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

TEA Texas Education Agency®

NOGA ID

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	ESC Region 2	CDN	178-950	Campus		ESC	2

Address	209 N Water St,	City	Corpus Christi	ZIP	78401	Vendor ID	1746001922

Primary Contact	Dr. Esperanza Zendejas	Email	esperanza.zendejas@esc2.us	Phone	(361) 561-8400

Secondary Contact	Dominique Janeway	Email	Dominique.Janeway@esc2.us	Phone	(361) 561-8400

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name	Dr. Esperanza Zendejas	Title	Executive Director

Email	esperanza.zendejas@esc2.us	Phone	(361) 561-8400

Signature	*E. Zendejas*	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.

EARLY CHILDHOOD ARTIFICIAL INTELLIGENCE (EC-AI) MISSION: ESC Region 2 proudly proposes the Early Childhood Artificial Intelligence (EC-AI) initiative to transform early learning across 10 selected Local Education Agencies (LEAs): Gregory-Portland ISD, Corpus Christi ISD, Beeville ISD, Robstown ISD, West Oso ISD, Flour Bluff ISD, Alice ISD, Sinton ISD, Mathis ISD, and Kingsville ISD. These predominantly rural and high-poverty districts serve a largely Hispanic student population, and were strategically chosen for their commitment to innovation and their readiness to embrace a data-driven model for educational improvement. The EC-AI initiative's mission is to dramatically elevate PK–2 student outcomes by equipping educators with AI-enhanced tools and coaching that make data both meaningful and actionable. At its heart, EC-AI is a commitment to equity — ensuring that children from historically underserved communities receive timely, personalized support that can change the trajectory of their educational journey. Whether facing developmental delays, dyslexia, autism, or other learning barriers, early learners in Region 2 deserve the transformative power of proactive intervention. ESC 2 requests 5 Priority points for regional kindergarten readiness percentages below 50% on the 2023-2024 school year at 43.5% on all assessments (2023-24 TPEIR, ESC Region 2).

SPECIFIC NEEDS: At the center of EC-AI is the Early Childhood Intelligence Dashboard (EC-ID) — an innovative AI-powered system that consolidates and analyzes data from CLI Engage, TSDS, MTSS, CCMR dashboards, and other commissioner-approved assessments. This platform gives teachers real-time, predictive insights into student performance, enabling precise interventions before children fall behind. In rural and economically disadvantaged communities, teachers often report feeling overwhelmed by fragmented data systems and unsupported in translating results into instruction. The EC-AI program addresses this head-on with: Dedicated instructional coaches who help PK–2 teachers navigate, interpret, and act on data in a timely and targeted way. Professional development that empowers educators with trauma-informed practices, behavioral supports, and strategies for engaging families. Family-focused AI prompts that help teachers communicate student progress with parents in a culturally sensitive, accessible, and encouraging manner. Structured home visits supported by user-friendly AI tools, helping build trust with families and extend the learning journey beyond the classroom. Protocols for instructional planning integrated into PLCs and MTSS cycles, turning data analysis into a routine and sustainable practice. ADDRESSING THE MISSION AND NEEDS: To ensure the initiative is grounded in real needs, ESC Region 2 launched the "Early Childhood Data Survey" — a regional effort to gather insights from educators and stakeholders across the 10 districts. The feedback confirmed key priorities: the demand for real-time data tools, the need for greater parental partnership, and the urgency of addressing early learning challenges in our rural, high-poverty Hispanic communities. The EC-AI initiative is a direct response to those needs. It offers a sustainable framework to build educator capacity, bridge the data divide, and ensure that every early learner in Region 2 has access to a strong academic start for student achievement lifting entire communities with foundational years that matter most (see SEED Survey results).

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
PROJECT DIRECTOR (see Resume): Oversees overall project implementation, coordinates across departments, ensures compliance and grant goals.	Doctorate preferred in Education or a related field; minimum of 10 years of experience in early childhood leadership, project oversight, and managing multi-LEA initiatives; strong knowledge of TEA compliance and grant admin.
DATA INTEGRATION INSTRUCTIONAL COACHES: Supports PK–2 teachers in interpreting early childhood data, planning instruction, and implement	Bachelor's or Master's in Education; at least 3 years of experience in early childhood instruction; strong data literacy; previous coaching or mentoring experience preferred (See Resumes).
EARLY CHILDHOOD SPECIALISTS: Provides technical assistance to LEAs, supports classroom best practices, and aligns instruction with TEA-approvals.	Bachelor's in Early Childhood Education or related field; 5+ years of instructional experience and regional early learning support; deep familiarity with early learning standards (See Resumes).
AI SYSTEMS ANALYST/CONSULTANT: Leads program evaluation, collects and analyzes mixed-methods data, and produces reports for CPI with user interface	Doctorate degree preferred in evaluation, or related field; at least 20 years of experience in education program evaluation with an emphasis on quantitative and qualitative data integration experience with AI integration (See Resumes).
FAMILY ENGAGEMENT COORDINATORS: Designs and implements family engagement activities, supports communication strategies, and helps integrate AI.	Bachelor's in Education, Social Work, or Family Studies; at least 5 years of experience working with school-family partnerships; experience with culturally responsive outreach and event planning (See Resumes).

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

GOALS, OBJECTIVES, AND STRATEGIES:
GOAL 1: Empower Educators to Use Data Effectively for Instructional Decision-Making OBJECTIVE: 100% of participating PK–2 teachers will use the EC-ID dashboard to inform and differentiate instruction by the end of the project. STRATEGIES: Implement coaching cycles, model data-driven lesson planning, and provide job-embedded professional development to enhance teacher confidence and skill in using data.
GOAL 2: Improve Early Literacy, Numeracy, and Developmental Outcomes for Young Learners OBJECTIVE: Increase the percentage of students meeting benchmark expectations by 15% in literacy and numeracy by the end of the grant period. STRATEGIES: Leverage universal screener(s) integrated into EC-ID, flag at-risk students, and assign evidence-based Tier 2 and Tier 3 interventions with coaching support and continuous progress monitoring.
GOAL 3: Strengthen Family Engagement in the Educational Process OBJECTIVE: All participating schools will implement structured home visit protocols and report increased parent-teacher communication rates. STRATEGIES: Use AI-driven communication prompts, train teachers in culturally responsive practices, and schedule regular family engagement events that link data insights to home learning strategies.
GOAL 4: Build Sustainable Data-Driven Systems within Schools OBJECTIVE: At least 5 LEAs will adopt EC-AI protocols into their standard PLC and MTSS practices post-grant. STRATEGIES: Establish data leadership teams, develop a coaching playbook, and institutionalize EC-ID usage through school policy and training, ensuring long-term impact.
These goals align with the identified needs and reflect best practices, equity, and data use. EC-AI is scalable and replicable.

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.

PERFORMANCE MEASURES AND EVALUATION PROCESS
To ensure accountability and continuous improvement, EC-AI will use clearly defined, student-centered performance measures aligned with the program's objectives and external evaluator with 34 years of grant experience:
KEY STUDENT OUTCOME METRICS:
• Percentage increase of PK–2 students meeting or exceeding literacy and numeracy benchmarks on CLI Engage and other commissioner-approved assessments.
• Growth in kindergarten readiness scores.
• Reduction in the number of students referred to special education due to early intervention success.
TOOLS AND INSTRUMENTS:
• Early Childhood Intelligence Dashboard (EC-ID): Tracks real-time progress, flags at-risk students, and supports predictive analytics.
• CLI Engage CIRCLE assessments for Pre-K, and state-approved assessments for K–2 (e.g., TX-KEA, mCLASS).
• Progress monitoring logs and dashboards maintained by instructional coaches and teachers.
• Parent engagement surveys to measure communication improvements and satisfaction with school-home collaboration.
EFFECTIVENESS AND MONITORING PROCESSES:
• Bi-weekly data coaching cycles to review EC-ID dashboards and adjust instructional strategies.
• Monthly progress reports from data coaches summarizing instructional adjustments, family engagement activities, and student response to interventions.
• Mid-year and end-of-year evaluations to assess fidelity of implementation and outcome attainment.
• Stakeholder feedback sessions and focus groups to guide refinements.
ESC Region 2 will employ a mixed-methods approach, using both quantitative and qualitative data to evaluate program effectiveness. Success will be defined by improvements in early academic indicators, increased educator use of data for instruction, and stronger family-school partnerships. The performance measures and evaluation processes will ensure that EC-AI stays focused on its mission: giving every young learner in Region 2 the data-informed, culturally responsive support they need to thrive.

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.

BUDGET NARRATIVE
The proposed EC-AI budget is purposefully structured to support the full implementation of this transformative early childhood initiative. It prioritizes investments in staffing, training, technology, and outreach that directly align with the goals and strategies described above.

STAFFING:
Personnel funding totals $427,000 over two years. This includes $157,000 for a Full Time (100%) ESC Region 2 Director, $70,000 in extra duty pay to compensate teachers from 10 LEAs conducting 100 hours/year of off-contract training at $35/hr, and $200,000 to support one instructional coach per LEA with a stipend of $20,000 each. Fringe benefits for FTE and PTE roles are budgeted at $44,787. (See Resumes/Job Descriptions provided)

SUPPLIES AND MATERIALS:
A total of $28,405 is allocated for coaching professional development workshops and printed instructional materials. These resources will help teachers implement EC-ID tools effectively and consistently. Additionally, part of this budget supports the purchase of instructional visuals and child-friendly educational displays.

TECHNOLOGY AND CONTRACTS:
$200,000 is allocated for the development, deployment, and maintenance of the EC-ID dashboard. An additional $78,750 supports the services of an external evaluator and AI data analyst to ensure project fidelity and adaptive refinement. Contracts also include $20,000 for implementing the "Capturing Kids' Hearts" early childhood model across 10 sites. Importantly, $10,000 is allocated for a Milo social-emotional support robot, which will be piloted in one or more classrooms to model emotional regulation and responsive behavior strategies. Another $8,000 is budgeted for a professional mural at each EC-AI site to inspire vision and identity aligned with college, career, and military readiness (CCMR) goals, connecting early learning with aspirational futures.

TRAVEL:
The budget includes travel funds for instructional coaches to conduct on-site support in each of the 10 LEAs. These visits ensure high-touch implementation fidelity and local capacity building, especially in geographically dispersed rural districts.

COMMUNITY & FAMILY ENGAGEMENT:
$35,000 is allocated to support 20 family engagement events (2 per LEA per year), including AI-informed resources and outreach materials to enhance communication and parent involvement.

SNAPSHOT OF SIMILAR PROGRAM FUNDING:
Region 2 currently supports several early learning initiatives funded through Title I and Title III. However, none provide the comprehensive, technology-enabled, and data-integrated coaching system that EC-AI proposes. This initiative fills that gap with a scalable, data-informed approach.

BUDGET FLEXIBILITY AND ADJUSTMENTS:
A structured management plan will ensure continuous monitoring of expenditures aligned with project milestones. If initial strategies require revision, adjustments will be made — for example, reallocating funds from in-person training to virtual coaching supports based on district needs. All modifications will be data-driven and comply with grant regulations. This budget is carefully aligned with EC-AI's mission: to build lasting infrastructure for data-driven early childhood education. Every dollar is directed toward equipping teachers, empowering families, and elevating outcomes for the youngest learners in Region 2.

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.

PLAN FOR IDENTIFYING PARTICIPATING SCHOOL SYSTEMS: ESC Region 2 serves 41 school systems. Per grant guidance, the region must include at least 10 LEAs (or 25% of systems, whichever is less). This proposal not only meets but exceeds that threshold by targeting 10 high-need, high-readiness LEAs across urban, rural, and suburban settings. The selection reflects careful data analysis and alignment with early childhood performance metrics and stakeholder feedback.

QUANTITATIVE AND QUALITATIVE SELECTION CRITERIA: The selection of the following 10 LEAs is based on STAAR performance (particularly in early grades), economic disadvantage rates, and known early learning challenges validated by ESC 2 technical support teams:
1. CORPUS CHRISTI ISD – The largest district in the region, yet still faces a 52% Meets Grade Level rate in 3rd grade reading and 43% in 3rd grade math, slightly below the state averageTAPR_03. The district's size and diverse learner population make it an anchor for regional impact.
2. GREGORY-PORTLAND ISD – While performing at or above regional averages, it has significant early childhood infrastructure and leadership willing to model innovative interventions. Its new $37.6 million Early Childhood Center offers a strong pilot site for EC-AI.
3. BEEVILLE ISD – With less than 40% of 3rd graders meeting reading benchmarks, Beeville urgently needs support for early literacy interventionTAPR_02 (3). The Hampton-Moreno-Dugat EC Center is a natural base for implementation.
4. ROBSTOWN ISD – Designated for targeted support due to persistently low scores. Their early childhood program has shown potential but lacks a structured data system to inform instruction.
5. WEST OSO ISD – Over 85% of students are economically disadvantaged. Less than half meet grade level in 3rd grade math, demonstrating a need for early interventions and trauma-informed practicesTAPR_02 (3).
6. FLOUR BLUFF ISD – This district demonstrates readiness and an existing EC center. Despite a strong infrastructure, 3rd grade math mastery rates are only at 13%, signaling instructional alignment gaps.
7. ALICE ISD – Rural, high-poverty, and deeply invested in early childhood transformation. Low 3rd grade Meets rates in reading (below 40%) warrant immediate instructional support.
8. SINTON ISD – A medium-sized district that has invested in teacher capacity but continues to trail behind state performance in early literacy and numeracy. District leaders have requested ESC 2 assistance.
9. MATHIS ISD – One of the region's highest-poverty LEAs. Reading mastery scores hover around 15%, far below the state average of 21%TAPR_03.
10. KINGSVILLE ISD – Though stronger in CCMR alignment, early literacy scores in K–2 classrooms are inconsistent. The district is eager to leverage AI-supported tools to close readiness gaps.

JUSTIFICATION AND STRATEGIC IMPACT: This selection ensures the EC-AI pilot reaches LEAs with both the highest demonstrated need and the operational readiness to scale. All 10 districts have previously partnered with ESC 2 on CLI Engage or early literacy initiatives and have expressed strong interest in expanding into predictive analytics and family-informed interventions. This regional strategy prioritizes equity, sustainability, and measurable student impact — enabling early identification, accelerating support, and ultimately improving early literacy and numeracy outcomes at scale.

DESIGN TEAM AND SURVEY: The 10 selected LEAs participated in a regional design team meeting hosted by ESC Region 2, where leaders provided input on program goals, budget priorities, and implementation strategies. An Early Childhood Data Survey was also distributed to teachers to assess needs, gauge receptivity to AI tools, and identify challenges. Insights from both the meeting and survey guided the final program design. Design team notes and survey are available upon request.

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.

PLAN FOR FORMALIZING SYSTEMS OF DATA COACHING
The EC-AI initiative will embed a sustainable data coaching system across all 10 LEAs by building a structured coaching model, regional data protocols, and aligned professional development.

1. REGIONAL DATA COACHING STRUCTURE: Each LEA will receive a dedicated Data Integration Instructional Coach trained by ESC 2. Coaches will support PK–2 teachers with early childhood data (CLI Engage, TX-KEA, mCLASS), guide PLCs, and facilitate bi-weekly data cycles and monthly campus-level planning aligned to MTSS (See Resumes and Job Descriptions)

2. COMMISSIONER-APPROVED ASSESSMENTS & DATA PROTOCOLS: LEAs will use commissioner-approved assessments integrated into the EC-ID Dashboard. ESC 2 will assist in tool selection, ensure alignment with local MTSS systems, and co-develop a regional protocol guide outlining timelines, analysis templates, and data use responsibilities.

3. ALIGNED PROFESSIONAL DEVELOPMENT: ESC 2 will provide tiered PD: Tier 1 for instructional leaders, Tier 2 onsite modeling, and Tier 3 training for teachers on interpreting data, engaging families, and using AI-generated reports to support culturally responsive instruction (see Survey analysis for PD requested.)

4. PROGRESS MONITORING & INSTRUCTIONAL IMPACT: Teachers and coaches will use EC-ID to set learning targets and track weekly progress. Coaches will facilitate data-informed instructional planning, walkthroughs, and reporting to ensure student growth and grant accountability. PLCs and MTSS cycles will embed these practices into school systems for long-term sustainability.

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.

MANAGEMENT PLAN FOR PROGRAM IMPLEMENTATION
ESC Region 2 will implement a comprehensive management system to oversee the successful rollout of the EC-AI initiative across 10 participating LEAs. The system will be coordinated by a designated EC-AI Project Director, supported by a cross-functional leadership team from ESC 2's Early Childhood, Assessment, and Data Services divisions.
STAFF SELECTION AND OVERSIGHT: Instructional coaches will be selected in collaboration with participating LEAs based on early childhood experience, data literacy, and coaching capacity. ESC 2 will develop onboarding protocols, job expectations, and performance monitoring tools to ensure alignment with grant goals.
PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE: ESC 2 will deliver a tiered PD model focused on assessment literacy, data integration, trauma-informed practices, and family engagement. PD will be tracked using attendance logs, pre/post assessments, and application rubrics. Technical assistance will be available through site visits, regional webinars, and a dedicated support help desk.
COACHING SUPPORT SYSTEM: All instructional coaches will receive monthly training, peer collaboration time, and bi-weekly check-ins with the Project Director. ESC 2 will provide coaching logs and fidelity rubrics to monitor the impact and quality of implementation.
DATA SHARING AGREEMENTS AND SYSTEM INTEGRATION: Formal data-sharing agreements will be executed with all LEAs to enable secure and FERPA-compliant integration of early childhood assessment data into the EC-ID (Early Childhood Intelligence Dashboard). The system will align with TEA standards and connect to CLI Engage, TX-KEA, and commissioner-approved tools.
DATA SUBMISSION AND COMPLIANCE: A dedicated ESC 2 Data Manager will oversee timelines, data quality, and uploads to the state's Early Childhood Data System. Dashboards will flag missing entries, and automated reminders will support timely LEA submissions. Compliance will be tracked monthly and reported quarterly to ensure fidelity and alignment with TEA.

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.

SUSTAINABILITY PLAN

ESC Region 2 is committed to sustaining the EC-AI initiative beyond the grant period by embedding its core practices into district operations and leveraging local capacity.

CONTINUED PROFESSIONAL DEVELOPMENT: Instructional coaches will create training toolkits and modeling videos that can be used by future staff. ESC 2 will integrate EC-AI topics into ongoing regional PD offerings and establish an annual early childhood data summit to maintain momentum and share best practices.

ONGOING FAMILY ENGAGEMENT: LEAs will adopt AI-generated family reports, home visit protocols, and culturally responsive communication templates into their parent engagement plans. Family events developed during the grant will become part of annual Title I and Pre-K outreach calendars.

USE OF ASSESSMENT DATA: Districts will continue to use commissioner-approved assessments and the EC-ID dashboard to inform MTSS decisions, classroom planning, and progress monitoring. Data protocols co-developed during the grant will be maintained within PLC structures.

PROGRAM FIDELITY AND STUDENT SUCCESS: To ensure fidelity, ESC 2 will provide ongoing technical assistance and offer opt-in coaching refreshers post-grant. Districts will institutionalize EC-AI roles and practices through job descriptions, campus improvement plans, and budget allocations for sustainability.

This approach ensures that EC-AI is not a temporary intervention, but a lasting, integrated component of each district's early childhood education system. By embedding data-driven instruction, professional development, and family engagement into existing structures, the initiative will continue to drive student growth, equity, and school readiness well beyond the grant period. Additionally, the LEA murals—designed to reflect each community's unique aspirations—will serve as enduring symbols of commitment to early childhood success and a visual pathway toward long-term College, Career, and Military Readiness (CCMR), inspiring students, families, and educators for years to come.

CDN 178-950 | Vendor ID 1746001922 | Amendment #

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.

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Amended Section	Reason for Amendment