



2021-2022 Title III Multilingual Outreach
Letter of Interest (LOI) Application Due 11:59 p.m. CT, August 06, 2021

NOGA ID [redacted]

Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, Part A

Authorizing legislation

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, August 06, 2021**.

Application stamp-in date and time

Grant period from **October 01, 2021 to September 30, 2022**

Pre-award costs permitted from [redacted]

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title

Email Phone

Signature Digitally signed by Jann Mouer
 Date: 2021.08.06 12:24:25 -04'00' Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 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 2021-2022 Title III Multilingual Outreach Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Title III Multilingual Outreach Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.

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.

The American Institutes for Research® (AIR®) with our partner The Meadows Center for Preventing Educational Risk (MCPER) proposes to support the Texas Education Agency (TEA) in the development and implementation of a suite of continuing education resources for families of English learners (ELs) to assist local education agencies (LEAs) to build strong community connections and cultural awareness to support EL connections between home and school. AIR and MCPER will engage in this work through a three-phase process: planning, development, and dissemination. The process includes space for input from TEA and the multilingual education advisory committee (MEAC) on the content and the multilingual awareness campaign to ensure a carefully tailored set of resources that meets the needs of Texas EL families.

AIR is a not-for-profit corporation that is deeply committed to using rigorous research and responsive technical assistance (TA) to guide improvements in policy and practice. Supporting equitable access to learning opportunities for all children, especially those from diverse cultural and linguistic backgrounds, is central to AIR’s mission. AIR will draw upon our national expertise in the field of EL research, TA, and professional development (PD) to support culturally sustaining teaching practices that aim to address equity gaps and work collaboratively with TEA to develop a suite of resources tailored to the Texas context. AIR has experience managing the Center for ELs at AIR and the Southwest English Learners (SWEL) Partnership in New Mexico, an English Learner Alliance in Texas, both through the Regional Educational Laboratory (REL) Southwest and expertise working with families, which brings an unmatched national and local perspective to the development of the resources (<https://ies.ed.gov/ncee/edlabs/regions/southwest/partnerships/swel.aspx>; <https://californiadllstudy.org>). AIR’s TA specialists regularly engage educators in applying high-quality, research-based teaching strategies to instruct students in diverse settings, engaging with SEAs, LEAs, and schools to improve instruction and services for ELs.

AIR and MCPER are dedicated to maintaining close partnerships with clients, understanding their concerns and constraints, and building their TA capacity. AIR’s strengths are enhanced by its partnership with MCPER. MCPER has expertise in developing various types of products and formats for learning through the Center for the Success for English Learners (CSEL), which will provide an opportunity for a quick project start-up. MCPER’s mission to generate, disseminate, and support empirically validated, evidence-based practices that affect student outcomes and support educators and families aligns well with TEA’s project goals (<https://meadowscenter.org/projects/detail/center-research-educational-achievement-teaching-english-language-learners>).

AIR and MCPER are well positioned to address program requirements through the following key strengths:

Summary of Program-Continued

Continued response from the previous page.

1. Content knowledge in multilingual programs and supporting ELs. AIR staff have a deep understanding of ELs and working with multilingual families. Staff offer a national perspective on bringing rigorous research, information, and innovative practice to bear on the challenges facing ELs who must acquire content knowledge in English and, at the same time, acquire English as an additional language—all while being held to the same graduation requirements and accountability standards as their English-proficient peers. AIR is a leader in evaluating promising practices for ELs, as in our study of a reading intervention for elementary ELs (Descubriendo La Lectura: <https://www.air.org/centers/english-learners/conducting-rigorous-research-related-english-learners>) funded by the Institute of Education Sciences (IES) at the U.S. Department of Education. AIR's EL specialists are also adept at helping translate research findings for district- and school-based practitioners to help design, implement, and evaluate high-quality, standards-aligned instruction for ELs, such as in our recent work for Rock Island Milan School District (<https://www.air.org/centers/english-learners/connecting-research-practice-english-learners#district>). MCPER has studied adolescent ELs with reading difficulties and those at risk of dropping out in an intervention study for Houston Independent School District as part of Project Goal to address gaps in the evidence base (<https://meadowscenter.org/projects/detail/preventing-dropout-among-at-risk-youth-a-study-of-project-goal-with-en>).
2. Experts in creating impact through TA, stakeholder input, and accessible messaging. Numerous AIR projects include tasks like those required for this project—creating and identifying education resources and supports, developing awareness campaigns, facilitating stakeholder meetings, and developing attractive user-friendly and accessible materials for stakeholders. As part of the Texas 21st Century Community Learning Centers (CCLC) evaluation, AIR organized a Local Evaluation Advisory Group (LEAG) consisting of Texas ACE grantees and centers statewide. AIR facilitated collaborative statewide meetings in partnership with Education Texas to establish recommendations to the State Board for Educator Certification (SBEC). The Texas Comprehensive Center (TXCC) also partnered with TEA to generate one-page infographics aimed at principals and teachers on the purpose and benefits of participating in an annual teacher preparation survey.
3. Proven track record of working in Texas. AIR and MCPER have an extensive portfolio of large Texas and TEA projects and partnerships with Education Service Centers (ESCs). Projects include a REL Southwest study to understand language disruptions to EL language development due to COVID-19 in Texas, a school improvement partnership with TEA, and an English Learners Alliance, as well as the Texas Comprehensive Center (TXCC). REL Southwest published two IES peer-reviewed papers on ELs' time to proficiency and/or teacher certification. Other portfolio work includes the Texas Special Education Equity Initiative, the authorized provider of the House Bill (HB) 3 Texas Reading Academies, the evaluation of Texas HB5 and Algebra II Completion Rates in High Schools, and a High-Quality Prekindergarten Grant Case Study. The proposed evaluation team understands state-level initiatives as well as the history, supports, and context of ELs, including the influence of local context, having worked in the Texas educational and EL landscape.

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.

The proposed project team consists of a Project Director and Deputy Director, Facilitator, EL Content Advisors, and a Senior Advisor. Staff from MCPER will lead the project in content development.

Rebecca Bergey, EdD, senior researcher at AIR, is the proposed Project Director. Her primary responsibilities include conducting research that supports the education of ELs and DLLs, analyzing policy with a lens for ELs and DLLs, and providing TA to schools and districts with multilingual student populations. She received her doctorate in education from the University of Virginia in curriculum and instruction. She holds an MEd from The George Washington University in secondary education and a BA in American studies/Spanish from Franklin and Marshall College.

Alejandra Martin, MA, is a researcher at AIR and the proposed Deputy Director. Ms. Martin has more than 7 years of experience contributing to and leading tasks for projects that focus on early childhood education and development, including an Independent Evaluation of California's RTT-ELC Quality Rating and Improvement System (QRIS) and a project focused on the barriers to preschool access in New Mexico, particularly among families in rural areas of the state and among Native American and Hispanic families. Ms. Martin holds an MA from the University of California, Los Angeles, and is currently a PhD candidate.

Mary Louise Baez, MA, is a TA consultant in Education and Systems Policy at AIR and proposed Facilitator. She has extensive experience in English as a second language and PD. Ms. Baez holds a BA in international relations from Pomona College and an MA in linguistics/ESL from California State University Fresno.

Qualifications and Experience for Key Personnel-Continued

Continued response from the previous page.

Patricia García-Arena, PhD, is a principal researcher at AIR and the proposed Senior Advisor. Dr. García-Arena has more than 15 years of experience in educational research and TA. Dr. García-Arena was recently a subject matter expert for the EL series of the State Support Network Peer-to-Peer English Language Learner Exchange Series. Dr. García-Arena also has extensive experience as an online instructor. Recently, she has developed micro-credentials focused on topics such as ELs and early literacy. She received her PhD in psychological studies in education with an emphasis in child and adolescent development from Stanford University.

Jennifer Schnakenberg, PhD, is the chief operating officer at MCPER and the proposed Content Development Lead. With 20 years in education research, Dr. Schnakenberg has directed highly regarded, large-scale projects including projects in the Reading, Dropout Prevention, Response to Intervention, and Language for Learning Institutes at MCPER. She has been the primary investigator of several state and federal initiatives related to literacy and has worked to improve how schools use data-based individualization to make instructional decisions. She received her PhD in educational psychology with an emphasis on learning, cognition, instruction, and motivation from The University of Texas at Austin.

Leticia Martinez, PhD, is the director of the Language for Learning Institute at MCPER and is a proposed Content Expert. She has been a research scientist at MCPER for 15 years, directing large-scale federally funded research studies focused on ELs. Dr. Martinez is an expert in effective instructional practices for adolescent ELs and adolescent literacy interventions. At present, she serves as a co-PI on an Education Research & Development Center aimed at improving opportunities for secondary ELs. She received her PhD in curriculum and instruction, with an emphasis on language and literacy studies, from The University of Texas at Austin.

Shannon Giroir, PhD, is a co-principal investigator on Project C2: Collective Capacity and a co-investigator on Project ELITE2 (English Learner Institute for Teaching and Excellence) at MCPER and is a proposed Content Expert. Dr. Giroir coordinates the design, development, and dissemination of K–5 educator tools, deliverables, and trainings in the areas of second language acquisition, literacy for bi/multilingual learners, and multitiered instruction for ELs. She earned her PhD in applied linguistics from The University of Texas at Austin. Her 20 years of experience includes teaching and teacher education, developing professional learning and practitioner tools, and education research.

Goals, Objectives, and Strategies

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

AIR will work with TEA to co-develop a program focused on creating and disseminating resources for the 1-year contract to support ELs and their families based on three key stages: planning and stakeholder input, development, and dissemination.

Planning and Stakeholder Input (October–December 2021): AIR takes time to learn about a client’s needs and develop a customized support plan. Support plan development will occur in the planning stage in which AIR will set up project management to ensure proper fiscal and timely programmatic management, as well as completion of reassurances, timelines, and milestones throughout the duration of the project, and agree upon a plan for evaluation and continuous improvement. AIR and MCPER staff will also collaborate with TEA on an action plan for the Title III Multilingual Outreach grant. The total number of resources and the formal process will be determined based on the needs identified through the MEAC, conversations with TEA, and the timeline for implementation in the contract. A project kickoff will also occur so that AIR, MCPER, and TEA can review and revise proposed plans, leading to a final scope document to guide and monitor project execution.

Goals, Objectives, and Strategies-Continued

Continued response from the previous page.

AIR will also organize the MEAC to support LEAs. AIR has numerous contacts across Texas within LEAs and ESCs and will partner with TEA to identify a broad, diverse group of council members who can be part of the group. The goal would be for the first meeting to occur within the first 3 months of the contract and then convene the MEAC up to three times during the contract so that stakeholders can provide input on draft resources and materials and offer useful input for the multilingual awareness campaign about the best ways to reach the intended community.

Development (January–June 2022): AIR and MCPER will curate and disseminate a suite of multilingual and continuing education supports such as English language guidance documents, handouts or infographics, or web-based learning opportunities (i.e., social and emotional learning, mental health, home-based supports for school, community resources). The first step in the development process is to glean the information gathered from the MEAC to provide an understanding of the needs and contexts for the supports the team will develop. Next, AIR and MCPER will conduct a brief scan of relevant literature on effective parent engagement strategies for EL students. AIR manages the National Title III Study of English Learners Evaluation and conducted a similar literature search on parent engagement strategies for ELs, which the team can use as a starting point. The team will draft resources to support families of ELs, showing TEA iterations of the materials, and make improvements so the final products meet student needs and align with the agency's visions for the supports. Examples of resources developed for this project could replicate a short, infographic handout similar to an existing REL Southwest handout on Supporting Youth Children's Learning and Well-Being at Home, or a short five-part video tutorial series developed for Texas ACE on local evaluation (<https://sites.google.com/view/texasacetutorials/home>). MCPER's CREATE has created various resources, newsletters, and dissemination techniques as part of the project, which will also inform the proposed work.

Once the draft materials are in a well-developed stage, AIR and MCPER will share them with the MEAC to get input and then revise based on the feedback. The final stage of the process will be to finalize the materials with TEA and identify the best format for understanding how/where TEA will house or disseminate the resources, such as on TEA's website, or some other platform or distribution system. AIR has in-house graphic design specialists familiar with creating user-friendly, Section 508-compliant designs, as well as a comprehensive Publications department familiar with conducting translations in multiple languages (in-house or through contractors). AIR, MCPER, and TEA will collaboratively determine the final modes of communication (e.g., webinars, handouts, phone messages) and tools for the resources (e.g., infographics, presentations).

Dissemination (January–June 2022): The AIR project team will develop a dissemination plan for the multilingual awareness campaign early in the planning and development stage of the work so that the dissemination plan is ready for implementation when the final tools/resources are ready for roll-out. The project team will create this plan in consultation with internal AIR Communications staff who regularly focus on internal and external communications, as well as partner with TEA and the MEAC in the development of the multilingual awareness campaign plan and roll-out. The team will coordinate this phase of the timeline over a summer and the new academic year roll-out.

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.

AIR is also adept at identifying performance measures and reliable, relevant data that align with the desired performance measures. AIR will work with TEA to create a logic model for the customized support plan that includes the resources and tools the team will create in order to identify appropriate short-, medium-, and long-term outcomes. The logic model will be appropriate for aligning evaluation measures, especially in the short term.

Performance and Evaluation Measures-Continued

Continued response from the previous page.

The MEAC will complete a brief evaluation survey at critical points throughout the project and/or after council meetings to obtain feedback that will be used to improve the process and resources. At the end of the contract, this information will be provided to TEA without disclosing the names of individual participants.

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 proposed budget aligns to the three components and phases of the work (planning, development, and marketing) that will take place within the 1-year contract timeline. The budget reflects the anticipated level of effort needed to engage in the activities described, such as project management, PD tools and resource development, marketing and the time needed to collaborate with TEA and implement a cross-collaboration initiative across various agencies at TEA. The number of staff and level of effort needed to develop and/or adapt content in the development stage of the work was built into the proposed budget. Specific staff within AIR and MCPER have been allocated subtasks to accurately account for level of effort and activities needed to complete the work. Past PD work guided the staffing and labor estimates. AIR drew on experience from the REL Southwest TA work in a school district focused on providing teacher collaboration using training modules, virtual trainings, resources and templates to guide teachers throughout the process. The Center for ELs at AIR's work on Attaining Core Content for English Language Learners (ACCELL) and Cultivating Oral Language Literacy Talent in Students (COLLTS) coaching and TA activities with districts also informed TA estimates.

AIR understands that timelines and activities might change according to the needs of our clients and based on stakeholder input. We are willing to adapt the proposed activities and timeline, within reason. AIR has implemented similar changes to other TEA projects such as the Texas evaluation of the 21st CCLC and has written those changes into a contract modification.

Statutory/Program Requirements

1. Explain your organization's philosophy of how enhancing multilingual state-wide resources will elevate achievement and equity for ELs?

AIR's mission is to "...generate and use rigorous evidence that contributes to a better, more equitable world," and this mission is at the heart of our work related to ELs. Specifically, the Center for ELs at AIR's core philosophy includes the following: (1) helping all students meet their full potential with a focus on bringing research evidence, policy perspectives,

Statutory/Program Requirements-Continued

1. Continued response from the previous page.

policy perspectives, and innovative practices to bear on the challenges facing ELs who are learning content and language concurrently and (2) connecting research to policy and practice. The Center for ELs at AIR is committed to improving instruction and outcomes for ELs by enlarging the knowledge base on effective strategies and policies for ELs and by applying what we know about what works in schools and districts nationwide (<https://www.air.org/centers/english-learners>). The First 5 California-funded Dual Language Learner Pilot Study (<https://californiadllstudy.org/>) is one example of AIR's work with EL families. The project seeks to identify the range and distribution of learning experiences for DLLs in California and to better understand how these experiences are linked to positive child and family outcomes. Specific goals of this study are to identify effective and feasible practices for DLLs in early learning and care settings, across three content areas: instructional practices, professional development, and family engagement. The project also engages in a process of disseminating findings about best practices to relevant stakeholders and practitioners. In 2015, TXCC at AIR convened early childhood stakeholders to provide support to TEA on the development of a family engagement plan and resources to help LEAs improve their family engagement activities. TXCC staff convened working groups on behalf of TEA to develop a shared definition of family and family engagement, identify the essential components of a family engagement plan that addresses Texas's early childhood educational needs using current research, and develop a list of short- and long-term empirically based strategies for family engagement based on the identified components. Although the plan and resources developed were not designed for EL families only, we can draw upon elements of the content and apply them to this project.

2. Describe your plan of how you intend to improve culturally sustaining teaching practices and reduce gaps of equity to meet the diverse academic, linguistic and social-cultural needs of English learners.

ELs are a diverse population. That diversity stems from their home language or languages, schooling in the home language, family history in the United States and elsewhere, family education levels and socioeconomic status, age and grade level, and English exposure and proficiency, among other things. These diverse backgrounds interact with students' experiences in school to shape the diverse academic, linguistic, and social-cultural needs of ELs. We will look forward to refining our plan to improve culturally sustaining practices and reduce gaps of equity to meet those diverse needs in collaboration with TEA. This plan includes the following components: (1) organize and facilitate a multilingual education advisory council that will support LEAs in building strong community connections and cultural awareness (2) develop and deliver a suite of continuing education resources for families of ELs, and (3) implement a multilingual awareness campaign. Regarding (1), we recognize that a child's first teacher is his or her family, and as such, cultivating families' own skills in high-leverage academic practices is an important priority for ensuring that ELs themselves succeed in Texas's schools and beyond. Together with our partner MCPER, we will draw on both the expertise of adult education researchers and TA staff and our combined deep knowledge of research on effective family engagement for ELs to craft and/or implement continuing education materials that focus on helping families use their cultural and intellectual assets in interactions with their student. Regarding (2), our experience disseminating information and research findings in a digestible way to diverse stakeholders will ensure the success of our multilingual awareness campaign. Given the stigma that often attaches to EL status, or even to multilingualism as such in the United States, it is critical to counteract mis- and disinformation by communicating to the public—not just multilingual families but all Texas families—the benefits of learning more than one language. We would avail ourselves of multiple modalities of communication for this campaign, including public events such as roundtables with families and school staff, digital and physical flyers, and digital messaging such as text messages, as appropriate to the context and as determined to be cost-effective. Regarding (3), we would work with TEA to identify the appropriate participants for the advisory council and support that council in creating materials, messaging, and events for LEAs as they work to build strong community and cultural connections. Community-based organizations would be especially valuable partners, and our deep Texas ties will facilitate this engagement.

Statutory/Program Requirements (Cont.)

3. Explain your plan to develop and effectively implement a suite of multilingual continuing education resources and supports equipping families of ELs with knowledge and skills that will impact language and academic supports in the home.

AIR's Center for ELs and MCPER have developed strong TA approaches to support ELs' academic success, and we consistently take an asset-based approach to serving ELs, their families, and their communities. We understand the constraints families have even as they nurture their students and their language and academic development in various

Statutory/Program Requirements (Cont.)

3. Continued response from the previous page.

ways. ELs are disproportionately likely to live in homes with limited financial resources, and many have parents who work multiple jobs and may not have extensive formal education. These factors make it critical that continuing education resources aimed at helping these families build their capacity to encourage their children's educational success be sensitive to and based in community needs and assets. It is this community-embedded, asset-based approach that will ensure that the resources and supports we develop will be adopted and effectively used by families of ELs. Our development will proceed in partnership with trusted community members, including family representatives, school personnel who work regularly with ELs and their families (e.g., school-family liaisons, English language development coordinators), and representatives from key community-based organizations. Our partners will be selected and invited to be representatives of their communities and cultural groups and will reflect the diversity of the population of ELs across the state to ensure maximal uptake and relevance. We will draw on these partnerships not only to develop the materials and resources TEA will share with families but also to identify the highest-leverage opportunities to increase uptake among families. This effort may include multimedia information campaigns, interactive activities, targeted incentives for adopting the program, and other approaches. We will also take care to root all developed and implemented materials in the latest rigorous research on supporting ELs' language and academic progress, including the benefits of cultivating academic skills in the home language, the potential for cross-language transfer of skills from the home language into English, and the value of fostering background knowledge about sophisticated topics regardless of the specific language in which ELs acquire that knowledge. All this work will be couched within the latest iteration of the Texas Home Learning Initiative. Its innovative, pervasive yet light-touch approach would be a valuable foundation on which to construct new tools focused on helping linguistically diverse families build on their own assets and foster their children's learning and development.

4. Describe your plan to develop and implement a multilingual awareness campaign that reaches multilingual families and community-based organizations that will build a strong partnership across Texas.

Once the team reaches agreement on a final plan of deliverables and resources, AIR will immediately begin working with the Strategic Initiative Division (SID) at TEA to develop a robust communication and marketing plan. We will work with the SID to develop a marketing plan that includes a variety of digital and physical marketing resources to describe the purpose, how to access, and what to expect from the created resources. We also believe that collaborating with other departments and divisions at TEA that have reach to multilingual populations, such as Early Childhood and Special Education, will help to send a united message and build upon the work that they are already doing. AIR also anticipates leveraging other existing resources, such as the Supporting English Learners in Texas website, to post information directly for families to access. In addition to the work with the SID in developing a plan and using the resource created with its approval and guidance, we would engage the appropriate staff at the ESCs and 10–20 of the school districts that have the largest multilingual populations to disseminate the marketing tools about the resources (e.g., Houston ISD, Dallas ISD, Austin ISD, El Paso ISD). The ESCs and school districts are deeply connected to their populations, families, and community-based organizations. They have built-in communication channels that we will leverage to convey information both to the schools that can then engage with their families and to families and community-based organizations directly. Once resources are nearing

Statutory/Program Requirements (Cont.)

4. Continued response from the previous page.

completion, we would hold a virtual launch event for participating ESC and school district staff explaining the resources and tools. We would also provide them with the ready-made marketing materials that are developed with approval from the SID and ask them to distribute to the schools and community-based organizations in their districts and regions.

Equitable Access and Participation

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

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

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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

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

You may duplicate this page

Amended Section

Reason for Amendment