

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 statewide ***Student-Centered Transitions***. Interested Regional Education Service Centers (ESCs) and/or institutes of higher education (IHEs) should submit an LoI in the template included in Attachment A to TEA **by September 1, 2018 at 5 pm CDT**. Potential grantees are encouraged to seek cooperative partnerships or collaborative agreements to meet all goals and objectives of the grant successfully. Funding is allocated from IDEA B Discretionary funds and scheduled for implementation in the 2019-2020 school year.

Eligible Applicants

Eligible applicants for this funding opportunity are limited to the 20 Regional Education Service Centers and all institutions of higher education located in Texas. Other nonprofits or for-profit organizations, foreign institutions, and individuals are not eligible to apply; however, they may participate with an eligible applicant as a project partner (encouraged, as applicable).

1.1 Program Description

Successful transitions throughout a student's educational experience and into adult life require careful planning, and a partnership among students, families, schools, school districts, and community agencies. The ***Student-Centered Transitions*** grant is designed to build these collaborative infrastructures and to equip students to be actively involved in planning, communicating, and evaluating progress to meet their transition goals and to graduate all students ready for college and career. This grant will provide families and students with the training and resources necessary to successfully meet the milestones necessary for them to achieve their highest potential in school and in life.

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 the LoI response. Additionally, budget proposals and final budget tables must include line-item/deliverable-based pricing.

1.2 Program Goal

The primary goal of the ***Student-Centered Transitions*** grant is to equip students with disabilities with the skills, knowledge, and self-confidence necessary to transition successfully throughout their educational career, and to provide stakeholders with training and resources that increase knowledge, builds capacity, and enhances infrastructure to ensure pre-kindergarten through post-secondary readiness needs are met resulting in positive student outcomes.

1.3 Program Activities

Strong applications will demonstrate a solid basis in evidence-based best practice resources that target needs from across the state, include an innovative and robust plan for dissemination of resources, and include efforts for collaboration and networking with other grantees who have overlapping or related goals.

It is required that the proposed program describes a comprehensive and coherent plan for transition support from early childhood throughout the K-12 system into post-secondary, and contain, at a **minimum**, the following:

- Activities to support learning opportunities and improvements across the state including:
 - Promote an innovative approach to preschool programs for children with disabilities to include tools and resources with a focus on growth outcomes and kindergarten readiness;
 - Network for greater coordination and successful Part C (Early Childhood Intervention birth to 3 under IDEA) to Part B (ages 3-21 under IDEA) transition services resulting in the creation of tools and resources to support high quality early start programs for children with disabilities, birth through 5;
 - Create early college, career, and military readiness initiatives to include supports and tools to be used by LEAs beginning at middle school that create high student interest and build a foundation for successful high school course completion;
 - Develop resources and partnerships to create increased opportunities for college and career mentoring and student internships;
 - Provide extensive guidance, supports, and innovative tools targeting inclusive services and improved access to career and technology education for students with disabilities;
 - Strengthen and expand partnerships with Texas Work Force Commission, Health and Human Services Commission, and other potential community partners to develop post-secondary preparedness programs to ensure strong readiness and successful post-secondary transitions;
 - Collaborate with other networks and TEA initiatives with overlapping goals, such as College Career Military Preparation (CCMP), and Early Childhood Education (ECE), and elementary and middle school programs;
 - Expand opportunities and reach statewide for students in making post-secondary connections with state and federal resources, programs, and agencies for students and persons with disabilities;
 - Manage and maintain resource content, including online documents, training modules, webinars and updated resources for ESCs, local education agencies (LEAs), parents, and other stakeholders regarding Early and Secondary Transition and Post-School Outcomes.

- Projects identified to meet federal regulations and state statutory requirements must include:
 - Texas Transition and Employment Guide;
 - LEA Transition and Employment Services Designee training;
 - Early Transition Memorandum of Understanding (MOU)

1.4 Program Budget
\$1,000,000 per year

1.5 Timeline

Lols must be submitted electronically to sped@tea.texas.gov by 5pm (CDT) on September 1, 2018, in order to be considered. Hard copy mailed or delivered Lols 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 1, 2019. This is a one-year grant that may be extended for additional years at TEA discretion.

1.6 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 16, 2018. Questions submitted to sped@tea.texas.gov prior to July 13, 2018, will be answered at that time and a Frequently Asked Questions (FAQ) document 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 virtual applicants' conference and this request for Lol generally.