

# Frequently Asked Questions (FAQs)

## 2016-2018 PreK Partnership Planning Grants

RFA# 701-16-109

Posted October 12, 2016

### Section A: Eligibility Questions

#### Question A-1

Can an Education Service Center (ESC) apply on behalf of a Shared Service Arrangement (SSA) made up of local ISDs and Charter Schools?

#### Answer

Yes.

#### Question A-2

May a district apply for the grant with an existing partner?

#### Answer

Yes, but it is encouraged to expand partnerships to other TRS 4 private providers in your community.

#### Texas Rising Star and Private Provider Questions

#### Question A-3

Are districts allowed to partner with faith-based organizations?

#### Answer

Yes, a district can partner (i.e., enter into a contract with) with a faith-based preK provider in connection with the PreK Partnership Grant, as long as the TRS 4 preK provider's program is a secular (non-religious) program.

#### Question A-4

If a private provider is not TRS 4 on October 25 but is in the process of becoming one and should be by February 2017, would they be eligible to sign the letter of intent?

#### Answer

If the TRS 3 provider can provide documentation from their Texas Rising Star mentor that they will meet all of the TRS 4 requirements by the initiation of the grant, then they will qualify.

#### Question A-5

Is having a three-year-old program required for this grant?

#### Answer

It is encouraged to include three-year-olds in the grant, but it is not required to receive the grant.

#### Question A-6

If a district operates a child care are they able to apply for the grant?

#### Answer

The district may apply for the grant, but must include a TRS 4 provider in the grant application to qualify. If the child care operated by a school district is a TRS 4 provider, they can be included in the grant application.

#### Question A-7

Are eligible applicants able to apply with TRS 3 providers as partners?

#### Answer

If a TRS 3 provider can provide documentation from their Texas Rising Star mentor that it will receive a TRS 4 before initiation of the partnership, then it may be included on the application. Documentation from their Texas Rising Star mentor should be included in the application to be considered.

#### Question A-8

If a district operates a TRS 4 provider for four-year-olds are they eligible to apply for the grant if they'd like to expand to three-year-olds?

#### Answer

Yes.

#### Question A-9

If a TRS 4 provider is also the local Head Start, would they be an eligible provider?

#### Answer

Yes.

#### Question A-10

If the child care facility is run by district employees and the child care center is on the eligibility list of TRS 4 providers, is the district eligible for the grant program?

#### Answer

Yes.

### Question A-12

There is only one TRS 4 provider located in our school district area. How can we assist more of the child care providers that our district kids actually attend if they are not TRS 4 providers? Can the grant funds assist with those campuses raising standards to become TRS 4 providers?

### Answer

A school district may apply for the grant with a provider that is not a TRS 4, but the private provider must provide documentation from their Texas Rising Star mentor stating that they will become a TRS 4 provider before the initiation of the partnership. The grant funding does allow for private providers that are not TRS 4 to receive professional development and training which may assist them with increasing their TRS rating.

### Question A-13

To apply for the grant, do you have to indicate that you are going to partner with a TRS 4 provider?

### Answer

Yes, an applicant must submit a letter of intent to partner with a TRS 4 provider or in some cases, a TRS 3 provider if documentation from their Texas Rising Star mentor is submitted with the application demonstrating that the provider will become a TRS 4 before initiation of the partnership.

### Question A-14

Are LEAs required to partner with only TRS 4 private child care providers?

### Answer

Yes. The provider must have a TRS 4 quality rating to be considered for the partnership. As other private providers in the area join the TRS system and become TRS 4, they can be added as district or charter partners.

### Question A-15

We currently have a partnership with two TRS 4 providers but would like to extend our preK program at other sites. Currently, we have classrooms on site and we also have the program at the provider's site. Would either of these scenarios work for this grant, or do we have to create the partnership at the provider's specific site on the list?

### Answer

Both of these scenarios would be acceptable but the partnership must be updated to include the provisions required within the grant.

### Question A-16

If additional centers in the district become TRS 4 providers, can they be included in the project?

### Answer

Yes. As programs meet the appropriate designation, they may be added to the project.

## Section B: Application-Related Questions

### Partnership Model Questions

#### Question B-1

Is our district eligible to apply for a district of innovation, district charter or contract for educational services?

#### Answer

Each district or charter is eligible to utilize any of those opportunities to initiate a partnership with a TRS 4 provider.

### District of Innovation Questions

#### Question B-2

What is a District of Innovation (DOI)?

#### Answer

H.B. 1842 (84th Session of the Texas Legislature) in part amended Chapter 12 of the Texas Education Code (TEC) to create Districts of Innovations. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

#### Question B-3

Can a DOI be for part of the district or does it have to be for the entire district?

#### Answer

Statue provides flexibility for districts to determine the scope of the exemptions within the district.

#### Question B-4

What are the criteria to become a DOI?

#### Answer

Must be academically acceptable for current school year.

#### Question B-5

What is the process that a district has to go through to become a DOI?

#### Answer

For the process on becoming a district of innovation please refer to the newly adopted Commissioner Rule (<http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102j.html>).

#### Question B-6

What are the benefits of becoming a DOI?

### Answer

The benefit of becoming a district of innovation is the ability to access specific exemptions within the Texas Education Code. These additional flexibilities may allow for more innovative district programs and policies to improve student achievement.

### Question B-7

Can a preK partnership be a part of a DOI plan?

### Answer

Districts have the flexibility to draft an innovation plan that best meets their local includes which may include preK partnerships

### Question B-8

About how long does it take to become a DOI from beginning to end?

### Answer

The length of time to complete the district of innovation process is unique to each district and their local context, however the TEA anticipates it taking two months at a minimum.

### Question B-9

Where can we get more resources on DOI?

### Answer

You can find additional information and resources on the TEA website ([http://tea.texas.gov/Texas\\_Schools/General\\_Information/Innovation/Districts\\_of\\_Innovation/](http://tea.texas.gov/Texas_Schools/General_Information/Innovation/Districts_of_Innovation/)) or from the Texas Association of School Boards.

### Question B-10

If our district wants to pursue the DOI as part of the grant, who can we contact at TEA for assistance with the process or to answer questions?

### Answer

You can find resources and contact information on the TEA website ([http://tea.texas.gov/Texas\\_Schools/General\\_Information/Innovation/Districts\\_of\\_Innovation/](http://tea.texas.gov/Texas_Schools/General_Information/Innovation/Districts_of_Innovation/)).

### Question B-11

How is a DOI a contractual partnership?

### Answer

While becoming a DOI is not a contractual partnership, it may be a vehicle for articulating the goals and provisions to expand access for prekindergarten through partnerships with private providers.

### Question B-12

If our district is a District of Innovation, but we would like to contract for educational services, do the teachers have to be certified? With the question in mind, does certified teachers refer to the TRS 4 provider we are contracting with or our teachers providing the training?

### Answer

If the teachers are employees of the TRS 4 private provider or the district specified within the District of Innovation plan that they would not require certifications, then the teachers do not need to be certified.

### District Charter Questions

### Question B-13

What is the definition of an Open-enrollment Charter School? What is a District Charter?

### Answer

An Open-enrollment charter - A charter holder's authorization to operate a publicly funded charter school consistent with TEC, §12.102 (Authority Under Charter). The terms of an open-enrollment charter include:

- (A) the applicable contract for charter between the charter holder and the SBOE or commissioner of education;
- (B) all applicable state and federal laws, rules, and regulations;
- (C) the request for application issued by the TEA to which the charter holder's application for open-enrollment charter responds;
- (D) any condition, amendment, modification, revision, or other change to the open-enrollment charter adopted or ratified by the SBOE or the commissioner; and
- (E) to the extent they are consistent with subparagraphs (A)-(D) of this paragraph, all statements, assurances, commitments, and/or representations made by the charter holder in writing in its application for charter, attachments, or related documents or orally during its interview with the commissioner or commissioner's designee or orally at a public meeting of the SBOE or any of its committees.

A District Charter - The legislature established campus charters through Texas Education Code, Chapter 12, Subchapter C. These schools are sometimes referred to as district charters or district campus charters. Legislation requires all independent school districts to adopt a campus charter policy and application before authorizing a charter.

Please see Chapter 100. Charters, Subchapter AA. Commissioner's Rules Concerning Open-Enrollment Charter Schools for additional information.

### Question B-14

What is a District Charter?

### Answer

The legislature established campus charters through Texas Education Code, Chapter 12, Subchapter C. These schools are sometimes referred to as district charters or district campus charters. Legislation requires all independent school districts to adopt a campus charter policy and application before authorizing a charter.

### Question B-15

Can a district charter campus be for part of the district, the entire district or at a TRS 4 private provider site?

### Answer

Local school districts award and oversee campus charters within their traditional school district. The provision for a district to convert all their campuses to charter campuses may be found in Texas Education Code, Chapter 12, Subchapter B, Home-Rule School District Charter.

### Question B-16

What are the criteria to become a DC?

### Answer

The criteria for a Subchapter C, district charter, are determined locally through the board approved charter campus policy and application.

### Question B-17

What is the process that a district has to go through to become a DC?

### Answer

The Texas Education Code (TEC), Chapter 12, Subchapter C, contains information regarding the authorization process for campus charters within traditional school districts. You can access the TEC online at <http://www.statutes.legis.state.tx.us/?link=ED>. See TEC §12.052 - §12.053.

### Question B-18

What are the benefits of becoming a District Charter?

### Answer

The benefits are to be determined locally based on community support and parent, teacher, administrator, and local board of trustee input.

### Question B-19

Can a preK partnership be a part of a District Charter plan?

### Answer

A district may enter into a contract with an entity under TEC §11.157 to provide educational services to the district through the campus or program at a facility located in the boundaries of the district. A charter campus granted by the board of trustees of a traditional school district is subject to §12.056 Applicability of Title and is subject of the prekindergarten provisions of Subchapter E, Chapter 29.

### Question B-20

About how long does it take to get a DC from beginning to end?

#### Answer

Traditional school districts that authorize charter campuses or program have local jurisdiction over the timeline and process for authorizing a campus charter within the traditional school district.

### Question B-21

If our district wants to pursue the DC as part of the grant, who can we contact at TEA for assistance or where can we find more information?

#### Answer

To request assistance for the preK grant please contact the division of Early Learning. Resources for Subchapter C, campus or campus program charters may found at the following link: [http://tea.texas.gov/Texas\\_Schools/Charter\\_Schools/Charter\\_Schools\\_-\\_Campus\\_Charters/](http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Campus_Charters/)

### Question B-22

Must the Texas Rising Star provider be open-enrollment as well?

#### Answer

A District Charter is not the same as an Open Enrollment Charter. Open Enrollment Charters admit students by lottery.

### SRI Questions

#### Question B-23

Under the provisions and assurances on page 4 of the application, it states that districts must form at least one contractual partnership, and then will be allowed to use funding to expand SRI partnerships. Is an SRI partnership different from the partnerships created from this grant?

#### Answer

In a typical SRI partnership, a school district or charter school provides the classroom teacher in the private provider preK classroom. In the contract for educational services, district of innovation and district charter models, a school district or charter will contract with a TRS 4 private provider to provide prekindergarten and pass through an agreed upon percentage of ADA funding to the TRS 4 provider thus the TRS 4 provider is the employer of the prekindergarten teacher/s.

#### Question B-24

Once you have one partner, can you then use grant funding for SRI?

#### Answer

Yes.



#### Question B-25

If you expand SRI, can you pass through funding as part of your SRI program?

#### Answer

Yes, you may expand your SRI to include pass through funding.

#### Question B-26

Will having this type of agreement to expand SRI count as a contract?

#### Answer

Yes, if an SRI includes a Contract for Educational Services, District Charter or District of Innovation also.

#### Question B-27

What is an SRI Model? Does it apply to 3- and 4-year-olds?

#### Answer

The SRI Model typically consists of placing a certified BA degreed teacher in a prekindergarten classroom at a private provider site to increase alignment between private providers and their local school districts or charter schools. Some school districts and charters have expanded this model to include shared curriculum, professional development, progress monitoring tools and other resources.

#### Other Questions

#### Question B-28

Schedule #5, Program Executive Summary, it indicates that we need to refer to instructions for a description of the requested elements of the summary. According to the Program-Specific instructions for this grant there are no specific instructions for Schedule #5. Please advise as to where we can locate the specific instructions so that we may complete this page.

#### Answer

There are no Program-Specific instructions, however, if you hover over Schedule #5, you are able to link to the general instructions for that section.

#### Questions B-29

In schedule #12 - Part 2: Teacher Demographics is this for total district teacher counts? Part 1 states total district enrollment, but Part 2 does not.

#### Answer

Yes, Part 2 would address district totals as well.

#### Question B-30

In the application, do you need to have signed letters of intent from every private provider you might contract with or just one?

### Answer

The application requires one Signed Letter of Partnership Intent. Additional letters are not required with the application, but encouraged to assist with determining grant amounts.

## Section C: Program-Related Questions

Teachers Qualifications, CLASS, Professional Development and Teacher Training Questions

### Question C-31

Do teachers need to be certified and have Bachelor's degrees in all 3 partnership models?

### Answer

In the three models, Contract for Educational Services, District of Innovation and District Charter models, a 3 and 4-year-old prekindergarten teacher must hold a bachelor's degree. In the Contract for Educational Services model, the prekindergarten must also be certified by the state. In the District of Innovation and District Charter models, the district may choose to not require their 3 and 4-year-old prekindergarten teachers to be certified.

### Question C-32

Is the teacher in the TRS 4 preK classroom employed by the district or charter or the TRS 4 provider?

### Answer

In the Contract for Educational Services, District Charter and District of Innovation preK partnership models, the preK classroom teacher is an employee of the TRS 4 provider unless the district would like to be the primary employer. These three models include an agreed upon ADA pass through funding for the private provider, thus the private provider can be the primary employer.

### Question C-33

Can child care facilities that are not TRS 4 attend training, receive staff development, and other services from the grant?

### Answer

Yes, we encourage districts and charters to allow TRS 2-4 private child care facilities in your area to participate in professional development and training.

### Question C-34

Are all of these benefits available to all teachers (3- and 4-year-olds) in centers that partner or just with the certified teachers from the ISD's?

### Answer

The professional development and training should be made available to all teachers in the TRS 4 center, except the instructional coaching and CLASS which may only be administered to the 3- and 4-year-old prekindergarten teachers.

### Question C-35

Is CLASS available to all the teachers in the centers that partner or just with the certified teachers from the ISD's?

### Answer

The CLASS should be administered in all 3 and 4 year old prekindergarten classrooms in the TRS 4 center that benefit from Foundation School Program funding.

### Questions C-36

How do we get the CLASS instrument and/or a certified CLASS administrator?

### Answer

The CLASS instrument is administered by a certified CLASS assessor. A school district may want to use grant funding to train a staff member to administer the CLASS. A school district or charter may also want to partner with a CLASS administrator from a local Head Start Centers as all Head Start centers have CLASS certified administrators. An Educational Service Center may also want to become CLASS certified and provide this service to districts and charters in their area.

### Question C-37

Who is implementing CLASS on these providers participating in the grant? Are providers required to go through these assessments?

### Answer

Grantees may become certified to implement CLASS or work with individuals that are certified to implement the CLASS. All grantees are required to use the CLASS in TRS 4 3 and 4 year old prekindergarten classrooms that receive pass through Foundation School Program funding as part of this grant.

### Question C-38

What is the extent of using this assessment tool?

### Answer

The Classroom Scoring System is an assessment of the quality of teacher-student interactions. The administrator of the CLASS must be certified. A school district may use grant funding to certify an administrator of CLASS for their district, partner with an ESC that has/will have a certified CLASS assessor or Head Start center (all Head Start Centers should have a CLASS certified assessor). An Educational Service Center may also want to become CLASS certified and provide this service to districts and charters in their area.

### Question C-31

Is the grant program only for districts or can individual teachers use the resources also?

### Answer

Teachers that are serving three- and four-year-olds in a TRS 4 prekindergarten classroom would be eligible to benefit from the program. If the school district or charter would like to use

the CLASS and instructional coaching for their prekindergarten classrooms, that will be allowed under the grant.

#### Question C-32

How does the grantee hire personnel? Employed at the district or divert funds to the private provider to hire?

#### Answer

In the Contract for Educational Services, District Charter and District of Innovation models that include a partnership with a TRS 4 provider, the preK classroom teacher is an employee of the TRS 4 provider. The school district or charter that is partnering with the TRS 4 provider will pass through an agreed upon percentage of ADA funding to the TRS 4 provider.

#### PreK Student Eligibility Questions

#### Question C-33

Are there any special requirements for charter schools with respect to how we enroll children for preK? Currently we want to enroll children who are eligible for funding. Is a tuition-based program also required?

#### Answer

The grantee could offer an eligibility-based or tuition-based prekindergarten program. A grantee may also offer both.

#### Question C-34

Can children who live outside the school district but are served at a center located inside the district be served?

#### Answer

Yes, as long as local district policy allows for this.

#### Question C-35

Can we serve only 3-year-olds or does it have to be both 3- and 4-year-olds?

#### Answer

Yes, you may only use the model to serve 3-year-olds but you may want to be flexible in creating the partnership model to potentially expand to 4-year-olds if the need arises.

#### Other Questions

#### Question C-36

Will sample MOU's be provided?

#### Answer

No. Sample MOUs and contracts cannot be provided by the agency, but grantees may be able to obtain samples from early childhood organizations and school board associations.

**Question C-37**

Can the services occur at a school district facility but operated by the child care provider, or must the services occur at existing child care center location?

**Answer**

Both scenarios are acceptable.

**Question C-38**

Does the three-year collaboration include the planning year?

**Answer**

Yes, the planning period is part of the grant funding.

**Question C-39**

Is the intent of the planning grant that collaborative services would begin after the grant period or during?

**Answer**

Program services would need to begin during the grant period.

**Question C-40**

Can students participating in the grant use the flip-flop model and spend half-day at the child care and the other half at the public school?

**Answer**

Yes, if the partner is a TRS 4 provider.

**Question C-41**

Is the grant targeting existing children the private provider or different students?

**Answer**

That grant is targeting existing and expansion of services for newly identified eligible three- and four-year-old prekindergarten students.

**Question C-42**

What is the extent of utilizing the partners? Do they get any funding out of this grant?

**Answer**

The TRS 4 private provider acts as an extension of the district educational settings. The partnership may be locally framed to meet the goals of the TRS 4 provider and the school district or charter school partners. Each of these partnership models allows districts and charters to pass through an agreed upon percentage of ADA FSP funding to the TRS 4 provider to provide high quality 3- and 4-year-old preK.

#### Question C-43

Since our letter of intent is for three years and we do well in our goals and objectives, will the grant be extended?

#### Answer

The grant is a planning and implementation grant. It will provide the district or charter with funding to assist with creation of a sustainable partnership model with TRS 4 providers.

#### Question C-44

Are the partner centers required to utilize the school district, or charter's, curriculum, benchmarks, reporting instruments, and assessment cycle?

#### Answer

This information would be detailed in the MOU and agreed upon prior to entering a contract. A partner would need to meet prekindergarten program requirements (29.1532).

#### Question C-45

Are the planning grants for 0-36 months?

#### Answer

The grant is an 18-month planning and implementation grant for expansion of preK services with a TRS 4 provider of 3- and 4-year-old prekindergarten. Many of the benefits of the partnership may be expanded to include 0-36 month old classrooms too.

#### Question C-46

Is there a definition of full-day and full year as it relates to the grant?

#### Answer

School year – A period of at least 75,600 (including intermissions and recesses) minutes of instruction. Each school district must operate so that the district provides for at least 75,600 (including intermissions and recesses) minutes of instruction for students.

School day – A school day must be at least 7 hours (420 minutes) each day, including intermissions and recesses. Prekindergarten classrooms were granted waivers from the number of minutes' requirement since the funding is for ½ day only.

#### Question C-47

When reviewing the application guidelines for the Prekindergarten Partnership Grant, a question arose regarding Average Daily Attendance. Is the LEA able to count the students being served within the private provider (partnership) setting for its own ADA for its service under the partnership?

#### Answer

Yes. A grantee would identify eligible students in accordance with TEC 29.153. The district would generate ADA based on eligible prekindergarten students and submit student data in PEIMS as they would for prekindergarten students in the district or charter classroom.

#### Question C-48

Are grantees required to provide full-day preK?

#### Answer

No they are not. A private provider may offer half-day with pass through of FSP funding or it may use another funding source for the second half of the day in order to provide for full-day prekindergarten.

#### Question C-49

Once the partnership is formed and instruction begins for PK students using grant funds, how long should the grant cover these payroll expenses?

#### Answer

The grant is for planning and implementation of partnerships with private providers. Payroll of teachers should be generated by student ADA funding from the FSP.

#### Question C-50

Could the district receive ADA funding for students in the targeted private providers?

#### Answer

Yes, a district can generate ADA for eligible prekindergarten students and pass through an agreed upon percentage of the funding to the private provider.

#### Question C-51

Who will be responsible for monetary disbursements of the grant to employees? For example, if the district funds a PK teacher who will be physically teaching at the private pre-school, will the ISD pay the employee using the grant, or will a portion of the grant be allocated to the pre-school to pay the employee?

#### Answer

The grant provides for planning and implementation of partnerships with private providers. A percentage of ADA generated funding will be passed through to the private provider to employ the teacher. If a school district is the employer of the teacher, then a lesser pass through percentage may be agreed upon.

#### Question C-52

Is there a fund percentage allocation for PD, instruction, materials, furniture, marketing, transportation?

#### Answer

It is allowed and to be determined locally.

#### Question C-53

Does student attendance count toward school ADA if instruction is delivered by a district employee at the private PK center?

### Answer

The student ADA is counted by the district or charter for all eligible prekindergarten students.

### Question C-54

Can grant funds be used to hire an administrative assistant at the private school? The vision for this person would be to help gather/organize data, oversee goals/progress and requirements.

### Answer

If a school district or charter is able to meet the requirements of the grant and wants to hire a person to work in the TRS 4 private provider setting, it is allowed.

### Question C-55

How many years is the PK partnership grant going to be offered?

### Answer

At this time, there is not future funding set aside for another preK partnership grant.

### Question C-56

For sustainability purposes, once the grant expires, does the school district or charter need to continue over-seeing goals, instruction, and progress of the program at their cost?

### Answer

Yes. The grant is for planning and implementation. A sustainability plan is required as part of the grant application.

### Question C-57

Can funding be used for student tuition?

### Answer

No, funding cannot be used to cover the cost of a tuition-based program.

### Question C-58

Can grant funds be used to expand physical capacity of a private preK center so they can create more potential for well-prepared preK students? For example, a private center currently houses 50 preK students, and plans to expand their facility to house another 50 students. Could some of the funds be used to buy land and build an extension to their facility?

### Answer

No. Grant funds cannot be used for facilities expansion.

### Question C-59

Can grant funds be used by the school district to hire a certified teacher and a co-teacher to teach PK3 and PK4 students at the private child care so they can follow the curriculum established under the TRS program?



### Answer

In the Contract for Educational Services, District of Innovation and District Charter partnership models, the school district or charter will generate student ADA funding by children served in the TRS 4 private provider setting. An agreed upon percentage of student ADA funding will then be passed through to the TRS 4 provider to educate students and employ teachers.

### Question C-60

The district charter contract and the district of innovation contract require community input and board approval, but funds could be higher as it costs more to go through that route. Why is that? What costs would we be incurring if we did the District of Innovation contract?

### Answer

The costs will vary for each eligible applicant

### Question C-61

Staff hired with preK grant dollars are considered employees of the school district or charter, and placed in the partner location, correct?

### Answer

Staff may be employed by the district, charter or TRS 4 private provider.

### Question C-62

Staff hired with preK grant dollars are employees of the district or charter, and thus have access to all benefits provided to district to employees who work within district sites, correct?

### Answer

Yes, if staff is hired by the district or charter but in a preK partnership, they can access the benefits of other district staff. If the staff member is hired by the TRS 4 provider, they will receive the benefits offered by the TRS 4 provider.

## Section D: Allowable Use of Funds Questions

### Question D-1

Can funds be used to transport children from a public school to private child care location and/or vice versa?

### Answer

If all required program requirements are met, then both parties should attempt to serve children without having to transport them from one facility to the other. However, if this is not possible, there is nothing preventing the use of funds for this purpose.

### Question D-2

Is technology an allowable expense?

### Answer

Technology purchases are allowable, however, they must be justified in meeting the grant requirements.

### Question D-3

Can grant funds be used for marketing purposes so all students from the preK center join the partner district?

### Answer

Yes, if this addresses parent outreach to help facilitate partnerships and parent understanding of the program.

## Section E: Funding Questions

No questions were submitted for this section.

## Section F: Competitive Review Questions

No questions were submitted for this section.