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

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	Region 3 ESC	CDN	235-950	Campus	n/a	ESC	3

Address	15555 HWY 77 N	City	Victoria	ZIP	77904	Vendor ID	1741586149

Primary Contact	Jennifer Stephenson-Smiga	Email	jstephenson-smiga@esc3.net	Phone	361-573-0731

Secondary Contact	Jordin Craft	Email	jcraft@esc3.net	Phone	361-573-0731

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	Dr. Morris Lyon	Title	Executive Director

Email	mlyon@esc3.net	Phone	361-573-0731ext 1202

Signature	Dr. Morris Lyon Digitally signed by Dr. Morris Lyon Date: 2025.06.02 15:37:40 -05'00'	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.

Program Overview:
The mission of Region 3 ESC is to support student success by delivering high-quality services that improve teaching, learning, and leadership. This grant initiative directly supports that mission by equipping educators and administrators with robust data tools, targeted training, and ongoing coaching to make informed, evidence-based decisions. These efforts aim to improve early childhood education outcomes by enhancing school readiness, reducing achievement gaps, and fostering sustained academic growth from pre-K through second grade.

Region 3 ESC has identified key regional needs:
   -Inconsistent access to early childhood data across districts and providers
   -Limited data literacy or limited use of data among educators and administrators
   -Insufficient cross-sector collaboration between early learning providers, schools, and childcare centers

To address these barriers, the program will implement a multi-faceted approach that includes:
   -Developing a Regional Early Childhood Data Roadmap to unify data governance, sharing agreements, and assessment protocols across all stakeholders, ensuring a seamless continuum of information flow.
   -Providing sustained, differentiated professional development and coaching focused on early childhood data collection fidelity, analysis, instructional alignment, and progress monitoring, tailored to educator roles and district contexts.
   -Facilitating strategic cross-sector collaboration among early learning providers, schools, and childcare centers to promote shared accountability, aligned curriculum implementation, and smooth transitions for children entering kindergarten.
   -Supporting data-driven instructional practices and intervention strategies at the local level by empowering educators to use early childhood assessment data to identify at-risk students, monitor progress, and adjust teaching strategies effectively.

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: Oversees implementation, reporting, and coordination across ESC departments and LEAs.	Bachelors degree in Education, Educational Leadership, Early Childhood Education, or related field; Minimum of 5 years of experience in educational program management, preferably in Early Childhood or Data System Mgmt.
Early Childhood Data Coordinator: Leads ECE data integration across Region 3; supports collection, analysis, and reporting to improve outcomes.	Bachelor's degree in Education, Data Analytics, Early Childhood, or related field (Master's preferred); Minimum 2 yrs. experience in early childhood education and/or school-based data systems.
Early Childhood Specialist(s)/Data Coach: Delivering PD and coaching support.	Bachelor's Degree; Valid Texas Teaching Certificate with endorsement in area of Early Childhood Education or appropriate license/certification; Background in Reading Academies, EC Education, and/or Research-Based Instructional Strat.
Technology and Information Systems Specialist	Bachelor's Degree in Educational Technology, Computer Science, Statistics, Data analysis, Mathematics, or a related field.

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: Strengthen educator and administrator capacity to use early childhood data to improve instruction.
Objective: By June 30, 2026, train at least 90% of staff in data collection, analysis, and application for instructional improvement.
Strategies: Launch targeted professional development in Fall 2025. Implement user-friendly data dashboards. Hold regular data review meetings.
Goal 2: Improve data quality and consistency across early childhood programs.
Objective: By September 30, 2026, implement standardized data protocols across all LEAs and providers, ensuring 95% accuracy through ongoing monitoring.
Strategies: Conduct regional data analysis early in the grant. Develop and share protocols by Winter 2025–26. Conduct reviews and training to maintain data quality.
Goal 3: Use data to evaluate instruction and interventions, ensuring improved outcomes for all learners.
Objective: By June 30, 2026, evaluate Tier 1 curriculum quarterly and adjust instruction to improve outcomes for 80% of students. Identify students needing support, implement individualized intervention plans, and monitor progress monthly to ensure 75% show growth.
Strategies: Use assessment data to adjust instruction starting Fall 2025. Provide targeted small group and individualized interventions. Monitor student progress throughout the grant period.

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.

Goal 1: Strengthen educator and administrator capacity to use early childhood data.
-Data Use Proficiency: Percentage of early childhood educators demonstrating improved ability to interpret and apply data in instructional decisions, measured through pre- and post-training assessments.
-Increased Use of Data Tools: Utilization rates of dashboards and participation in data review meetings tracked quarterly.

Goal 2: Improve data quality and consistency across programs.
-Data Quality Improvement: Reduction in data gaps and inconsistencies across LEAs, measured by annual data audits.
-Protocol Adoption Rate: Percentage of LEAs and providers implementing standardized data protocols.

Goal 3: Use data to improve instruction and interventions.
Improved Student Outcomes:
  -Increase in the percentage of students meeting benchmark on end-of-year assessments (e.g., TX-KEA, mCLASS).
  -At least 75% of students receiving interventions show measurable academic growth through progress monitoring.
  -Increase in kindergarten readiness scores based on state-approved tools.

Evaluation Tools and Processes:
-Standardized Student Assessments: Use TX-KEA, mCLASS, and CLI Engage to track student progress and curriculum impact.
-Educator Surveys and Focus Groups: Gather feedback on training effectiveness and data usage in classrooms.
-Annual Program Evaluation: Conducted by internal staff in collaboration with a data specialist to assess fidelity and outcomes.
-Quarterly Benchmark Reviews: Track implementation progress, adjust strategies, and ensure continuous alignment with grant goals.

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 Overview ($550,000):
Staffing (40% / $220,000):
  -55,000 Early Childhood Data Coordinator: Leads data integration and dashboard development.
  -47,500 Early Childhood Specialist/Data Coach: Delivers PD and coaching.
  -47,500 Technology and Information Specialist
  -70,000 Project Director: Manages implementation, compliance, and partnerships.

Contracts ($150,000):
  -Data dashboard development and customization.
  -Content expert-led professional development (e.g., CLI Engage).
  -Technical assistance for data systems and instructional alignment.

Travel ($60,000):
  -On-site technical assistance and coaching visits.
  -Participation in state SEED convenings and regional collaboration.
  -Lodging, mileage, and per diem for staff and consultants.

Supplies and Materials ($89,442):
  -Technology tools (tablets, software licenses) for real-time data access.
  -Training guides, toolkits, and dashboards.
  -Instructional and assessment materials aligned with goals.

Estimated Indirect Costs= 30,558

Existing funding: Region 3's Academic Services departments

Budget Adjustments:
  -Quarterly reviews will align spending with evolving program needs, reallocating funds for travel or materials based on data and district feedback.

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.

School System Selection:
Region 3 ESC will build on strong, existing partnerships and leverage current data to support the development of more robust and aligned early childhood data systems across the region. Ten school systems have been strategically selected based on their active engagement with Region 3 initiatives and their clear need for enhanced data infrastructure and instructional alignment.

Selection Criteria
   -Ongoing Engagement: All 10 districts currently partner with Region 3 ESC for instructional implementation support, making them ideal candidates for layered, sustained collaboration through the SEED grant.
   -Readiness and Need: Each district has expressed a desire to strengthen early childhood education and data use but lacks the comprehensive systems, coaching, and tools to implement best practices independently.
   -Quantitative Indicators: Preliminary analysis of available kindergarten readiness (TX-KEA) and pre-K proficiency scores show persistent gaps in early literacy and numeracy, reinforcing the need for targeted support.
   -Qualitative Insight: Region 3 ESC staff maintain trusted, working relationships with these districts and have first-hand knowledge of their challenges in data infrastructure, instructional alignment, and family engagement in early learning.

Identified School Systems:
Bay City ISD
Kenedy ISD
Louise ISD
Matagorda ISD
Runge ISD
Sweet Home ISD
Woodsboro ISD
*Wharton ISD
*Austwell-Tivoli ISD
*Van Vleck ISD
*Nordheim ISD

These systems represent a diverse mix of rural and mid-sized LEAs, including four districts (marked with an * above) that are part of Region 3 ESC's School Improvement and Leadership (SIL) network. SIL districts are already engaged in targeted support cycles and will benefit greatly from deeper integration of early childhood data practices.

Through focused support from the Strengthening Early Education through Data (SEED) grant, Region 3 ESC will partner with these districts to enhance data literacy, align instructional practices, and implement effective data systems that improve student outcomes, reduce achievement gaps, and build sustainable capacity for continuous improvement.

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.

1. Establishing Data Coaching Teams
Each district will establish a dedicated data coaching team including instructional leaders, early childhood educators, and data specialists. These teams will collaborate with Region 3 specialists to select and implement commissioner-approved grade-level assessments such as TX-KEA and mCLASS, ensuring alignment with district and state standards.

2. Professional Development on Data-Driven Practices
Region 3 will deliver targeted, ongoing professional development for teachers, coaches, and leaders, with an emphasis on:
-Assessment administration and fidelity.
-Data interpretation and instructional alignment.
-Progress monitoring and goal setting.
-Data coaching techniques for differentiated instruction.
Special attention will be given to how early childhood data can inform high-quality classroom instruction, support tiered interventions, and shape school-level practices.

3. Structured Data Protocols and Progress Monitoring
Region 3 will establish standardized protocols for regular data review cycles and coaching conversations. Teams will analyze trends and gaps, make instructional adjustments based on formative data, and utilize dashboards for real-time tracking of student progress. Teachers and leaders will be trained to use data dashboards and visual tools to track student growth and evaluate instructional effectiveness.

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.

Staff Selection:
Recruit experienced early childhood education and data specialists with coaching skills, prioritizing those familiar with Region 3 districts and data-driven decision-making.

Professional Development:
Provide ongoing training via workshops, online modules, and coaching focused on commissioner-approved assessments, data literacy, and instructional practices.

Technical Assistance:
Offer continuous support through troubleshooting, additional training, and monthly check-ins; assist districts with timely, accurate data integration into the Early Childhood Data System.

Coaching Support:
Assign coaches to partner with district staff to model data use, support teachers, conduct classroom walkthroughs, and provide data-driven feedback.

Data Submission and Sharing:
Implement clear protocols assigning responsibility for data collection, verification, and timely submission. Designate data managers to oversee data integrity and compliance. Establish data-sharing agreements ensuring confidentiality and collaboration across stakeholders.

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.

1. Professional Development:
Create an Early Data Cohort for ongoing peer learning and problem-solving. Maintain a digital resource library accessible beyond the grant period. Support districts in transitioning PD leadership responsibilities using grant-developed materials.

2. Family Engagement:
Equip schools to engage families in data-informed discussions during conferences and communications, fostering meaningful involvement.

3. Use of Assessment Data:
Maintain district and campus data teams to guide instructional decisions and monitor student progress. Continue PD to strengthen educator data literacy and confidence. Sustain Region 3's data dashboards and tools for usability and accessibility. Integrate data use into district improvement and evaluation plans.

4. Long-Term Fidelity:
Collaborate with districts to embed effective grant practices into policies and strategic plans. Develop internal leadership capacity to manage and sustain components, ensuring continuity beyond grant funding.

5. Financial Sustainability:
Assist districts in identifying and securing additional funding streams—including state, federal, and local—to support ongoing early childhood data initiatives.

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.

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Amended Section	Reason for Amendment