2025-2026 Title I, Part C, Texas Migratory Education Program Systems Initiative
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, April 28th

TEA Texas Education Agency

NOGA ID

Authorizing legislation

(ESEA), as amended by Every Student Succeeds Act (ESSA), Title I, Part C: P.L. 114-95, Sec 1301 [20.U.S.C. 63]

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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, April 28th, 2025**.

Application stamp-in date and time

Grant period from | **September 1, 2025 to August 31, 2026**

Pre-award costs are **not** permitted for this grant program.

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	Region One ESC	CDN	108950	Campus		ESC	1	UEI	RLSVGNCNY125

Address | 1900 West Schunior | City | Edinburg | ZIP | 78541 | Vendor ID | 1741588186

Primary Contact | Martha Hinojosa | Email | mhinojosa@esc1.net | Phone | 956-984-6240

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

Certification and Incorporation

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

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

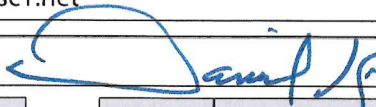☒ LOI application, guidelines, and instructions   ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances   ☒ Lobbying Certification

Authorized Official Name | Daniel P. King, PhD. | Title | Executive Director

Email | dking@esc1.net | Phone | 956-984-6000

Signature | | Date | 04/28/2025

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 Statutory and TEA Program requirements as noted in the 2025-2026 Title I, Part C Texas Migratory Education Program Systems Initiative Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Title I, Part C Texas Migratory Education Program Systems Initiative 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.

☒ 6. 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.

☒ 7. The applicant assures they will provide TEA with updates on progress towards program objectives semi-annually.

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.

A. Mission and Vision: The Region One Education Service Center (ESC) will implement the 2025–2026 Title I, Part C Texas Migratory Education Program (TXMEP) Systems Initiative using discretionary grant funds. The program's mission is to ensure access to high-quality, uninterrupted instructional services for migratory children and youth by standardizing Identification & Recruitment (ID&R) and data systems (TX-NGS and MSIX), delivering rigorous professional development, and providing responsive technical assistance across all ESC regions.

B. State Organizational Specific Needs: 1. Inconsistent ID&R Practices: ESCs currently employ varied recruitment protocols, resulting in delays or omission of eligible migratory students; 2. Limited Professional Development: Title I, Part C recruiters and educators lack a centralized, standardized training pathway, diminishing instructional fidelity and compliance; 3. Technical and Resource Gaps: Users report difficulties navigating TX-NGS and MSIX platforms, and resource utilization remains below capacity; 4. Fragmented Support Structures: Absence of a dedicated help-desk leads to extended response times and unresolved technical issues.

C. Program Overview: 1. Develop a Statewide Online Certification Course: a) Design and launch an interactive ID&R curriculum on the OmniTrack Learning System by July 2025, incorporating video scenarios, formative assessments, and built-in analytics. b) Conduct quarterly focus groups with ESC MEP staff to iteratively refine content, ensuring alignment with federal and state guidelines. c) Leverage evidence-based professional development practices - characterized by long-term engagement, practical relevance, and active learning to maximize transfer to field practice. 2. Standardize Data Systems Training and Resources. a) Produce comprehensive manuals, FAQs, and video tutorials for TX-NGS and MSIX, hosted in a single online repository. b) Schedule virtual and face-to-face training quarterly, targeting system navigation, data entry protocols, and troubleshooting. c) Aim for a 50% increase in resource repository usage over baseline by August 2026, tracked via usage analytics. 3. Establish a Responsive TXMEP Help-desk. a) Relaunch a ticketing-based helpdesk by September 2025, staffed by dedicated personnel trained in ID&R, TX-NGS, and MSIX support. b) Implement service-level metrics to achieve a 95% first-response rate within 24 hours and reduce average resolution time by 30% by grant end. c) Triangulate helpdesk data with course and resource usage metrics to identify systemic issues and inform continuous improvements. 4. Continuous Improvement and Evaluation: An integrated dashboard will synthesize metrics from course registrations, completions, focus-group feedback, resource downloads, and helpdesk performance. Monthly automated reports will inform project leadership and TEA of progress toward targets, triggering adaptive adjustments to training content, support protocols, and system enhancements. This evidence-driven approach will ensure initiative remains aligned with program's mission and responsive to emerging needs of migratory students and service providers

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
TXMEP Systems Coordinator Position Responsible for overseeing all aspects of project as defined p. 13-15 Program Guidelines and Data collection (p.16)	Master's Degree with over 3-years experience in migrant education. Strong background in PD development, stakeholder coordination, and data analysis. Meet all qualifications & expectations defined p.15 of Program Guidelines

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: Standardize ID&R and TX-NGS/MSIX Recruitment Practices.• Objective: By August 31, 2026, maintain and update existing system and certify at least 250 statewide Title I, Part C recruiters through the online ID&R certification course. • Strategies: (a) Innovate current interactive course modules by July 2025; (b) Ongoing tracking of registration, completion, and pass rates using built-in analytics. (c) Provide and notify all regional education centers of recruiter performance quarterly. (d) Maintain a searchable FAQ document to inform training development and resources.

Goal 2: Enhance Professional Development and Resource Delivery. Objective: By August 31, 2026, conduct required virtual and face to face TOT and refresher state trainings in collaboration with TEA/TX-NGS Vendor and ensure the TMEP Web Portal online resource repository for ID&R, TX-NGS/MSIX sees a 50% increase in usage compared to baseline. Strategies: (a) collect on-going feedback and utilize 95% to refine content and PD to develop and update training materials in collaboration with subject-matter experts and feedback from focus groups (b) Schedule and execute quarterly training sessions (virtual and in-person) based on need. (c) Monitor and analyze resource repository access data to gauge increased utilization. Goal 3: Establish a Responsive TXMEP Help-desk. Objective: By September 1, 2025,relaunch an enhanced TXMEP Helpdesk component that provides timely and efficient assistance and comprehensive support TXMEP Helpdesk that achieves a 95% response rate within 24 hours and will reduces technical issue resolution times by 30% by the end of the grant period. Strategies: a) Continue ticketing, tracking and email system) by September 1, 2025. (b) Train ESC dedicated staff on TXMEP Helpdesk and customer service protocols. c) Conduct regular performance reviews and utilize help-desk data to improve processes.

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.

1. The project will track at least 150 Title I, Part C recruiters enrolled in the TX-NGS and ID&R certification courses, with targets of a 90 percent completion rate and an 85 percent pass rate. OmniTrack Analytics will supply real-time data on enrollments, engagement, completions, and assessment outcomes, while automated dashboards will benchmark monthly performance against these targets and alert project leadership and TEA to any shortfalls. Monthly review meetings with TEA representatives will diagnose barriers and refine outreach, and quarterly audits by subject-matter experts will recalibrate course materials to align with recruiter needs and updated TEA guidelines.

2. Training and resource development will encompass at least 20 virtual or in-person sessions, aim for an average satisfaction rating of 75 percent or higher, and generate 500 cumulative downloads of manuals, FAQs, and related materials. Attendance and feedback will be logged via our event-management system, online repositories will report download frequencies, and structured post-training surveys will assess clarity and relevance. To drive continuous improvement, the team will convene every four months to analyze survey findings and update content, and instructional designers will conduct biannual peer reviews to ensure alignment with adult-learning best practices.

3. The TXMEP Helpdesk will record all inquiries across ID&R, TX-NGS, and MSIX, striving to respond to 95 percent of tickets within 24 hours and resolve them within 48 hours on average. A ticketing/CRM platform will document timestamps for inquiries and resolutions, and monthly performance dashboards will summarize SLA adherence and emerging trends. User satisfaction surveys will complement these metrics, and weekly SLA audits will prevent backlogs by triggering escalations. Cross-functional teams will perform monthly root-cause analyses to update our knowledge base and eliminate recurring issues.

4. Engagement with focus groups and the Community Implementation Group will include at least four sessions, achieve an "useful" or "very useful" rating from 80 percent of participants, and distribute a minimum of 200 digital flyers or feedback forms per session. Digital forms will capture both quantitative ratings and open-ended comments, and distribution logs will measure reach and engagement. After each session, the team will apply Plan-Do-Check-Act cycles to refine objectives and materials, and quarterly alignment briefings will share synthesized insights with CIG leadership to validate findings and adjust strategies.

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 of $242,000 will strategically align every expenditure with the objectives of Region One ESC's Migrant Education Program Systems Initiative and will ensure that staffing, technology, training, and operational supports directly advance standardized, data-driven service delivery statewide.

Payroll - The budget will dedicate $124,437 to secure a full-time TXMEP Systems Coordinator position (including salary and fringe benefits aligned with ESC pay scales) to oversee all aspects of project implementation, from managing deliverables and coordinating with ESCs to monitoring the TX-NGS, MSIX, and ID&R platforms and directing the development of the State Certification Course. This role will guarantee consistent technical assistance, rapid response to user needs, and timely execution of all training and certification activities.

Contractual - The Professional and contracted services of $71,000 will allow for the initiative to secure technology experts, multimedia course designers, and subject-matter consultants who will build interactive online modules, standardize ID&R workflows, and construct reporting dashboards. These partnerships will infuse specialized expertise into the program, producing scalable, high-quality professional development and analytic tools that individual ESCs could not develop independently. other operating costs will secure licenses and subscriptions for the OmniTrack Learning System enhancements and a CRM-based Helpdesk platform. These investments will streamline data collection, automate performance dashboards, and strengthen communication channels between TEA, ESC helpdesk staff, and end users. Additionally, costs include procuring rental and leasing fees for dedicating professional development trainings and workshops as necessary.

Supplies - The Supplies and materials of $6,847 will cover the production and statewide distribution of both print and digital training toolkits, user manuals, and quick-reference guides. By placing resources directly in the hands of recruiters and data managers, the program will foster access to consistent, on-demand guidance.

Travel - All travel costs of $10,000 will be calculated per actual travel costs associated with meeting the programs goals and objectives and will be aligned with Region One ESC and TEA policies. These activities include supporting on-site training sessions, focus groups, and implementation of site visits ensuring that in-person support complements the dedicated online curriculum. Additionally, $5,000 is set aside and will be drawn from another source of funding (6152) of $5,000 dedicated to technical Support Team activities per program guidelines.

Other - The total budget includes the approved 2024-2025 restricted Indirect cost at a fixed rate of 11.643 percent, which will support essential administrative oversight without detracting from direct program services.

The proposed budget will build on that foundation by funding advanced analytics, expanding help-desk capacity, and dedicating a certified coordinator. Adhering to compliance and following rregulations, Region One ESCs Finance Office and Budget Manager will conduct quarterly budget reviews to compare actual expenditures against program activity and performance metrics. They will amend and make the necessary adjustments to funds—subject to TEA approval—if any category shows significant under- or over-spending. This rigorous review process will enable the program to respond dynamically to participation rates, user feedback, and emerging technical needs, thereby maintaining alignment with project outcomes and ensuring all resources drive continuous improvement.

Currently, there are no other funding sources allocated to the Region One ESC's Migrant Education Program for the Title I, Part C, Texas Migratory Education Program Systems Initiative.

TEA Program Requirements

1. Describe the plan to create, develop, and maintain an online certification course on Identification and Recruitment (ID&R) for Title I, Part C recruiters. The course should ensure implementation of consistent, statewide Identification and recruitment activities, resources, and trainings.

The plan is to create, develop, and maintain an Online certification course on Identification and Recruitment (ID&R) for Title I, Part C recruiters designed to ensure consistent, statewide implementation of recruitment activities, resources, and trainings. The plan comprises several key phases:
1. Design and Development Phase: A. Curriculum Development: Collaborate with, ID&R Focus group and ESC/LEA experienced recruiters, and instructional designers to create a robust ID&R state curriculum. The course will cover essential topics such as identification protocols, recruitment best practices, , and compliance with TEA and state manual guidelines. B. Interactive Content: Develop multimedia modules including video, scenario-based exercises, and Check for Understanding, and formative assessments to ensure engaging and effective learning. C. Accessibility and Usability: Ensure the course platform meets state and federal accessibility standards (e.g., Section 508 and WCAG 2.0 AA) to support all users and utilize TEA branding standards;
2. Iterative Improvement: gather detailed feedback on content, usability, and technical performance and refine course modules and interactive elements using survey and focus group data;
3. Implementation and Roll-out Full-Scale Launch: Deploy the refined course statewide via a secure, reliable OmniTrack Learning System with robust analytics and integration with existing systems. Standardization & Certification: Establish the course as the single resource for consistent ID&R practices and include comprehensive assessments with tracking for registrations, completions, and certifications;
4. Ongoing Maintenance and Updates Content Reviews: Conduct quarterly reviews and updates based on policy changes, best practices, and user feedback. Dedicated Support & Resources: Assign staff for platform management and technical support, and continuously update supplementary materials like manuals, FAQs, and scenarios; and
5. Continuous Quality Improvement Performance Monitoring: Use OmniTrack Learning System analytics to track engagement and learning outcomes. Feedback & Collaboration: Employ post-training surveys and focus groups to refine the course, collaborating with TEA and local agencies to ensure alignment with statewide recruitment strategies.

2. Describe the plan to coordinate and facilitate focus group meetings for the following: 1. ID&R Focus Group; 2. Texas New Generation System (TX-NGS) Focus Group; and 3. Out-of-School Youth (OSY) Focus Group.

1. ID&R Focus Group: A diverse group of stakeholders—comprising Title I, Part C ESC MEP staff will be identified. A focused agenda addressing current recruitment practices, challenges, and improvement opportunities will be developed and distributed. Meetings will be conducted virtually or in person to ensure accessibility, and discussions will be guided by an experienced facilitator using interactive techniques, such as breakout sessions and round-robin exchanges. Key points will be documented by a note-taker, with supplemental audio or video recordings (with consent). Feedback will then be synthesized into a comprehensive report for TEA and program coordinators to inform enhancements to the Online certification course and training materials.
2. Texas New Generation System (TX-NGS) Focus Group: ESC MEP staff who support or use the Texas New Generation System will be invited to participate. A targeted agenda highlighting system usability, data entry challenges, and potential technical solutions will be distributed in advance. Meetings will be held virtually moderated by a facilitator knowledgeable in both technical and policy aspects of TX-NGS. Active dialogue will be promoted through interactive methods, and all suggestions will be carefully documented. Following the session, feedback will be consolidated into a report, and action items will be prioritized and communicated to the TX-NGS vendor and TEA MEP Team for prompt resolution and improved system functionality.
3. Out-of-School Youth (OSY) Focus Group: ESC MEP staff will be invited to participate. An agenda and will focus on identifying barriers to enrollment, communication challenges with families, and best practices for outreach. Meetings will be scheduled to accommodate diverse availabilities, preferably held virtually. A facilitator will lead the discussion, employing structured Q&A sessions and collaborative brainstorming. Unique perspectives will be captured and documented, and feedback will be compiled into a report to guide outreach strategies and training program adjustments.

TEA Program Requirements (Cont.)

3. Describe the plan to create, develop, and provide training, support, and online resources on the following areas: ID&R; TX-NGS; and MSIX.

Subject-matter experts and instructional designers will collaboratively develop a comprehensive ID&R training curriculum that encompasses recruitment workflows, evidence-based best practices, and full compliance with TEA regulations. They will produce interactive modules—featuring video lectures, scenario-based quizzes, and hands-on exercises—and host them on the secure OmniTrack Learning System alongside detailed user guides and a dynamic FAQs repository. Both virtual webinars and in-person workshops will be scheduled quarterly, with structured feedback mechanisms embedded in each session; participant evaluations will be analyzed monthly to inform iterative updates to content, ensuring alignment with evolving policy requirements and user needs. For TX-NGS, the team will design a sequenced learning pathway covering system navigation, standardized data-entry protocols, and common troubleshooting techniques. Comprehensive digital manuals and step-by-step job aids will reside in OmniTrack, enabling on-demand access, while seasoned facilitators will lead bi-monthly interactive training sessions that simulate real-world data-management scenarios. OmniTrack's built-in analytics will capture engagement metrics—such as module completion rates and assessment scores—and post-training surveys will collect qualitative insights, fueling continuous curriculum refinement and ensuring that each update directly addresses learner challenges. The MSIX program will feature targeted modules on data governance, account configuration, and technical support workflows, each reinforced by short video tutorials and concise, searchable FAQs. The rollout will include quarterly virtual and in-person clinics, during which a newly relaunched TXMEP Helpdesk will stand by to address live questions and log tickets for complex issues. Training effectiveness will be gauged through a combination of helpdesk resolution statistics, user satisfaction ratings, and OmniTrack engagement dashboards; these data points will feed into a continuous improvement cycle, guaranteeing that all MSIX resources remain current, user-friendly, and rigorously aligned with TEA guidance.

4. Describe the plan to create and maintain a TXMEP Helpdesk to provide technical assistance on the following areas and data systems: ID&R; TX-NGS; and MSIX.

The TXMEP Helpdesk will be relaunched as a centralized, multi-channel support center dedicated to ID&R, TX-NGS, and MSIX users, delivering seamless, real-time collaboration between the Texas Education Agency (TEA) and grantee staff. A cloud-based ticketing and CRM platform will log every inquiry—whether via email, phone, or live chat—assigning each a unique identifier, timestamp, and priority level. Helpdesk staff will undergo an intensive, system-specific training program —including hands-on simulations of data entry, account provisioning, and custom report generation—to ensure that every team member attains certification in all three platforms before taking calls. Performance will be measured against clear service-level agreements: 95 percent of tickets will receive an initial response within 24 hours, and 90 percent will be fully resolved within 48 hours. Monthly analytics dashboards—fed by the ticketing system and enriched with user-rating data from post-interaction surveys—will be reviewed in joint TEA-grantee governance meetings to spotlight recurring issues, inform knowledge-base updates, and drive continuous improvement. Escalation protocols will route complex technical faults to in-house subject-matter experts or external vendors within 12 hours of classification, while weekly triage huddles will preempt backlogs and maintain alignment with evolving TEA guidelines. By combining rigorous staff training, robust monitoring tools, and structured feedback loops, the Helpdesk will provide consistently high-quality, timely technical assistance to all ID&R, TX-NGS, and MSIX stakeholders.

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**