



**2023-2025 Texas Center for Student Supports LOI**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, May 30, 2023**

NOGA ID

Authorizing legislation

**P.L. 117-59 Bipartisan Safer Communities Act Title II, School Improvement Programs, BSCA**

This LOI application may be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI 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, May 30, 2023**.

Application stamp-in date and time

Grant period from

**July 1, 2023 to September 30, 2025**

Pre-award costs are **not** permitted for this grant.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment documentation as described on pages 1-2 in the Program Guidelines - limited to no more than **10 pages**

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 Texas Center for Student Supports LOI Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Texas Center for Student Supports LOI Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant will formally establish the Texas Center for Student Support (TCSS).
- The applicant will dedicate a full-time director level position or above with personnel approved by TEA to lead the planning, execution, and implementation of all TCSS functions.
- The applicant will contract with a technical assistance provider or set of providers to develop a TEA aligned student support team framework that includes protocols for team operation, recommendations for team staffing, standardized forms, resources, and tools that LEAs will use to support their student support teams.
- The applicant will contract with a technical assistance provider or set of providers to develop a parent and family engagement playbook with resources and tools that LEAs can use to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process, to facilitate a student support partnership with families.
- The applicant will contract with a technical assistance provider or set of providers to establish and implement a campus leader, teacher, parent/family, and student advisory group and use subgroup focus groups to provide feedback and input on needs for services and support and on products developed for the Student Support Program.
- The applicant will contract with a technical assistance provider or set of providers to develop and implement job-embedded professional learning, technical assistance, and coaching to support LEAs with establishing and implementing student support team structures.
- The applicant will contract with a technical assistance provider or set of providers to develop and implement a data reporting system to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).

**Statutory/Program Assurances Cont'd**

- The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- The applicant will establish a collaborative partnership through contract procurement with the University of Texas at Austin Behavior Sciences and Policy Institute, and with the Texas Institute for Excellence in Mental Health (TIEMH) at the University of Texas at Austin, to develop the Student Support Program.
- The applicant will develop a plan to sustain the TCSS to support ESCs and LEAs beyond the life of the grant cycle.

**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
Director: Leadership & project management experience, coordination of multiple projects, and analysis of data experience 1 Existing Position	Master’s degree in the field of education, Texas public school teaching experience, Mid-management certification, and demonstrated administrative experience
Counselor/Mental Health Specialist: Planning, implementing, and providing student mental health/behavior support 1 Existing Position	Certified School Counselor required, Texas public school teaching experience required
Learning Leader: Instructional coaching and a diverse behavior intervention and support background 1 Existing Position	Mid-Management certification required, Texas public school teaching experience required
Education/Training Specialist - Manage website & social media, comm. channels/ Create & develop trainings, work w/ ESC and LEAs 2 Existing Positions	Bachelor’s degree in comm., digital marketing, graphic design, or web content mgmt. Systems, Adobe, InDesign, and Photoshop/Texas teaching certification, master's degree in education, public school teaching and admin. experience
Administrative Assistant: Managing purchase orders, group travel, speaker and event contracts, and other general procedures 1 Existing Position	High school graduate, 3-5 years related experience, proficiency in Microsoft Office Suite, Google, spelling, punctuation, grammar, and general office procedures

**TEA Program Requirements**

**HISTORICAL SUCCESS:** 1. Describe the success that the ESC has had in supporting LEAs with the following: **a.** electing and managing technical assistance providers to support LEAs and ESCs resulting in delivery of agreed upon deliverable and measurable outcomes; **b.** establishing and improving school culture resulting in strong relationships between staff and students, reductions in behavioral and disciplinary incidents, reductions in chronic absenteeism, reduction in incidents of bullying and harassment, and improved overall academic outcomes; **c.** implementing effective mental health training, support, and resources; and **d.** implementing effective student support team structures.

Region 16 Education Service Center (ESC) has successfully elected and managed technical assistance providers to support LEAs through the “Wraparound Meeting Process,” (WAM) designed and implemented at the ESC to create comprehensive, systemic support design packages for Local Education Agencies (LEAs) based on specific, identified needs. The WAM agendas and actions are connected with the approaches outlined by the Multi-Tiered Systems of Support (MTSS) that ESCs across the state provide support to all LEAs. Having this shared vision within the Region 16 organization to align the support and services provided to our districts is what allows our tiered support to have deep-rooted success. In the current grant year alone, 3 Campus Based Problem-Solving Teams from 3 separate LEAs in Region 16 have engaged in a full coaching cycle following MTSS training pathways. The vision of WAMs to generate consistent internal dialogue around LEA progress has allowed a solid connection of support for each district to be strategically structured. Region 16 ESC has supported the electing and managing of technical assistance providers to ESCs through CORE group collaboration, visits to

**TEA Program Requirements Cont'd**

exemplar ESCs to adopt effective practices, and hosting of other ESCs to share effective practices. b. Region 16 has successfully implemented and supported LEAs in improving culture in various ways and in many departments. The success has been through training and coaching, a shared purpose among our ESC, collaborative input, and frequent communication. (see attachment for detailed plan) Reductions in behavioral and disciplinary incidents and chronic absenteeism were successful by looking closely at data and implementing change through mental health coaching and individualized services to our LEAs. (see attachment for detailed plan) Reductions in bullying and harassment were made possible through comprehensive anti-bullying policies, education and awareness programs, fostering a positive school climate, regularly training staff, establishing confidential reporting systems, providing support services for victims, collaborative partnerships, cyberbullying prevention and continuously evaluating programs for improvement. (see attachment for detailed plan) Success in overall student outcomes is done through high-quality instruction, differentiated instruction, data-driven decision making, early intervention programs, social-emotional learning (SEL), professional learning communities and principal leadership and support (see attachment for detailed plan) c. The ESC has successfully supported LEAs by implementing practical mental health training, support, guidance, and resources. School mental health is a robust and growing landscape of resources to effectively support Texas schools' access to mental and behavioral health supports. The mental health training provided by the ESC has focused on increasing awareness and understanding of mental health issues, recognizing signs of distress in students, promoting early intervention, and equipping staff with strategies to support students' mental well-being. This training has been provided to all staff, including teachers, administrators, and support staff, and incorporates the school mental health components, TEC 38.351. (see attachment for detailed plan) d. Region 16 ESC has designed and implemented a system that includes multidisciplinary team members with clearly defined roles and responsibilities that meets regularly to communicate LEA needs and collaborate on designing comprehensive support packages for LEAs. The team regularly reflects on multiple areas of student data, adjusting course as necessary to meet the needs of LEAs. Professional development, implementation support, and leadership coaching is provided as part of this process. This same system can be scaled in order to establish a Texas Center for Student Supports that will support systemic change in the way that school districts address the academic and non-academic needs of students.

**CONTENT:** 2. Describe how the ESC will serve as the statewide Student Support Program content, training, and resource center for all twenty ESCs and participating LEAs. Include a brief description of the Student Support team framework, parents and family engagement playbook, and case management system.

ESC 16 will guide districts in implementing multidisciplinary teams with defined roles and responsibilities to serve as the Student Support Team (SST). The team will establish a vision, timeline, training, and targeted supports of implementation and an assessment to evaluate and establish a baseline profile of the student's academic, social, emotional, and physical safety/well-being. This will establish a profile of a balanced student-what each age appropriate student profile should encompass in order to be "typical" so team can identify what is atypical and possibly in need of monitoring/intervention/support. Student Support Team (SST) procedures would include frequency of meetings to check-in and monitor progress of the student in the identified areas of concern as well as identifying points of contact for actions determined during each meeting to leverage strengths of services provided. Tiered, yet individualized interventions, resources, and program components not limited to: behavior, mental health, academic, social, emotional, and physical well-being would also be included. Procedures for the SST outlined by the ESC team so that LEA teams have coordinated and integrated collaboration with families and community resources to offer depth in the holistic support for the student would be integral for success. This could also include connection to Parents and Family engagement playbook to support families with skill building outside of the school environment. The Parents and Family engagement playbook would be a valuable resource to help parents actively engage with their child's journey and contribute to their overall success. Sections to be included: the importance of parental engagement, supporting academic success, engaging in school life, and tips and tools in mental health for all grade levels. By working together, we can create an environment that supports student success and fosters a love for learning. Region 16 will use a case management system that helps streamline administrative processes and enhance student support. It will simplify tasks such as student record-keeping, scheduling, and communication, allowing educators and administrators to focus on providing quality education. The system will centralize student data, making it easily accessible and enabling efficient student progress and intervention tracking. It will facilitate collaboration among teachers, counselors and other stakeholders, ensuring effective communication and coordinated efforts.

**TEA Program Requirements Cont'd**

**STRUCTURE:** 3. Describe the protocols that the ESC will develop to establish and strengthen a clear link between existing school district support systems and the student support team structure including but not limited to behavior threat assessment, mental health needs, suicide prevention, emotional and behavioral health needs, and other needs that create barriers to positive student outcomes. Describe how the ESC will support the management of technical assistance providers agreed upon deliverables.

Protocols necessary to establish and strengthen a clear link between existing LEA support systems and the SST structure should be focused on sharing information, discussing student needs, and coordinating efforts to ensure a seamless provision of support. Integrated data systems that allow for sharing of relevant student information between the two teams and ensuring that it is centralized and accessible is necessary in order to provide the interventions needed. Shared professional development helps the teams come together to learn and enhance their skills collectively and build a common language and understanding among the support teams. Other ways to ensure success include: regular evaluation and reflection of the processes and effectiveness, collect feedback and make data-informed decisions. Clear protocols must be established for behavioral threat assessments-assessing and responding, including a well-trained designated team who has had training together and knows the process well; mental health needs - develop a process for identifying and assessing students' mental health needs and establish clear communication channels between teams, staff, and families to facilitate collaboration; comprehensive suicide prevention protocol that includes early identification, assessment, and intervention procedures. Train ALL staff on recognizing warning signs and responding.

Region 16 has a long history of effectively managing a statewide system serving districts from across Texas. Upon grant award, Region 16 would plan to meet with TEA to gain direction on moving forward with a detailed plan. This plan would establish agreed-upon project outcomes, communications, and timelines to support the management of the technical assistant providers for the Texas Center for Student Supports. Region 16 would develop systems to provide a quick onboarding process for providers with clearly outlined program priorities and required deliverables.

**PROFESSIONAL LEARNING:** 4. Describe how the ESC will provide professional learning to the twenty ESCs and participating LEAs including content delivery, technical assistance, and resources to effectively implement the Student Support Program.

The Education Service Center aims to deliver comprehensive content, technical assistance, and resources necessary to implement the Student Support Program effectively. Through diverse and engaging professional development opportunities, educators and administrators will be equipped with the necessary tools to address the needs of students, fostering their academic and personal growth. The primary professional learning objectives are as follows:

- a) Deliver high-quality content: Develop and deliver a series of professional learning modules, workshops, and training sessions that cover various aspects of the Student Support Program, focusing on strategies for supporting diverse student populations, fostering inclusive learning environments, and implementing evidence-based interventions.
- b) Provide technical assistance: Offer ongoing technical assistance to ESCs and LEAs, including guidance on program implementation, troubleshooting, and best practices. This support will be delivered through in-person consultations, virtual meetings, webinars, and an online platform for sharing resources and expertise.
- c) Allocate resources: Collaborate with educational stakeholders to curate and disseminate relevant resources, such as toolkits, instructional materials, and research-based practices. These resources will be made accessible through an online portal and tailored to meet the unique needs of ESCs and LEAs.

Professional Learning Delivery will implement a blended approach to professional learning, combining in-person hybrid sessions, virtual webinars, and asynchronous and synchronous online learning courses. This approach will cater to diverse learning preferences and enable widespread participation. Experts in the field will compile a comprehensive set of resources, including best practices, research articles, and instructional guides, to equip their best implementation of the knowledge gained. The ESC will implement a robust evaluation plan to ensure the effectiveness and impact of the professional learning services. This plan will involve pre-and post-assessments, surveys, and focus groups to measure educators' and administrators' knowledge, skills, and confidence changes. Additionally, regular feedback loops will be established to gather input on program satisfaction, resource effectiveness, and areas for improvement.

**Statutory/Program Requirements Cont'd**

**DATA REPORTING:** 5. Describe the system the Student Support Center will use to support participating LEAs with tracking referrals to the student support team and collecting data on supports provided to students and families to monitor effectiveness. Participating LEAs will be required to report this data to the Texas Education Agency.

Upon grant award, Region 16 will work with TEA to determine strategies for collecting and managing the data from the LEAs. Region 16 will utilize online project management tools to facilitate and document data collection promptly and effectively. It will involve systematically gathering and analyzing information to assess the efficiency and impact of a particular process, program, or strategy. By collecting relevant data, Region 16 can gain valuable insights into their performance and make informed decisions for improvement.

We will identify key metrics and indicators aligning with the desired outcomes or objectives. Data collection methods vary, ranging from surveys and interviews to automated tracking systems and data analytics tools. Regular and consistent data collection allows for ongoing monitoring and evaluation of effectiveness. It helps identify trends, patterns, and areas for improvement, enabling LEAs to make data-driven decisions and adjustments. By comparing current data to baseline or historical data, it becomes possible to gauge progress over time and assess the impact of changes or interventions.

Ultimately, collecting data to monitor effectiveness promotes accountability, fosters continuous improvement, and supports evidence-based decision-making. It empowers LEAs to identify strengths and weaknesses, optimize processes, and achieve desired outcomes more efficiently.

**CAPACITY:** 6. Describe the ESC capacity and expertise to fulfill the program requirements.

Region 16 Education Service Center’s vision is to be an indispensable part of the educational community. We believe the Texas Center for Student Supports aligns perfectly with our vision and mission of enhancing student success by providing quality services. We believe that safe school environments and mental health support are crucial to ensuring students, campuses, and districts flourish in the future. Although Region 16 doesn’t have all of the solutions for a complex topic and challenge, we believe we have the vision, capacity, and expertise to fulfill the program requirements and lead the TCSS across the state.

Region 16 continues to demonstrate our success with internal and external communications and relationships. We realize that Whole Child systems and services require all ESC and district stakeholders to collide, collaborate, and streamline services to benefit the greater good. Furthermore, we cannot do this alone. In multiple statewide initiatives and programs led by Region 16, we’ve demonstrated our ability to work alongside experts in the field. These relationships have supported LEAs to improvements in behavior and discipline, absenteeism, bullying, and improved overall academic outcomes, as evidenced by multiple data sources across the service area. Region 16 has required all staff members to train in mental health first aid, and have recently supported and trained countless LEA staff members.

Internally, Region 16 has implemented Wrap Around Teams that discuss the entire district, services we provide, and how our team can build unity to support the LEA or district. This model demonstrates a successful system that showcases teamwork and the ability to support initiatives collectively. Furthermore, these structures can be replicated in multiple fashions to support our ESC partners and LEAs across the state.

Region 16 is confident that our current staff in these areas, coupled with content and job specific experts, could provide a critical service throughout the state. Leveraging our current structures and personnel, we would quickly become a collaborative partner that demonstrates a willingness to serve, lead, and ignite this work to implement safe, inclusive, and supportive learning environments for students in Texas.

**Statutory/Program Requirements (Cont.)**

**CAPACITY:** 7. How many TEA grants is the ESC currently administering? 48

**CAPACITY:** 8. How many TEA grant applications does the ESC have in progress (not including this application)? 2

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Salaries: 1,139,201.00 (41.0% of budget)  
This includes all benefits, insurance, retirement, etc. for five professional staff members and one support staff.

Facilities Fees: 49,472.00 (2.0% of budget)  
Paid to Region 16 Education Service Center for use of the facilities, office space, storage area and any other necessary areas to perform job duties in a safe and efficient manner.

Indirect Cost: 178,882.00 (6% of budget)  
Paid to Region 16 Education Service Center for expenses of doing business that is not readily identified with a particular function or activity but is necessary for the general operation of the organization and the conduct of activities it performs. Examples include salary and related expenses of individuals working in accounting, personnel, purchasing functions, rent, depreciation and utilities.

Technology Related Equipment: 11,000.00 (.40% of budget)  
Employees' computers/laptops are covered with this portion of the budget and registered through the Region 16 technology office.

General Supplies: 49,855.00 (2% of budget)  
General supplies include, but are not limited to, office supplies, supplies used for trainings as well as large quantities of books/resources for attendees of trainings.

Miscellaneous Contracted Services, Consultant Fees/Travel, Printing and Meeting Room Rental Fee: 1,131,000.00 (41% of budget)  
Consultants will provide expertise and increase Texas Center for Student Support to develop and implement strategic and sustainability plans. Consultants will also improve partner engagement and communication. Miscellaneous contracted services consists of vendors who are not current ESC staff and who have expertise in developing and implementing student support teams, engaging parents and families in student support programs, developing and implementing strategies that improve school climate, developing and delivering content and professional learning activities to train ESC and LEA staff to support improvements in school climate and the implementation of students support teams. Region 16 will work closely with TEA in identifying potential partners that can provide technical assistance for the Student Support Program. These funds will further be utilized to create a communication platform and website improvements for outreach and communication as well as marketing materials to serve 60 LEAs and 20 ESCs.

Travel and Stipends for Non-employees: 200,000.00 (7% of budget)  
All travel that is required for staff performing the TCSS work as specified in the Program Guidelines as well as professional development opportunities that will build capacity to enhance the scope of the TCSS program  
Stipends for non-employees will be provided to compensate for time and effort on the program

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	



**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**