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

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]

Application stamp-in date and time

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**.

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): [N/A]

Applicant Information

Organization	Region 16 ESC	CDN 188950	Campus	ESC 16	UEI NZFRZFEY21F4

Address 5800 Bell Street   City Amarillo   ZIP 79109   Vendor ID 1751246760

Primary Contact Lawana Pulliam   Email lawana.pulliam@esc16.net   Phone 806-677-5276

Secondary Contact Darcie Lackey   Email darcie.lackey@esc16.net   Phone 806-677-5042

Certification and Incorporation

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

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

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

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

Authorized Official Name Dr. Tanya Larkin   Title Executive Director

Email tanya.larkin@esc16.net   Phone 806-677-5015

Signature *Tanya Larkin*   Date 04/24/2025

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.

The proposed initiative aims to strengthen the Texas Migratory Education Program's statewide support infrastructure by improving the consistency, efficiency, and quality of identification and recruitment (ID&R), data systems training, and technical support statewide. With a dedicated team and a centralized helpdesk, we will create an updated on-line certification course, provide comprehensive resources and trainings, and coordinate focused stakeholder feedback through virtual and in-person focus groups. These efforts will support TEA's mission to provide equitable and effective educational services for migratory students and ensure data systems (TX-NGS, MSIX) and ID&R protocols are streamlined across all ESCs.

A central feature of the program is the development, maintenance, and statewide deployment of an enhanced online Identification and Recruitment (ID&R) Recruiter Certification Course. This certification ensures that all Title I, Part C recruiters across Texas receive uniform training aligned with TEA guidance and national standards. Alongside this, the initiative will provide accessible, regularly updated resources including a searchable FAQ and revised ID&R manual.

To promote continuous improvement and stakeholder voice, the initiative will facilitate quarterly focus groups for ID&R, TX-NGS, and Out-of-School Youth (OSY). These groups will serve as critical feedback loops for refining resources, informing training content, and aligning state and local implementation practices.

Additionally, the initiative will deliver targeted professional development and technical assistance related to ID&R, the Texas New Generation System (TX-NGS), and Migrant Student Information Exchange (MSIX). These trainings will be coordinated with ESCs, designed for scalability, and tailored for both novice and experienced users. Finally, a TXMEP Helpdesk—equipped with a toll-free number and monitored email—will serve as the first point of contact for ESCs and LEAs needing support with ID&R, TX-NGS, and MSIX. The Helpdesk will document, track, and escalate issues as needed, ensuring timely and responsive assistance across the state. Together, these efforts will ensure that migratory children are accurately identified, efficiently supported through data systems, and consistently served by well-trained professionals, regardless of location. The initiative directly supports the statutory goals of Title I, Part C and aligns with TEA's commitment to equity, access, and academic success for all students.

For more than 50 years, Region 16 has been devoted to developing a robust and well-rounded Migrant Education Program (MEP), and is experienced with the needs and resources necessary to support stakeholders. Region 16 leadership and staff comprehend the fiscal needs, policies, and procedures involved in managing a statewide initiative and are dedicated to maintaining the spirit of cooperative service with TEA. Region 16's Migrant team is sought out for technical assistance from other ESCs, and has fielded requests for presentations at both the state and national level. Our experienced and highly qualified staff is positioned to continue with our commitment to excellence and innovation immediately upon being awarded this opportunity.

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
Coordinator: Provides leadership to ensure proper implementation of all program requirements and activities. Management of budget and coordination.	Master's degree required. Five years of relevant experience required. 3 years of applicable management and/or supervisory experience preferred. Experience with migrant students and/or programs. Existing position.
Program Lead: Oversees the initiative's operation, development, and roll-out of requirements Serve as liaison between TEA , Region16, and other ESCs.	Master's degree required. Three years of relevant experience in the field of Migrant Education. Experience in project management to include working with multiple high-priority projects. Proposed 1 FTE position.
Program Assistant: Provides initiative staff and client with high quality support. Assists with organizing and reports including critical documentation areas.	Demonstrated experience in delivering high-quality customer service and exceptional phone etiquette. Organize multiple tasks with accuracy and efficiency. Experience in MEP, ID&R and TXNGS. Proposed 0.5 FTE position.

Goals, Objectives, and Strategies

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

Upon award, Region 16 will promptly hire team members with expertise in Migrant programs and resource development to support all deliverables. Staff will be assigned to key tasks and supervised by the Coordinator, with performance monitored through regular check-ins and feedback. Strong stakeholder engagement will begin immediately, ensuring clear communication and coordination in these goal areas. Goal 1: Standardize ID&R across Texas through a statewide recruiter certification course. Obj: Develop and maintain an interactive online ID&R Recruiter Certification Course. Strategies: Partner with the ID&R Focus Group to co-design and test modules; regularly update the course, ID&R manual, and FAQs based on policy and user feedback; track user registration, completion, and certification. Goal 2: Build statewide capacity through targeted training and resource support. Obj: Deliver at least 8 comprehensive trainings on ID&R, TX-NGS, and MSIX. Strategies: Host annual TOTs, offer virtual and in-person trainings, present at ESCs and state conferences, and provide toolkits (e.g., slides, videos, guides) tailored to each system. Goal 3: Foster collaboration and system improvement through quarterly focus groups. Obj: Facilitate recurring focus groups for ID&R, TX-NGS, MSIX, and OSY. Strategies: Coordinate hybrid meetings, engage participants in resource and system review, and submit detailed summaries to TEA. Goal 4: Provide responsive, centralized support via the TXMEP Helpdesk. Obj: Respond to Helpdesk inquiries within 3 business days. Strategies: Operate a toll-free line and dedicated email managed by trained staff, maintain a ticketing system, and escalate complex issues to TEA or vendors as needed. Goal 5: Ensure accountability and alignment with TEA expectations through ongoing reporting. Obj: Submit semi-annual performance and monthly expenditure reports. Strategies: Track key metrics (training, Helpdesk activity, resource use, CIG involvement) and meet monthly with TEA for updates and feedback.

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.

Region 16's project team will assure that all Performance and Evaluation Measures identified on the grant will be met. Customer service and a process of continuous improvement will produce high quality performance and a commitment to excellence. The project team will provide TEA MEP with any data analytics to measure performance of the following: Enrollment, completion and pass rates for the ID&R recruiter certification course. Data will come from ESCWorks, a secure Learning Management System (LMS), and project management databases. This information will be provided throughout the online learning and certification period, as frequently as once each week, and then monthly throughout the project period.

Frequency and attendance of all trainings conducted (ID&R, TX-NGS, MSIX). This information will come from ESCWorks, sign-in sheets, participant e-sign-in, workshop notices, and local project management databases. Participant evaluations of each training will occur and feedback will guide improvements in future trainings as needed. A calendar of training events will be shared with the TEA MEP and added in the TMEP Portal.

Development and usage of resources (FAQs, manuals, training guides). Requested developed resources will be shared directly with TEA and provided for distribution to ESCs via listserv and also shared with the MEP Consolidated Capacity Building Initiative team for inclusion in the TMEP Portal.

TXMEP Helpdesk activity logs disaggregated by service area. Analytics for both calls and emails to the Helpdesk will be maintained in both technical assistance records and project management databases. Data will be disaggregated to reflect requested assistance on ID&R, TX-NGS and/or MSIX. This will inform and measure Helpdesk usage, determine how users are utilizing the Helpdesk, and more specifically, the types of information being requested which will support trend analysis.

Number of CIG/TST meetings attended and outputs shared. Topics reviewed during on-site and virtual meetings will be shared with TEA MEP and minutes/handouts made available. Travel documentation made available as requested.

Reports on the above mandatory performance and evaluation measures will be submitted semi-annually, or as requested by the TEA, with visuals and analysis to inform ongoing improvement. Region 16's project team will monitor all grant activities to ensure the program is on track to attain set goals. Monthly check-ins with TEA staff to ensure that program is aligning with the goals set by the state. Regular evaluation of all program activities provides us with necessary feedback for adjustment of the program.

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 Region 16 project team has extensive budget management experience and currently oversees a variety of local, state, and federal project budgets. The leadership team will coordinate and collaborate on the management of the budget to ensure appropriate use of funds for the grant activities and deliverables. The proposed $242,000 budget will support one partially funded coordinator, full-time program lead, part-time support staff, travel for in-person trainings and focus groups, software licenses for the certification platform, and printing/distribution of training materials. Funds will also cover helpdesk operations, virtual meeting platforms, and professional development for staff. We anticipate $163,512 in personnel costs, $39,371 in contracted services (LMS, translation, media), $10,000 for supplies, $14,000 for travel, and $15,117 in indirect costs. All expenditures will align with TEA's allowable use of funds.

In drafting a budget for this grant, a variety of expenses related to the development of a project of this scope were considered and are described below.

The majority of the initiative's budget will go towards staff designated to carry out the work of the initiative. The next largest budget categories will be contracted services to support the delivery of initiative products.

Payroll expenses (6100) are for professional and support staff working on various components of the grant. This includes salaries, benefits, insurance, retirement, etc. for 2 professional & 1 support staff positions working on this initiative.

Miscellaneous Contracted Services (6200) will be utilized for a variety of expenditures necessary to execute project deliverables, including expenses paid directly to Region 16 for office space, storage area, and any other necessary areas to perform job duties in a safe and efficient manner. Printing expenses will be included here. Other expenses in this area may include the hiring of contractors for: course design and updating, video production for developing training videos, content creation/editing as needed, and translation of documents to name a few. Other contractors may be identified as necessary once development and refinement commences.

General Supplies (6300) expenses have been included in the budget as well to ensure that required activities have the necessary supplies. This includes purchase of computer and ancillary devices for a new professional initiative staff member.

Employee Travel (6400) expenditures will include face-to-face meetings with the TEA team as needed during the contract timeline to discuss development and deliverables. Travel expenses also include attendance at required conferences and meetings, such as AMET, NASDME, CIG, and August face-to-face Program Meeting. All out-of-state required travel will have an out-of-state justification form on file with Region 16 Business Office. As available, virtual attendance will be considered to lower travel expenses.

Indirect Costs paid to Region 16 ESC for business expenses not readily identified with a particular function or activity but necessary for the general operation of the organization, i.e. salary and related expenses of individuals working in accounting, personnel, and purchasing functions.

Adjustments to the budget will be made if necessary as the projects progress to ensure appropriate allocations and expenditures and program deliverables.

Budget at-a-glance
61XX Salaries: $163,512.00 (68% of budget) Includes all benefits, insurance, retirement, etc for x professional staff member.
62XX Facility, Network and Telephone Charges: $6,645.00 (3% of budget)
Facility fees are charged monthly to the multiple programs based on the amount of square footage. Programs also have computers, printers, tablets, etc. connected to the Local Area Network. Region 16 owns a phone system and employees are provided with a phone at their desk.
Miscellaneous Contracted Services: $32,726.00 (14% of budget)
63XX General and Technology Related Supplies: $10,000.00 (4% of budget) Office supplies, training supplies, computers/ monitors or other technology for staff serving this grant initiative. Computers are updated every 3 to 5 years on a rotating basis.
Travel (employee and non-employee): $14,000.00 (6% of budget) All travel to attend required training as specified in the program guidelines.
Indirect Cost: $15,117.00 (6.663% of Direct Costs) The current approved rate per the program guidelines of the grant. Paid to Region 16 ESC for expenses of doing business that are not readily identified with a particular function or activity but are necessary for the general operation of the organization and the conduct of activities it performs.

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.

Focusing on our identified Goal 1 of this project, to standardize ID&R across Texas, our team will design, build, and sustain an interactive, user-friendly online ID&R Recruiter Certification Course using a secure learning management system (LMS). The course will feature multimedia modules, more real-world scenarios, and embedded quizzes to ensure recruiter readiness and comprehension. The system will track registration, progress, completions, and certifications, allowing TEA and ESCs to monitor fidelity of implementation. In collaboration with TEA and the ID&R Focus Group, course content will be reviewed and updated as needed to reflect evolving federal and state guidance. Additionally, a searchable ID&R FAQ and a digital version of the ID&R manual will be integrated into the course platform and maintained throughout the grant period. Seeking guidance from TEA, the ID&R Focus Group and recruiters in the field, our team would propose a tiered online certification course--one strand (Advanced) for recruiters with three or more years involved in the eligibility determination process and another (Basic) for those with less than three years determining child eligibility. This tiered approach would acknowledge the experience of veteran recruiters and build upon their knowledge with more application based scenarios within the course, while allowing for a more in-depth approach on eligibility factors in the course for newer recruiters. If a veteran were not to complete the Advanced tiered course with a 90 or higher, then they would be moved to the Basic course to ensure full comprehension of eligibility factors. This course divergence ensures continued professional growth of all recruiters instead of a one size fits all approach. Also to ensure that reviewers fully understand their roles and all eligibility components before signing off on a COE, we propose an additional one hour virtual training for them. Finally, we propose a live standardized virtual follow-up training to occur through regional cluster meetings for all recruiters /reviewers during the first of October. This training guided by the TXMEP team would allow both ESC and district recruiters to focus on test content identified as areas of concern. These smaller ID&R certification trainings would ensure that recruiters had an opportunity to clarify topics they found confusing or allow the TXMEP team to address weaknesses identified from the online course. Only then would all involved in the COE approval , recruiters and reviewer, be annually certified.

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.

Focusing on our identified Goal 3 of this project, to foster collaboration and system improvement, our team will facilitate quarterly focus group meetings for ID&R, TX-NGS, and OSY which will be hosted virtually or in-person, based on TEA preference and participant needs. During these meetings, our team will engage participants in resource and system review, and submit detailed summaries to TEA. We will manage scheduling, send calendar invites, and distribute agendas and pre-reading materials in advance to all stakeholders. As facilitators, we will lead the sessions, take detailed notes, and summarize key takeaways and action items for submission to TEA. If requested, we will secure meeting space, handle logistics, and provide hybrid options to maximize statewide participation. These quarterly meetings could be enhanced through the following practices. All focus groups membership should be reviewed to fill any vacancies and gauge commitment for current members' desires to continue serving on the focus group. A needs assessment survey conducted in September with ESC MEP staff in all regions ensures that each focus group addresses the most urgent concerns across the state regarding ID&R, TX-NGS, and OSY. Pre-focus group meetings with TEA and Quisitive, if needed, will enable us to guide meeting discussions and plan necessary information sharing with focus group members. An interactive meeting agenda will give each member of a focus group the opportunity to propose topics for consideration at focus group meetings. Finally, post-focus group minutes and action items would be shared out. Any determinations by the focus group could be shared with the MEPs across the state via the TMEP Newsletter, TEA MEP's monthly ESC listserv communication, and added to the ESC TMEP webpage. These combined practices would foster collaboration, increase transparency, align focus group concerns with actions, and facilitate system improvements.

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.

Focusing on our Goal 2 of this project, to build statewide capacity through targeted training and resource support, our team will deliver a comprehensive suite of trainings and resources across three content areas, ID&R, TX-NGS and MSIX, to include conducting any Training-of-Trainers (TOT) sessions, providing on-demand and scheduled virtual trainings, and presenting at ESC and state conferences. Proposed specific training options for each content area are listed below.
ID&R: During early fall, deliver the annual statewide online certification training with separate course strands for new and veteran recruiters. An additional virtual training for COE reviewers would also be provided. Regional cluster trainings following the online certification training would ensure further alignment across the state's recruiters. A new mid-year training for all recruiters would occur in January to keep recruiter skills sharp and highlight the need for recruitment focus during the new semester. A final ID&R training would occur before the summer break to focus recruiters on best practices for reaching out to families prior to summer moves and move recruitment focus from schools to community. Updates to ID&R manual would be made. Conduct random quality review of COEs to ensure adherence to eligibility requirements. and follow-up within regions for targeted training as needed.
TX-NGS: Provide annual training for data specialists, similar to the online IDR training, with modules on data entry protocols, validation rules, and report generation. We will collaborate with TEA and Quisitive for weekly updates to ensure information is current. An alternative training just for users with Read Only access will be conducted so they can search for students, review data and run reports. Additional trainings for data specialists could occur throughout the year focusing upcoming data deadlines and processes for gathering and entering data. Updates to TX-NGS/MSIX manual would be made.
MSIX: Collaborate with TMIP to host trainings on interstate coordination, move notices, and effective use of MSIX in serving migratory students. Trainings for MSIX access, student record search, and data review could be conducted. ESCs will receive all developed training materials to turn around training to district staff. All materials—slide decks, video recordings, guides —will be archived in an accessible online resource library within TMEP's website within ESC access portal. Create online searchable FAQs for ID&R and TX-NGS/MSIX within the TMEP portal and update monthly.

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.

Focusing on our Goal 4 of this project, to provide responsive, centralized support, we will operate a centralized TXMEP Helpdesk staffed by trained personnel who provide prompt, personalized support to ESCs and LEAs via a toll-free number and monitored email. Responses from the Helpdesk will come, in order, from the following team members: Program Lead, Program Assistant, or Coordinator. We will respond to 100% of inquiries submitted through the Helpdesk within 3 business days.
Support services for ESC or LEA MEP contacts will include:
ID&R: Access support for the recruiter certification course, certification questions, general eligibility inquiries, and escalation to TEA MEP as needed.
TX-NGS: Account setup and password resets, troubleshooting data entry, system navigation, and escalation to vendor as needed.
MSIX: Assistance with account access and system functionality; we will also back up TMIP support for data requests when needed.
All inquiries to the Helpdesk will be logged in a ticketing system, categorized by topic (ID&R, TX-NGS, MSIX), and tracked for resolution. Monthly analytics and trends will be reported to TEA.
Any system-wide information or issues impacting all MEP staff will be communicated via the MEP listserv, added to the proposed ID&R and/or TX-NGS/MSIX FAQs within the TMEP portal, and the TX-NGS homescreen, as applicable.

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

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

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Amended Section	Reason for Amendment