtI, PBIS, and Restorative Practices, leading to reductions in exclusionary discipline and increased academic performance. McLain-Expertise in collaboration between the university and local school districts. Led multiple professional development training courses over RTI and PBIS. Bircher-Experience with direct behavior intervention. Experience in working with students' kindergarten through grade 12 teaching experience. Experience helping teams address significant disproportionality in student discipline and experience with best practices in adult learning and adult learning theories. Ishmael- Collaborates between administrators, general and special education sta , families, and community partners to support students. Involved in decision making and implementation of goals for a grant. Presenter at parent engagement meetings on campuses. Presenter for behavior management and Special Education. Thompson- Engages in tracking academic and behavioral data, analyzing trends, and preparing comprehensive reports for IEP meetings and progress updates. Daskalakes-Experience supporting a multi-year federal grant provided through the Institute of Museum and Library Services through the collection and analysis of data, as well as the development of research products for dissemination. Experience working in the field of K-12 education. Performed tasks related to collection, analysis and reporting of student performance data. Experience training pre- and in- service teachers in K-12 and university settings in skills related to classroom management, data collection and reporting protocols, and collaborative best practices with relevant stakeholders. Qualifications as Related to Grant - Experience with evaluations (psychological evaluations, FBAs, using evaluation data to develop BIPs, and progress monitoring): Daskalakes, Ishmael, Thompson, Sass, Zolkoski, Watters, McLain; Experience with direct behavior intervention: Daskalakes, Watters, Ishmael, Thompson, Zolkoski, Gretchen McLain, Kendra Bircher; Early Childhood Special Education (ECSE) and/or kindergarten through grade 12 teaching experience, preferably in Special Education behavior management programs: K-12 teaching experience – Zolkoski, Bircher, McLain, Sherman, Dass, Watters; Special education teaching experience and behavior management programs - Daskalakes, McLain, Ishmael, Thompson; Experience helping teams address significant disproportionality in student discipline: Watters, Zolkoski, Daskalakes, Ishmael, Thompson, McLain, Bircher; Budget and Project management experience overseeing the logistical work of this grant: Sherman, Dass, Thomas, Sass; Experience best practices in adult learning and adult learning theories: Zolkoski, Sherman, Watters, Bircher, Dass, Thomas, Sass, McLain, Daskalakes; Proposed Expertise – Director – Needs extensive experience in project management and adult learning. Four Coordinators – Needs extensive experience working with teachers and supporting students with challenging behaviors

CDN [ ] Vendor ID 3750750750 Amendment # [ ]

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 [ ]

CDN [   ] Vendor ID [3750750750] Amendment # [   ]

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**

Amended Section	Reason for Amendment

Certificate Of Completion

Envelope Id: 5BF4CFF2-E2ED-4CE7-B873-62BA8C96AF92		Status: Completed
Subject: Complete with Docusign: TEA_Zolkoski_Application.pdf		
Source Envelope:		
Document Pages: 10	Signatures: 1	Envelope Originator:
Certificate Pages: 2	Initials: 0	Hannah Reyes
AutoNav: Enabled		3900 University Blvd
EnvelopeId Stamping: Enabled		Tyler, TX 75799
Time Zone: (UTC-06:00) Central Time (US & Canada)		hreyes@uttyler.edu
		IP Address: 129.114.244.133

Record Tracking

Status: Original	Holder: Hannah Reyes	Location: DocuSign
8/5/2025 8:36:10 AM	hreyes@uttyler.edu	

Signer Events	Signature	Timestamp
Lisa Bush lbush@uttyler.edu Associate Vice President,Research Security Level: Email, Account Authentication (None)	DocuSigned by: *Lisa Bush* BE6819CB9C9C43E... Signature Adoption: Pre-selected Style Using IP Address: 192.88.11.201	Sent: 8/5/2025 8:38:41 AM Viewed: 8/5/2025 12:58:59 PM Signed: 8/5/2025 12:59:08 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Hannah Reyes hreyes@uttyler.edu Security Level: Email, Account Authentication (None)	**COPIED**	Sent: 8/5/2025 8:38:41 AM Resent: 8/5/2025 12:59:09 PM Viewed: 8/5/2025 12:09:41 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
staci Zolkoski szolkoski@uttyler.edu Associate Professor The University of Texas at Tyler Security Level: Email, Account Authentication (None), Login with SSO	**COPIED**	Sent: 8/5/2025 8:38:41 AM Viewed: 8/5/2025 11:00:06 AM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/5/2025 8:38:41 AM
Certified Delivered	Security Checked	8/5/2025 12:58:59 PM
Signing Complete	Security Checked	8/5/2025 12:59:08 PM
Completed	Security Checked	8/5/2025 12:59:08 PM

Payment Events	Status	Timestamps