TEA Texas Education Agency ® NOGA ID

2025-2027 Strengthening Early Education through Data (SEED) Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, June 02, 2025

Authorizing legislation	GAA, HB 3, Article IX, Section 18.114(b)

This LOI application must be submitted via email to **loiapplications@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, JUNE 02, 2025.**

Application stamp-in date and time

Grant period from	July 15, 2025-April 30, 2027
Pre-award costs permitted from	Not Permitted

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Detailed Resume(s) or Job Description(s) for Proposed Key Personnel (See Program Guidelines for more information)

Amendment Number

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

Applicant Information

Organization	Region One Education Service Center	CDN	108950	Campus		ESC	1

Address	1900 West Schunior	City	Edinburg	ZIP	78541	Vendor ID	74 15881865

Primary Contact	Kelly Vanhee	Email	kkvanhee@esc1.net	Phone	956-984-6151

Secondary Contact	Hector Gloria	Email	hgloria@esc1.net	Phone	956-984-6295

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):

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

Authorized Official Name	Daniel P. King	Title	Executive Director

Email	dking@esc1.net	Phone	956-984-6001

Signature	Daniel King (Jun 2, 2025 17:01 CDT)	Date	06/02/2025

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 2025-2027 Strengthening Early Education through Data Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 Strengthening Early Education through Data 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 to engage in a data sharing agreement with each school system it intends to serve to access and review assessment data PK-2 to support data coaching. This includes, but is not limited to, data collected via a commissioner-approved student progress monitoring instrument for students in prekindergarten and a commissioner-approved reading instrument for students in kindergarten through second grade.

☒ 8. The applicant assures to obtain written school system permission to share school system data and will share that data, in aggregate form, with TEA as requested.

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.

Region One ESC, the premier partner of every school system in the region, empowers all learners to strive for educational excellence, personal and community success, and regional transformation. It serves 48 systems (38 districts, 10 charters) and 116,985 Early Childhood–>Grade 2 students (27 percent of the region; TAPR 2023–24). TPEIR (2023-24) reports regional kindergarten readiness below 50%. However, current challenges also include inconsistent PK–2 data reporting, uneven instructional fidelity, and variable early literacy outcomes across the region, indicating a need for a coherent data-coaching system. Aligned with this mission, SEED will build a data-driven infrastructure and coaching ecosystem to transform PK–2 instruction and improve early literacy and school readiness. It requests $1,337,500 to achieve ten defined outcomes. 1) Cohort Identification and Engagement: By August 2025, Region One ESC will select fifteen high-need systems via the ECNI and qualitative criteria, finalize data-sharing agreements, and on board at least ten systems for SEED support. 2) Certified Data Coaching with High Fidelity: By May 2026, each district's data coach will complete the SEED Data-Coaching Institute and conduct structured coaching cycles (co-planning, observation, feedback) with ≥ 90 percent fidelity. 3) Universal Assessment Adoption and Reporting: Districts will adopt approved PreK and K–2 assessments, achieve 100 percent centralized reporting, and use automated processes to ensure ≥ 95 percent on-time, accurate submissions to TSDS, ECDS, and ERI dashboards. 4) Job-Embedded Professional Development: By April 2027, ≥ 95 percent of PK–2 staff will complete PD on assessment literacy, data interpretation, and instructional alignment, reinforced by quarterly Data Dig sessions that generate action plans to close learning gaps. 5) Differentiated Instruction Modeling: Coaches will model differentiated strategies (flexible grouping, formative checks, scaffolded support) to enhance classroom-level data use and personalized learning. 6) Leadership Engagement and Data Dialogue: District leaders will attend at least three Regional Data Academy modules and participate in data-dialogue meetings documenting strategic decisions on staffing, scheduling, and family engagement. 7) Centralized Management System Implementation: By May 2026, fill 100 percent of key roles (Data Coach, Family Engagement Liaison, PK–2 Instructional Lead). From July 2025, technical assistance (ECDS navigation, coaching clinics, on-site visits, office hours) will ensure ≥ 90 percent timely support for data submission and instructional guidance. 8) Continuous Improvement and Monitoring: Monthly dashboards and quarterly Steering Committee reviews will monitor coaching fidelity, PD completion, and data accuracy. A midpoint report (Dec 2026) and a final report (May 2027) will guide adjustments, with escalation protocols for performance variances. 9) Sustainability and Institutionalization: Post-grant, ≥ 80 percent of districts will sustain SEED practices—via embedded roles, manuals, local funding, a Q1 2027 Institutionalization Workshop, and ongoing Plan-Do-Study-Act cycles—ensuring long-term adherence. 10) Student Outcome Gains: Quarterly growth-trajectory analyses and a disaggregated final impact report will demonstrate improvements in early literacy and school readiness for PK–2 students, confirming program impact. Grant personnel provide decades of leadership, grant management, and expertise in data-driven PK–2 instructional improvements.

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
Curriculum, Instruction, & Assessment Administrator. Key Investigator (existing position).	20 Years Grant Management: USDE TIF 5, NOAA Science, USDE AHC-NA Grants. C&I School Leadership & Turnaround. State/Federal ACCT., & Instructional Coaching, Data Literacy, Sustainability.
Early Childhood Director. Project Director, Grant Manager, & Data Literacy Coach (existing position).	TEA Recess Grant Manager, EC Coach, Masters in Early Childhood, Doctoral Student in C&I (literacy). Rigorous EC Assessment Practices, Data Literacy, HQPK Programs, Family Engagement & Partnerships, ECDS, & PD Design, STR.
Early Childhood Partnership Coordinator SEED Data Literacy Coach (existing position).	TLI Grant Manager, HQPK Programs, Partnerships, Early Literacy, Coaching, Assessment Data Analysis, Dyslexia, Family Engagement, PD Design, Interdisciplinary Studies, Masters in Reading, Science of Teaching Reading (STR)
Early Childhood Regional Assessment Specialist SEED Data Literacy Coach (existing position).	Data Systems, Grant Management, Assessment Literacy, Instructional Alignment, PD Design, Technical Assistance for Assessment, Data Coach, Sustainability, Masters in Organizational & Educational Leadership.
(a) ESC1 Technology Solutions/PEIMS/ECDS/PMC/EC. (internal services) (b) CLI, Tango, Amplify, Amira. External consultants.	(a) 50 Years delivering innovative technology solutions: IT, e Learning services, and overall student achievement. (b) Reputable organizations delivering early-learning tools, assessment analytics, research-based curriculum, and AI reading

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 1). Ensure 100% of participating LEAs submit timely, accurate, and complete PK–K ECDS data and 1st–2nd grade ERI codes to PEIMS by April 30, 2027. From July–December 2025, a cross-functional work group will define data workflows. Between January–June 2026, protocols will be piloted in 15 LEAs, revised, and published in a Data Submission Playbook. From August 2025–April 2027, the program will integrate automated checks, error flags, and dashboard analytics (via Region One ESC, TANGO, Amira, Amplify, CLI) and deliver six ECDS Navigation sessions with office hours. Quarterly reports will monitor timeliness and completeness to ensure 100% compliance. Goal 2). Engage 100% of LEA leaders in at least three of four Regional Data Academy sessions by March 31, 2027. (a) July 2025–Feb 2026: Finalize four peer-reviewed modules— Systems & Protocols, Data Collection and Goal Setting, Data Driven Instruction, and Progress Monitoring/Stakeholder Engagement. (b) July–Aug 2025: Partner with ESCs to secure venues and manage sign-ups. (c) Oct 2025–Apr 2027: Deliver quarterly sessions with action planning and post-session surveys. (d) Apr 2026–Apr 2027: Host monthly virtual clinics and newsletters. Use of Omni Track platform to record attendance and participation. Goal 3). Ensure all LEAs identify PK–2 staff and complete PD by May 2026; achieve 90% instructional fidelity by April 30, 2027. (a) Aug 2025: Host LEA Kick-Off calls. (b) Oct 2025–Apr 2027: Deliver PD on assessment, data use, and engagement. (c) Oct 2025: Assign an ESC coach to each LEA for monthly support (d) Jan 2026–Apr 2027: Conduct four learning walks and co-develop improvement plans. Goal 4). Engage 100% of district leaders in two annual site visits and six quarterly coaching sessions by April 2027. Visits will include a review of PK – 2 assessment data, opportunities to plan differentiated instructions, and set student outcome goals. Participation will be tracked via Omni Track and surveys.

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 SEED program will implement a robust performance and evaluation plan to translate data coaching into measurable gains in PK–2 student outcomes while maintaining accountability. Outcome measures will emphasize the assessment of growth and instructional fidelity, supported by standardized tools, structured processes, and documented resolution protocols (Goals 1–4). To ensure timely, accurate PK–K ECDS and 1st–2nd-grade ERI submissions, the program will leverage existing TSDS and ECDS dashboards and automated error-flagging systems (Region One ESC, TANGO, Amira, CLI). A cross-functional work group will meet quarterly to review data metrics, confirm 100% compliance, and address submission issues through real-time alerts and an action tracking log. These database will support quarterly growth-trajectory analyses comparing current data to prior-year baselines (Goal 1). All LEAs will identify PK–2 staff and complete professional development (PD) by May 2026, with 90% instructional fidelity achieved by April 2027. Completion will be tracked via the Omni Track platform, and implementation will be monitored using a fidelity rubric logged in Region One's coaching database. Each LEA will receive monthly coaching and four scheduled learning walks. Coaches will generate action plans addressing implementation gaps, with follow-up progress documented in a fidelity tracker to confirm resolution (Goal 3). To develop leadership capacity, the program will require each leader to attend at least three of the four Regional Data Academy modules. Registration and attendance will be tracked via the Omni Track platform. Post-session surveys (Qualtrics) will assess participant satisfaction and transfer to practice. Two annual site visits and six quarterly coaching sessions per Local Education Agency (LEA) will model best practices in data-informed instruction and family engagement. These interactions will be documented through standardized templates and tracked action plans (Goals 2, 4). For transparency, monthly financial and quarterly activity reports will be generated using Region One's grant accounting and evaluation dashboards. These will summarize expenditures, student outcome data, professional development (PD) and coaching participation, fidelity adherence, and leadership engagement. Performance variances will activate an escalation protocol, to address fidelity of implementation. A final impact analysis will compare baseline and end-of-grant data—disaggregated by subgroup—to quantify the program's effect on early literacy and school readiness (Goals 1, 4).

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.

The SEED budget allocates $125,712 for key staff, $1,035,550 for contracted coaching, technology, and engagement resources, $9,173 for instructional toolkits, $25,000 for site visits and family outreach, and $142,065 for indirect costs—aligning every expense with the project's five goals to drive sustainable outcomes. A half-time specialist (50% FTE) will coordinate cohort selection, data-sharing agreements, fidelity monitoring, and continuous improvement. By dedicating half of salary and fringe to SEED, the budget guarantees leadership for Goal 1: cohort identification and timely ECDS submissions via the Early Childhood Need Index (ECNI), the data-submission work group, and data-accuracy dashboards. This role advances Goal 2 by liaising with Data Coaching Institute facilitators, tracking professional development enrollment, and maintaining fidelity checklists. As lead of monthly "Data Dig" reviews, this specialist advances Goal 4's continuous-improvement cycle—adapting plans based on outcomes—and coordinates sustainability activities (Goal 5), including the Q1 2027 Institutionalization Workshop and maintenance clauses for each LEA. A part-time assistant (30% FTE) underpins Goal 3 (centralized management and technical assistance) and Goal 4 (ongoing monitoring). By dedicating 30% of salary to SEED, the budget ensures timely scheduling of committee sessions, accurate data entry into Omni Track, and preparation of quarterly Program Activity Reports. This role guarantees each LEA receives consistent communication about ECDS navigation clinics and rapid consolidation of fidelity audit results—helping SEED meet permanence milestones and long-term success (Goal 5). Approximately $425,000 contracts external experts to design and deliver a research-aligned Data Coaching Institute. This supports Goal 2 by certifying each district's data coach to demonstrate ≥ 90 % fidelity on structured protocols. Contracts cover facilitator handbooks, virtual modules, and fidelity rubrics—supporting Goal 4's monitoring and Goal 5's sustainability by creating replicable materials LEAs can embed post-grant. A $175,000 investment hires IT consultants to build a secure, cloud-based data warehouse and real-time dashboards integrating TSDS, ECDS, TANGO, Amira, and CLI. This meets Goal 1's requirement for 100 % on-time, accurate data submissions: automated uploads and error-flagging drive the ≥ 95% accuracy metric. The licensed learning management system supports Goal 2 by delivering asynchronous modules in assessment literacy and Goal 3 by hosting "Data Dig" resources and fidelity-monitoring tools. This infrastructure underpins Goal 5's maintenance: LEAs inherit secure, TEA-compliant systems. Contracts for $300,000 secure data coaches who provide two on-site visits and six virtual clinics per year for each of 15 LEAs. This fulfills Goal 3 by ensuring coaches receive structured support and real-time ECDS assistance. Coaches advance Goal 4 by co-facilitating quarterly "Data Dig" sessions—analyzing data and generating action plans. As LEAs meet fidelity targets, these services can be scaled back, so by Year 3, SEED practices are established and require only maintenance (Goal 5).Content experts funded at $135,550 will create culturally responsive "Data Chats" toolkits, caregiver-feedback surveys, and reflection prompts. This addresses Goal 4 by piloting post-assessment Data Chats in Year 2, collecting parent feedback, and refining engagement materials—laying a foundation for Goal 5: LEAs retain toolkits and integrate them into improvement plans. Standardized resources—assessment-literacy manuals, family-engagement guides, fidelity rubrics—are provided to each LEA, with $4,500 for printed and digital toolkits. This supports Goal 2's professional development completion metric (≥ 95%) and Goal 3's implementation fidelity. Learning-walk checklists and action-planning templates—funded at $4,673—are crucial to Goal 4's monitoring framework, ensuring consistent practices across districts and a library of materials maintained beyond April 2027 (Goal 5).Travel funds of $25,000 cover mileage, lodging, and per diem for two annual on-site visits per LEA (30 total) and 90 coaching sessions—advancing Goal 2 by providing embedded support and Goal 3 by allowing coaches to model instruction. An additional $5,000 supports off-campus Data Chat events—advancing Goal 4's family engagement and Goal 5's pilot of culturally responsive toolkits. Indirect costs of $142,065 (11.884 %) cover finance, audit readiness, HR, and payroll—meeting Goals 3, 4, and 5 by ensuring TEA compliance and accurate reporting.

A quarterly budget-review process ensures flexibility and adjustments: if fewer than 90% of coaches meet fidelity benchmarks, surplus travel or supplies funds shift to "booster" coaching (Goals 2, 4). Should an LEA exceed targets early, unspent coaching funds can develop additional LMS modules (Goal 5). If more than 15 LEAs join mid-cycle, minor increases in coaching and travel—pending TEA approval—allow new cohorts without compromising existing commitments (Goal 1). As integration needs evolve, up to $25,000 from contractual categories can expand security features or add parent-facing dashboards (Goals 3, 5).

Program Requirements

1. Describe your plan for identifying school systems to participate in the program. Ensure that the number of school systems included aligns with the size of your region. ESCs with fewer than 20 school systems must include at least 5 school systems. ESCs with 20 to 50 school systems must include at least 10 school systems or 25% of their total school systems, whichever is less. ESCs with 51 to 100 school systems must include at least 15 school systems or 20% of their total school systems, whichever is less. Aim to support the maximum extent possible. Include both quantitative data (e.g., kindergarten readiness scores, prekindergarten proficiency scores) and qualitative information (e.g., knowledge of school systems that are struggling or have previously requested assistance in early childhood systems). Provide a preliminary list of identified school systems with explanations on why they were selected and would make candidates for this program.

Region One ESC serves 47 systems (37 school districts + 10 charter systems), it falls into the 20–50 category and therefore must serve at least ten school systems, but will aim to maximize 15 systems. Region One ESC will implement a rigorous, data-driven selection process—aligned to SEED performance measures—to identify a preliminary list of school systems. Beginning in June 2025, the ESC will assemble a comprehensive quantitative data portfolio by extracting the latest PK–K assessment and proficiency metrics for all 48 systems. It will pull from Texas Public Education Information Resource (TPEIR) report on prekindergarten assessments and kindergarten readiness. Simultaneously, the ESC will flag any system who submitted on the final day of the deadline or requested an extension. These indicators will be combined into an Early Childhood Need Index (ECNI) for each system (Goal 1; PM: Quarterly ECNI dashboard reporting). Concurrently, in June 2025, the ESC will gather qualitative insights to complement ECNI. It will review ESC records to identify systems that previously requested technical assistance for assessment implementation or data submission; note districts and charters lacking an on-site Early Childhood coordinator or data-coach structure; and interview ESC specialists to flag organizations exhibiting persistent assessment-protocol confusion or instructional gaps. (Goal 3; PM: Qualitative flag report). On July 1, 2025, Region One ESC will merge ECNI scores and qualitative measures to produce a ranked list of all 47 systems. It will then select the top fifteen highest-need systems—each with a high ECNI score and at least two qualitative measures—to form the Phase I cohort, satisfying the minimum requirement for SEED participation. The ESC will communicate invitations, finalize data-sharing agreements, and schedule kick-off meetings with each selected system in preparation for the August 2025 launch (Goal 2; PM: Invitation and agreement completion rate). From August 2025 through April 2027, the ESC will expand participation in quarterly phases. At each quarter's end, it will review updated assessment data and coaching logs, then on board the next highest-ranked five to eight systems—balancing coach caseload to maintain at least 90 percent fidelity in coaching cycles. This phased approach will continue until all interested systems have engaged or the ESC's coaching capacity is fully allocated. Through this structured, phased selection plan—grounded in quantitative rigor and enriched by qualitative understanding—Region One ESC will maximize the reach and impact of its SEED data-coaching supports across the region (Goal 4; PM: Cumulative system enrollment and fidelity metrics).

The selection of the preliminary LEA cohort—classified as High-Risk, Moderate-Risk, and Emerging Readiness—is strategically aligned with the SEED initiative's goals. These systems span a continuum of need and readiness, offering both high-need intervention sites and scalable implementation models. A multi-indicator risk assessment, incorporating academic performance, participation rates, structural readiness, and leadership capacity, was used to determine placement. High-Risk LEAs (Score ≥ 8): Lasara ISD is the most at-risk, with 0% in both PreK proficiency and participation, Kinder readiness at 36.4%, and the highest score (11). Edcouch-Elsa, Monte Alto, San Isidro, and La Villa each scored 8, reflecting consistently low or missing PreK data and unstable instructional systems. These districts are high-leverage targets for foundational reform. Their selection aligns with Goals 1, 3, and 4, emphasizing data system design, instructional fidelity, and leadership coaching. Moderate-Risk LEAs (Score 6–7): Santa Rosa, Raymondville, Lyford, and Jim Hogg exhibit Kinder readiness below 50%, with missing quality indicators and limited Early Childhood (EC) partnerships. Progreso, Valley View, Point Isabel, and Rio Hondo demonstrate moderate performance with ongoing structural gaps. These LEAs are positioned for measurable gains through structured support and align with Goals 2 and 3, which promote regional data academies and targeted PD. Emerging Readiness LEAs (Score ≤ 4): PSJA, Roma, Weslaco, and Donna ISD report mixed academic outcomes —e.g., PSJA's 67% PreK proficiency—but maintain strong early childhood (EC) partnerships and stable leadership. These LEAs can serve as early adopters, pilot sites, and peer models within the SEED network. Their readiness supports Goals 1 and 2, especially in refining data workflows and sustaining professional learning.
This tiered selection strikes a balance between urgent intervention and scalable implementation. It ensures differentiated support, peer collaboration, and aligned progress monitoring—core to SEED's sustainable impact across Region One service area.

Program Requirements (Cont.)

2. Explain your plan for formalizing systems of data coaching within participating school systems. Detail how you will develop and implement quality, effective, and efficient data-driven practices and protocols, including selecting and using commissioner-approved grade level assessments, aligned professional development opportunities, analyzing early childhood assessment data, systems-level decision making aligned to effective data practices, coaching from assessment data, using early childhood assessment data to drive effective classroom instruction, and progress monitoring.

Region One ESC will implement a streamlined data-coaching system to embed sustainable PK–2 data-use practices across participating districts. Starting August 2025, one certified data coach per district will complete the SEED Data-Coaching Institute, demonstrate mastery via fidelity checklists, and lead structured coaching cycles—co-planning, observation, and feedback—with ≥90% adherence to protocols (Goal 1; PM: ≥90% fidelity). Simultaneously, the ESC will support district adoption of commissioner-approved assessments: a PreK progress-monitoring tool (e.g., Circle) and K–2 literacy screeners (TX-KEA, mCLASS, TPRI/Tejas LEE). It will execute data-sharing agreements and train staff in standardized administration to ensure 100% adoption and centralized data reporting. (Goal 2; PM: 100% adoption). ESC specialists will deliver tailored PD on assessment literacy, data interpretation, and instructional alignment, guided by each district's Early Childhood Need Index. Job-embedded coaching will reinforce PD through modeling and co-planning, with ≥95% PD completion logged in the ESC coaching platform (Goal 3; PM: ≥95% PD completion). Each quarter, coaches and campus leaders will hold "Data Digs" to review results, identify learning gaps, and draft actionable plans to adjust instruction and allocate resources (Goal 4; PM: Quarterly reviews with action plans). ESC will convene structured data-dialogue meetings with district leaders to guide systemic decisions on staffing, scheduling, and family engagement. Meeting records will capture resulting policy changes (Goal 3; PM: Documented leadership decisions). Coaches will model differentiated instruction strategies—flexible grouping, formative checks, scaffolded support—to promote classroom-level data use (Goal 1; PM: Increased differentiation). Districts will follow a monitoring schedule aligned to state benchmarks. Coaches will compile monthly growth data, evaluate coaching effectiveness, and report findings in Quarterly Program Activity Reports with ≥95% submission accuracy (Goals 1 & 4; PM: ≥95% on-time, accurate submissions). ESC will codify protocols in operational manuals and train district leaders to sustain coaching and data cycles post-grant, with ≥80% of districts continuing SEED practices. (Goal 5; PM: ≥80% post-grant adoption).

3. Develop a comprehensive plan for the management system that will be used to oversee the program. Include details on how you will manage staff selection, professional development, technical assistance, coaching support, and data sharing agreements. Describe how you will ensure the complete, accurate, and timely submission of early childhood assessment data into the Early Childhood Data System.

Region One ESC will implement a centralized Management System to meet SEED goals—ensuring efficient staff selection, targeted professional development, responsive technical assistance, robust coaching, secure data sharing, and timely PK–2 data submission.
1. Staff Selection (Goal 3; PM: 100% by 5/31/26). July–August 2025: ESC will appoint each district's Data Coach, Family Engagement Liaison, and PK–2 Instructional Lead based on expertise, and record assignments in a central roster.
Professional Development (Goal 3; PM: 100% completion; ≥ 90% fidelity by 4/30/27). Sept 2025–Apr 2027: ESC will deliver the SEED Data Coaching Institute and Data-Driven Educators series via LMS, reinforced by weekly checkpoints and monthly meetings. An internal calendar and Omni Track will monitor module delivery, Learning Walks, attendance, and fidelity.
2. Technical Assistance (Goals 1–3; PM: ≥ 90% data submission & coaching support). From Sept 2025: ESC will offer ECDS Navigation Sessions, Data Coaching Clinics, On site Visits, and Office Hours, logging each interaction with details and resolutions.
3. Coaching Support (Goal 4; PM: 2 on-site & 6 virtual sessions/LEA/year). Oct 2025 onward: Coaches will model Data Digs and leadership strategies, sharing schedules and rubrics in advance and tracking all sessions in Omni Track.
4. Data Sharing & Submission (Goal 1; PM: 100% agreements; ≥ 95% accuracy). July–Dec 2025: ESC will finalize FERPA compliant agreements and automate assessment uploads. By June 2026, it will publish a Data Submission Playbook; TSDS based dashboards will flag LEAs below 90% accuracy for targeted support.
5. Sustainability & Continuous Improvement (Goals 1, 3 & All Goals). Q1 2027: ESC will embed maintenance clauses in contracts and host an Institutionalization Workshop. Monthly dashboards and quarterly TEA/SEED Steering Committee reviews—alongside midpoint (Dec 2026) and final (May 2027) reports—will track fidelity, PD completion, and data accuracy to sustain SEED's impact beyond April 30, 2027.

Program Requirements (Cont.)

4. Provide a sustainability plan that outlines how the improvements and practices established during the grant period will be maintained beyond the grant's duration. This plan should include strategies for continued professional development, ongoing family engagement, and the use of assessment data to drive decision-making and classroom instruction. Explain how you will ensure long-term program fidelity and student success.

Region One ESC will secure SEED's lasting impact through a three-phase sustainability strategy—Pilot, Scale, and Practice—A). Pilot (2026–2027): ESC will finalize the SEED Implementation Playbook—documenting coaching protocols, Data-Dig cycles, family-engagement calendars, and classroom-planning templates that translate assessment insights into differentiated lesson plans (Goal 3). Master Coaches will complete the Data-Coaching Institute and co-facilitate refresher trainings on assessment literacy and family engagement (≥ 95% completion) (Goal 3). Family Engagement Liaisons will pilot post-assessment Data Chats, gather caregiver feedback via surveys and reflection prompts, refine culturally and linguistically responsive toolkits, and integrate lessons into the Playbook and evaluation reports (Goal 3). Quarterly benchmarking dashboards will monitor student progress at campus and regional levels (Goal 1). B) Scale (2027–2028): ESC will guide LEAs to adopt a tiered PD model—annual SEED refresher trainings; peer-led PLCs (≥ 3 sessions/year); and embedded coaching tracked by monthly logs and dashboards (Goals 2 & 3). It will embed SEED roles, classroom-planning templates, and LMS licenses into district strategic plans and budgets (≥ 80% local funding) (Goal 5) and expand Data-Dig cycles to five per year with benchmarking dashboards and quarterly instructional reviews (Goal 4). SEED PD modules will be integrated into district calendars and new-staff on boarding (Goal 3). C. Practice (2028+) ESC will recommend each LEA appoint a Sustainability Lead (Goal 5) and convene an Early Childhood Data Council—PEIMS staff, campus leaders, and EC coordinators—to conduct biannual fidelity audits and trend analyses (Goal 3). Findings will inform targeted Fidelity-Boost workshops and implementation supports. Family engagement will follow a structured Data-Conversations calendar, with toolkits and calendars updated each cycle based on caregiver input (Goal 3). ESC will publish an annual State of PK–2 Readiness report—detailing outcomes, student progress case studies, and planning-template revisions (Goal 1). The grant will implement a Plan–Do–Study–Act cycle at the district, campus, and classroom levels (Goal 4) and monitor LMS completion (≥ 95%) alongside fidelity audit results to ensure SEED practices persist well beyond April 30, 2027 and drive sustained student success.

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