



**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]

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 **ESC, Region 20** CDN **015950** Campus **N/A** ESC **20** UEI **JNV3BK8MKLE5**

Address **1314 Hines Avenue** City **San Antonio** ZIP **78208** Vendor ID **1741587461**

Primary Contact **Dr. Karina Gonzalez** Email **karina.gonzalez@esc20.net** Phone **210-370-5393**

Secondary Contact **Yvette Gomez** Email **yvette.gomez@esc20.net** Phone **210-370-5420**

**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. Jeff Goldhorn** Title **Executive Director**

Email **jeff.goldhorn@esc20.net** Phone **210-370-5600**

Signature  Date **04/21/2025**

**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 goal of the Migrant Education Program (MEP) in Texas is to meet the identified needs of migratory children, with a strong focus on eliminating barriers and overcoming the educational disruptions that result from a highly mobile lifestyle. In alignment and support of that goal, the Texas Migratory Education Program Systems Initiative (TXMEP) strives to develop, deliver, and maintain courses, training, and resources that facilitate the identification and recruitment (ID&R) of migratory children and out-of-school youth (OSY), as well as the entry of critical data into the Texas New Generation System (TX-NGS) and Migrant Student Information Exchange (MSIX). Additionally, the TXMEP Systems Initiative is charged with creating and maintaining the helpdesk, providing technical assistance to varied stakeholders, facilitating focus groups, and representing the Texas Education Agency (TEA) on the Technical Support Team as part of the Identification and Recruitment Consortium (IDRC) Incentive Grant. The work to be carried out by the TXMEP Systems Initiative is both foundational and vital. Without ID&R, TX-NGS, and MSIX support, the Texas MEP would be unable to fulfill its mission or achieve its goal of facilitating student success. The Education Service Center, Region 20 (ESC-20) has a clearly defined mission and vision. Our Mission is to "provide trusted solutions that lead to student success," while our Vision is, "To be the definitive choice in serving the educational community." They are at the forefront of everything we do. Through that lens of striving for excellence, the ESC-20 project team will put forth targeted efforts to support and collaborate with the TEA MEP team in achieving the goals of the Initiative, with one focus in mind: ensuring that migratory children in Texas have the opportunity "to participate effectively in school and meet the state's academic performance standards." In assisting the TEA via the Initiative, the ESC-20 project team will utilize the strengths of existing and future staff to develop, deliver, and maintain courses, training, and resources, to provide technical assistance to stakeholders, to facilitate focus groups, and to represent the TEA with utmost professionalism. ESC-20 is committed to utilizing Initiative funds to ensure that appropriate staff are allocated to support the deliverables outlined in this LOI. A Coordinator will oversee all functions of this Initiative, including compliance, expenditure of funds, budget monitoring, and completion of required activities. Plans to hire a full-time Project Manager and a half-time Technical Specialist will ensure that all aspects of the work as outlined in this LOI will be accomplished within the established timelines. The hiring of said staff will ensure that activities are meeting TEA and grant expectations for assisting and supporting ESCs statewide with appropriate resources, training, and technical assistance. The ESC-20 project team will ensure the development of high quality deliverables based on TEA and focus group feedback. Additionally, frequent and strong lines of communication will be established among the TEA and the ESC-20 project team. Each grant deliverable will be discussed in-depth to ensure goals and intended outcomes are clear. This will be critical throughout the grant timeline and especially at the onset of the Initiative. Face-to-face, email, Zoom, and other forms of communication efforts will be scheduled on a consistent basis in order to discuss timelines, carry out activities, and secure deliverables. Project deliverables and guidelines will be thoroughly reviewed.

**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 from accredited university. Five years of relevant experience in the field of Migrant Education. Five years of applicable management and/or supervisory experience. This is an existing position.

Project Manager-Oversees the operation, development, and roll-out of requirements. Serve as liaison between TEA and ESC to identify needs.

Master's degree from accredited university. Five years of relevant experience in the field of Migrant Education. Experience in project management to include working with multiple high-priority projects. This is a proposed position.

Technical Specialist-Provides clients with high quality technical assistance and support. Assist with all grant requirements and deliverables.

Bachelor's degree required from accredited university. Eight years of relevant experience in the field of Migrant Education and the Migrant Student Information Exchange (MSIX). This is a proposed half-time position.

Graphic design and online course developer- Assist in the creation of resources, tools, and online course enhancements.

Certification in graphic design or online course development. This support will be provided by a proposed external consultant.



**Goals, Objectives, and Strategies**

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

The ESC-20 project team will aim to achieve the goals/objectives of the Initiative by building strong relationships with TEA and ESC staff and establishing robust collaboration between the Texas Migrant Interstate Program (TMIP) and the MEP Consolidated Capacity Building Initiative. For each of the goals and objectives, the first strategy will be to conduct a needs assessment and use feedback data to make enhancements as needed. ID&R Recruiter Certification Course Component: Using feedback data, the current course will be modified as needed and the creation of additional strands or pathways for the ID&R course will be explored. Established and proven contractors will be used to develop new course content and other grant deliverables. Training, Resources, and Meeting Participation Component: Establishing a New MEP Director Academy, creating differentiated resources and trainings based on experience level, developing an ongoing "series days" training format, and maintaining an internal database that lists the SSA, Non-Project, and Project LEAs for each ESC will be explored. Texas Migratory Education Program (TXMEP) Focus Group Coordination and Facilitation Component: We will work closely with the TEA MEP team and ESCs to engage selected participants and facilitate focus group meetings. To further enhance communication, summaries with discussion points and action steps will be sent to all focus group participants after focus group convening. TXMEP Helpdesk Component: Existing processes for addressing, documenting, and tracking technical assistance requests will be replicated from the TMIP initiative as these processes have proven to be successful. Reporting Component: Meeting cadences with the TEA MEP team will be established, and monthly and semi-annual updates will be provided to the TEA MEP team to ensure that we are on track to meet grant deliverables and/or pivot as needed. Consortium Incentive Grant TST Component: The ESC-20 project team will participate in all required meetings and activities.

**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.

The ESC-20 project team provides assurance that all Performance and Evaluation Measures identified within the grant will be met. This will be accomplished by implementing a process of continuous improvement and a commitment to excellence. Specifically, the ESC-20 project team will use an existing, internal process of quality assurance and continuous improvement throughout the grant timeline: Plan-Do-Study-Act (PDSA). The PDSA four-step process is integral to product management and development, and it can be leveraged to modify, adapt, and revise practices as needed. In order to establish a culture of continuous improvement throughout the grant duration and to ensure that the goals and outcomes of this grant are on target, conversations during program review and refinement will be filtered through the PDSA process. This will be done during team meetings, which are held on a weekly basis. Additionally, in order to adhere to the ESC-20 Core Value of Continuous Improvement, a needs assessment will be conducted upon receipt of the grant to gather insight, set baselines, and determine additional needs. Furthermore, as resources are developed, sessions are held, and courses/trainings are delivered, feedback surveys will be provided and instituted on a consistent basis to rate the effectiveness of grant deliverables. Another tool which will be used to measure performance and the effectiveness of project objectives and strategies will be an internally established grant planning tool that was designed to drive and track product development and progress toward meeting performance measures for the other two initiatives held at ESC-20. This tool lists each program assurance, product, and performance measure within the program guidelines to provide a quick and effective, at-a-glance look at where the Initiative stands toward the accomplishment of deliverables. This tool clearly identifies next steps and action items for the TEA and the project team. It also provides an ongoing record of relevant work and a "just-in-time" view of the status of deliverables and activities. This tool also ensures that performance measures are being carried out effectively, aligned to grant deliverables consistent with the purpose of the Initiative. The grant planning tool, along with an established tracking and documentation system, will be used to collect and report on performance measures, including certification course users, trainings conducted, resources developed and maintained, number of calls received and resolved by category (ID&R, TX-NGS, MSIX), and the number of CIG meetings attended. Lastly, establishing a meeting cadence (bi-weekly/monthly) with the TEA MEP team will help ensure that initiative activities and deliverables are aligned with the goals set by the state, supported by the PDSA process and the grant planning tool.

**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 ESC-20 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. Adjustments to the budget will be made if necessary to ensure appropriate allocations and completion of program deliverables. The ESC-20 project team will ensure compliance with funds utilization and that there is no supplanting 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 as follows:

Miscellaneous Contracted Services (6200) will be utilized for a variety of expenditures necessary to execute project deliverables. ESC-20 utilizes a billable hour system for professional staff time and effort, and these expenses are captured in 6200. Other expenses in this budget area include the hiring of contractors for course development, graphic design, resource development, video production, content creation/editing, and translation of documents as needed. Other contractors may be identified as necessary once refinement of grant deliverables commences.

General Supplies (6300) expenses have been included in the budget to ensure that necessary supplies are available for required grant activities.

Employee Travel (6400) expenditures have been included to support face-to-face meetings with the TEA team, as well as attendance at required conferences as outlined in the LOI.

**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.

One of the Core Values to which we adhere at ESC-20 is Customer Focus. This value emphasizes listening to customers, anticipating their needs, and creating value that exceeds their expectations. It is through this lens that all TEA program requirements will be viewed. The plan to create, develop, and maintain an online certification course on Identification and Recruitment (ID&R) for Title I, Part C recruiters includes the following:

The current course will be evaluated. First, feedback from end users will be gathered to assess the course's effectiveness and format. Additionally, to enhance the existing process for course development, the expertise of the ID&R focus group and findings from Program Monitoring Validation and Eligibility Validation, will be leveraged to determine where the course format and content can be strengthened. Using this process of evaluation, the ESC-20 project team will be able to determine trends, inform course content, and ensure that information presented is aligned to statewide needs.

The ESC-20 project team will consult with the TEA MEP team to begin discussions regarding the creation of additional strands or pathways for the ID&R course. This may include supplemental courses for reviewers and other MEP staff that focus on the specific requirements of each role.

The ESC-20 project team has access to established proven contractors that can be contracted to create new course content, as well as resources, tools, and other grant deliverables. These contractors have expertise in instructional design, graphic design, video production, communications, and marketing, all of which can ensure that the course is interactive and engaging and that information regarding the course is communicated effectively throughout the state.

The ESC-20 project team will collaborate with the MEP Consolidated Capacity Building team to explore the possibility of maintaining the ID&R course on the TMEP portal. The ID&R manual, resources, and FAQ will also be on the TMEP portal, making it a true one-stop hub for all ESC MEP resources. This will prove to be both effective and efficient.

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.

The plan to coordinate and facilitate focus group meetings for ID&R, TX-NGS, and OSY is as follows:

A needs assessment will be conducted to evaluate the current focus group format, frequency, and effectiveness. This feedback will drive adjustments and modifications.

The ESC-20 project team will work closely with the TEA MEP team and ESCs to engage selected participants, contract meeting space as needed, develop agendas, prepare materials, disseminate information, and facilitate focus group meetings.

Additionally, the ESC-20 project team will collaborate with the TEA MEP team to establish clearly defined goals for each focus group, set meeting objectives, and clarify the purpose of each focus group. This will help ensure that participants have a firm understanding of expectations and what each focus group is working toward.

To further enhance clarity and communication, summaries with discussion points and action steps will be sent to all focus group participants.



**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.

The plan to create, develop, and provide training, support, and online resources on ID&R, TX-NGS, and MSIX will include the following:

\*A needs assessment will be conducted to determine the training, support, and online services that are needed by stakeholders in each area (ID&R, TX-NGS, MSIX). Feedback will be used to make modifications and/or enhancements to existing training, support, and resources and to develop new ones where identified needs exist.

\*The ESC-20 project team will propose a New MEP Director Academy to target and support leaders responsible for MEP Project LEAs. The Texas MEP's programmatic and compliance requirements can be complex. Having a dedicated academy to help onboard new directors will help them better navigate the requirements, establish a solid foundation of knowledge, and position the program for success.

\*The ESC-20 project team will explore the possibility of differentiating resources and trainings based on experience level (i.e., newcomer, mid-level, veteran).

\*The ESC-20 project team will develop ongoing training, similar to the "series days" format implemented by some ESCs. This constant reinforcement of learning will help ensure that stakeholders feel supported on ID&R, TX-NGS, and MSIX functions throughout the year. To align with what the ID&R manual mentions regarding follow up to the online ID&R course, we suggest that series days be held in October, January, and April. Each series day will have a separate focus, based on what is typically occurring during that time frame (identification, quality control, MSIX account basics, etc.).

\*With TEA approval, the ESC-20 project team will develop and maintain an internal database that lists the SSA, Non-Project, and Project LEAs for each ESC. This will be used for internal review by the ESC-20 project team and TEA in order to better develop and target training, resources, and support. If we can better understand the ESC landscape statewide, we will be better positioned to provide applicable support.

\*The ESC-20 team will collaborate closely with the MEP consolidated Capacity Building Initiative to ensure that all ID&R, TX-NGS, and MSIX resources and trainings are accessible on the TMEP portal.

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 plan to create and maintain a TX-MEP Helpdesk to provide technical assistance on ID&R, TX-NGS, and MSIX is outlined below:

The current format and effectiveness of technical assistance provided will be evaluated through a needs assessment. This feedback will drive adjustments and modifications.

Replicating existing processes that have proven to be successful with providing exceptional customer service, the ESC-20 project team will address technical assistance requests submitted to the Helpdesk within a reasonable response time, as established with the TEA MEP team.

The established documentation and tracking processes that TMIP uses will guide the development of a similar process for this Initiative. Much like it does for TMIP, this process will facilitate ongoing monitoring and evaluation of incoming requests to identify trends, anticipate needs, and develop solutions such as training videos, one pagers, and additional resources.

With the TEA MEP team's approval, opportunities to empower certain ESC staff members to assist with simple systems functions, like resetting passwords for TX-NGS, will be explored.

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
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