IDEA B Discretionary Technical Assistance and Support Grant Opportunity for 2019-2020

The Texas Education Agency (TEA) is actively seeking Letters of Interest (LoI) from potential grantees to provide opportunities for specific work toward serving students with ***Multiple Exceptionalities and Multiple Needs***. Interested regional Education Service Centers (ESC) or Institutes of Higher Education (IHE) should submit a LoI in the template included in Attachment A to TEA **by September 1st, 2018 at 5 pm CDT**. Potential grantees are encouraged to seek cooperative partnerships or collaborative agreements to successfully meet all goals and objectives of the grant. Funding is allocated from IDEA B Discretionary funds and scheduled for implementation in the 2019-2020 school year.

1.1 Program Description
In general, exceptionalities fall in six broad categories that include intellectual, communicative, sensory, behavioral, physical, and multiple. A child with a disability is identified in one or more of the specific disability categories as defined in IDEA and is included in these exceptionalities but may also be identified as gifted in comparison to same-aged peers or identified as an English learner (EL). The ***Multiple Exceptionalities and Multiple Needs*** grant will include coordinated support and technical assistance to educators and families in support of the implementation of best practices designed to meet the complex needs of this unique population of students.

1.2 Program Goal
The primary goal of supports for students with ***Multiple Exceptionalities and Multiple Needs*** is to build capacity to appropriately meet the complex needs of this population of students through the development of training and resources. Additionally, the grant will result in the creation of essential partnerships and systems at the state, regional, and local levels that include families, communities, and educators so that students with multiple needs or exceptionalities can be more effectively served.

Additional considerations for materials and resources produced through this grant:

- TEA maintains the right to final approval on all materials and resources before publication or presentation.
- All materials and resources will carry the TEA logo in addition to the logo of the grant awardee.
- All materials and resources are the property of TEA and must be provided to TEA at the end of the grant period or upon request.
- All materials or resources intended for use with parents and families will be made available in English and Spanish.

Grant awardees will make formal quarterly reports to TEA on identified outcomes-based, quantifiable lead measures with lag measure reporting at the end of the grant period. These measures must be mutually approved by the grantee and TEA and should be clearly proposed in LoI response. Additionally, budget proposals and final budget tables must include line-item/deliverable-based pricing.

1.3 Program Activities
Strong applications will demonstrate the ability and structure to achieve the program goal. The applications will also demonstrate emphasis in evidence-based practices for improving outcomes for students with multiple exceptionalities and multiple needs. Additionally, strong applications will include robust plans to scale resources and trainings statewide.

The proposed program shall describe a comprehensive plan that will identify areas for improvement in meeting the needs of students with multiple needs or multiple areas of exceptionality. Methodology key to addressing these areas in systematic and sustainable ways must be included. In addition, the program must include at a **minimum**, the following:

- Clearly defined resources that help align and strengthen the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to identify and support English Learners (ELs) with disabilities;
- Research-based guidance and alignment statewide for identifying, evaluating, and serving students with disabilities who also have areas of giftedness, are identified as ELs, or identified under all three programs;
- Research-based guidance on how to write IEPs that target the specific needs of ELs and GT students;
- Research-based programming strategies for ELs and/or GT students who also have special needs, including differentiation and accommodation strategies;
- Coordination of resources and provisions for assistive technologies that will increase access to GT and/or EL programming for students with disabilities;
- Explicit supports for children from military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children, to coordinate graduation requirements, transfer of records, course placement, and other administrative policies for students with disabilities also identified as GT and/or ELs;
- Development of a user-friendly suite of resources, produced with stakeholder input, that match disability specific needs with recommended strategies and program supports for GT and/or ELs. This product may be developed, in part, as a matrix that will provide parents and educators specific guidance for accommodation or other assistance as exampled below. It will serve to eliminate barriers to high-level rigorous coursework for students with disabilities.

Disability	Potential Areas of Need	Strategies or Accommodation for GT program access/inclusion	Strategies or Accommodation for ELs support
e.g. Autism	e.g. Emotional regulation Social skills instruction Communication supports	(to be developed by grantee)	(to be developed by grantee)
e.g. Specific Learning Disability	e.g. Skill repetition Reading Comprehension Organization and Fluency	(to be developed by grantee)	(to be developed by grantee)

1.5 Program Budget:

$1,000,000

1.6 Timeline:

LoIs must be submitted electronically to sped@tea.texas.gov by 5pm (CDT) on September 1st, 2018 in order to be considered. Hard copy mailed or delivered LoIs will not be accepted. Applicants should combine all attachments and documents into one PDF to include a cover sheet and table of contents. Grant awardees will be notified by October 1, 2018 with the grant period to begin July I, 2019. This is a one-year grant that may be extended for additional years at TEA discretion.

Closing and Next Steps

Strong applications with a likelihood of award will be innovative in nature, demonstrate clear planning toward stated goals and focus on producing desired outcomes rather than simply activity completion.

A virtual applicants conference will be held the week of July 16th, 2018. Questions submitted to sped@tea.texas.gov prior to July 13th, 2018 will be answered at that time and an FAQ will be published. When submitting questions, applicants should include the name of this grant in the subject line.

Applicants should refer to www.tea.texas.gov/TexasSPED for details and updates regarding the applicants' conference and this request for LoI generally.