



**2024-2025 Migrant Capacity Building and Curriculum Initiative
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, May 7th, 2024**

NOGA ID

Authorizing legislation

ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

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, May 7th, 2024**.

Application stamp-in date and time

Grant period from

September 1, 2024 to August 31, 2025

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 CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Digitally signed by Rich Elsasser
Date: 2024.05.09 09:05:17 -05'00' Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Migrant Capacity and Curriculum 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 provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds.
- 8. The applicant assures that they accept and will comply with TEA General, Every Student Succeeds Act (ESSA), and Program-Specific Provisions and Assurances.
- 9. The applicant assures that they will meet the Expected Activities listed on pages 12-15 of the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.

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 Migrant Capacity Building and Curriculum Initiative plan by ESC 13 is designed to holistically support migratory children and their families by addressing their unique needs and challenges. It aims to facilitate effective participation in school and meet the state's academic standards. Through targeted resources and interventions, ESC 13 seeks to bridge existing service gaps and provide tailored support aligned with the migratory students' needs.

Central to the initiative is the enhancement of the Texas Migrant Education Portal (TMEP) and the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal. This involves improving website design, ensuring accessibility compliance, and deploying sophisticated web analytics solutions. ESC 13 aims to facilitate seamless access to vital information and support services for MEP staff, LEAs, and parents across the state through these enhancements.

ESC 13 is committed to providing technical assistance and support to ESCs and LEAs in parent and family engagement (PFE). Recognizing the pivotal role of parental involvement in academic success, ESC 13 equips stakeholders with best practices and resources to promote meaningful engagement. By fostering strong partnerships between educators and parents, ESC 13 creates a supportive educational environment conducive to the holistic development of migratory children.

The initiative extends to the development of multimedia content and educational materials adhering to TEA Brand Guidelines and accessibility standards. By creating visually engaging resources, ESC 13 enhances learning experiences and ensures inclusivity across diverse educational settings. Through innovative approaches and subject matter expertise, ESC 13 provides educators and stakeholders with tools to address migratory students' unique needs effectively.

ESC 13 is poised to transition existing and future training and TOT (Training of Trainers) courses into TEALearn, the designated Learning Management System (LMS) by TEA. This aims to streamline course delivery, enhance accessibility, and improve learning outcomes. By leveraging TEALearn's capabilities, ESC 13 optimizes training initiatives and empowers educators with knowledge and skills to support migratory students effectively.

Furthermore, ESC 13 enhances communication strategies to facilitate effective outreach and engagement. Through regular newsletters, efficient listserv management, and comprehensive communication outreach strategies, ESC 13 disseminates project services, events, training, and resources efficiently. By maximizing reach and engagement among stakeholders, ESC 13 fosters collaboration and knowledge sharing across the educational landscape.

Qualifications and Experience for Key Personnel

Outline the description of the plan to fund a minimum of 2 Full Time Employees (FTEs) from these grant funds to carry out the work of this initiative. Additionally, outline the description of the plan to fund a minimum of 1 FTE from these grant funds to coordinate the work of the initiative and carry out program responsibilities.

Project Coordinator (1 FTE): Provides leadership for the grant and its activities. Supports daily coordination of all deliverables; expertise and detailed knowledge of continuous improvement efforts in the area of migrant education and experience leading statewide initiatives. Supervises staff, manages budget and compliance, oversees federal and statewide projects. Manages fiscal monitoring, reporting, and facilitates statewide training. Coordinates technical assistance, resource development, and training for ESCs and LEAs.

Education Specialists (2 FTEs): Possess a deep understanding and application of best practices in Migrant Education. Ability to provide technical assistance, develop resources, create and deliver state trainings/TOTs, review existing content to ensure it aligns with current standards, facilitate connections between stakeholders, collect and interpret data, coordinate and facilitate groups, and communicate with stakeholders to support migrant education. The specialists must have the ability to work under timelines in collaboration with TEA to achieve the program goals on time.

ESC Region 13 Employees Accessed through Summary of Work Agreements:

- Center Support Dept.- Provides Website Design & Development Services
- Conference and Events- Manages Travel Arrangements including Room Reservations and transportation to maximize cost-savings
- Early Childhood Team- Assists with reviewing the ABB curriculum to align with Pre-kindergarten Guidelines
- Bilingual Math Specialist- Aids in developing evidence-based math activities for 3rd-5th grade Educational Resources

Accessing the Region 13 "in-house" experts, ensures that the resources provided are created through a collaboration of highly-skilled and experienced experts across various contents so that the resulting products are comprehensive and of the highest quality.

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.

ESC 13's partnership with TEA has been instrumental in refining its approach to acquiring exemplary practices, bolstering efficiency while maintaining a high standard of quality. Through previous collaborations (Center for Effective Schools, Texas SPED Supports, and numerous others), ESC 13 has demonstrated its commitment to TEA-approved work plans, ensuring the accurate and timely implementation of activities outlined within these plans.

This extensive experience positions ESC 13 as a reliable partner in the development and sourcing of practices aligned with project objectives. In addition to website enhancements, ESC 13 will deploy advanced web analytics solutions, including the development of user-friendly tracking dashboards. These dashboards will provide stakeholders, including TEA and project team members, with at-a-glance views of key performance indicators (KPIs) and other relevant metrics. Through the visualization of dynamic charts and graphs, stakeholders can quickly assess website performance and identify trends, allowing for the easy use of data when making decisions.

Training sessions will educate staff on analytics interpretation and dashboard utilization, while ongoing support will ensure the tools evolve to meet project needs. Surveys, customized through Qualtrics, will track user satisfaction and key performance indicators, facilitating data-driven decision-making. ESC 13 will leverage online project management tools to ensure timely task completion and provide regular progress reports to stakeholders.

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.

6100:
 Project Coordinator (1 FTE): Provides leadership for the grant and its activities.
 Education Specialists (2 FTEs): Provide Day to Day technical assistance, training, and deliverables. Payroll costs for these three FTEs will be \$245,120 with benefits of \$70,303.

6200:
 Domain renewals: \$600
 Employee Related Costs: \$30,000
 ESC Region 13 Services:
 Center Support Dept.- Provides Website Design & Development Services \$251,376
 Conference and Events- Travel Arrangements including Room Reservations/transportation to maximize savings \$1,000
 Early Childhood Team- Assists with reviewing the ABB curriculum to align with Pre-K Guidelines \$1,000
 Bilingual Math Specialist- Developing evidence-based math activities for 3rd-5th gr. Educational Resources \$10,000
 Accessing the Region 13 "in-house" experts, ensures that the resources provided are created through a collaboration of highly-skilled and experienced experts across various contents so that the resulting products are comprehensive and of the highest quality.

6300:
 \$7,000 has been assigned for additional supplies and materials (i.e. print materials, supplies for PAC, training supplies.)

6400:
 Travel costs for required staff and non-staff travel (PAC members and students) \$33,000
 Indirect Costs: ESC 13 will receive \$47,601 in indirect costs.
 Adjustments will be made based on monthly review of costs and expenses, and discussions during ongoing check-in meetings with TEA staff. LEA feedback and identified needs may also drive adjustments.

TEA Program Requirements

1. Provide a description of the plan to create, develop, and maintain resources to improve academic outcomes of migratory children in the Texas Migrant Education Portal (TMEP) and in the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal.

ESC 13, with a proven record of its effective management of statewide networks and digital content platforms, will commence the Migrant Capacity Building and Curriculum Initiative Grant with a kickoff meeting alongside TEA. This session will clarify project needs, goals, and potential aids or barriers to success, culminating in a detailed strategic work plan. This plan will delineate project activities, timelines, and communication protocols, ensuring alignment between ESC 13 and TEA throughout the project's duration.

To enhance user accessibility, ESC 13 proposes various strategies, including content development and graphic design adhering to TEA Brand Guidelines, creation of a TMEP portal listserv, and development of diverse educational materials using professional design tools. Additional measures include the integration of accessibility features, such as color contrasts and legible typography, and the review of Spanish translations for accuracy. ESC 13 plans to provide ongoing support to address any issues or updates required in the materials, ensuring continuous improvement.

ESC 13 aims to facilitate the transition of migratory students across Texas by maintaining resources for LEAs and developing a suite of materials to support educational opportunities and remove barriers. This includes creating videos and informational sections in English and Spanish, disseminating perception surveys to evaluate program efficacy, and ensuring accessibility compliance across all materials. Adding new features such as a search engine to the AIIMS Portal will enhance and simplify the user experience. ESC 13 will also offer ongoing technical support and instructional design assistance to ensure high-quality course delivery in the transition to TEALearn for online training and TOTs. Through these efforts, ESC 13 seeks to promote success for all through inclusive access and a quality education for migratory children and their families.

2. Provide a description of the plan to provide proven resources to Migrant Education Program (MEP) staff, as well as parents of migratory children.

ESC 13, in partnership with TEA, is launching an extensive campaign to promote the TMEP portal and resources. This project involves the Communication and Production team at ESC 13 working collaboratively with TEA to devise impactful marketing plans aimed at creating statewide awareness. By closely aligning with TEA, ESC 13 intends to develop a brand and messaging strategy that resonates with both the target audience and the agency's objectives. Promotional materials will be crafted in concise, client-centered formats for distribution to districts and the broader educational community, as well as for posting on the TMEP Portal website.

A key aspect of the plan involves transitioning all existing and future training and TOT courses into TEALearn, the TEA-designated Learning Management System. This transition aims to streamline course delivery, enhance accessibility, and improve learning outcomes. ESC 13 will oversee the migration of training materials, ensuring compliance with branding, accessibility, and curriculum standards set by TEALearn. This process includes converting existing ABB and Project SMART training materials to a format suitable for online delivery while meeting the standards. Additionally, comprehensive training and ongoing technical support will be provided to content developers and instructors to ensure the effective delivery of courses.

In parallel, ESC 13 will focus on the design and development of visually engaging and accessible educational materials. These materials, including manuals, tip sheets, and training guides, will adhere to TEA Brand Guidelines and accessibility standards to ensure consistency and inclusivity across all communications. The Communication and Production team will work with subject matter experts to develop content that is not only informative and relevant but also pedagogically and visually sound for diverse educational needs. Ongoing support will be offered to address any issues or updates required in the materials, demonstrating a commitment to continuous improvement and high-quality resources for MEP staff and parents of migratory children.

TEA Program Requirements Cont'd

3. Provide a description of the plan to provide technical assistance and support to other ESCs and LEAs in Parent and Family Engagement (PFE).

The plan to provide technical assistance and support to other ESCs and LEAs in Parent and Family Engagement (PFE) emphasizes cross-collaboration with other ESC PFE programs, recognizing its importance in reaching multiple program areas. ESC 13's core beliefs underscore their commitment to collaborating with schools throughout their region to deliver high-quality services, professional development, resources, and support to ensure student success.

To enhance parent participation and engagement, ESC 13 will provide training to ESC and LEA staff on best practices, including the creation of webinars and supporting resources that support children's academic achievement. Ongoing technical support will be offered to assist staff in effectively utilizing resources provided by the MEP Consolidated Capacity Building Initiative. Additionally, ESC 13 will facilitate and support ESC and LEA MEP staff in developing equitable parent leadership that contributes to the academic growth of all students, utilizing the Texas Migrant Interstate Program (TMIP) and other state PFE grant resources.

The plan also includes replicating training provided by the MEP Consolidated Capacity Building Initiative as requested by TEA, ensuring that valuable resources are shared and utilized effectively across different educational settings. Moreover, ESC 13 will provide strategies to MEP staff to empower parents to implement instructional support at home for their children, recognizing the crucial role parents play in their child's education. The team will create a digital MEP Parent and Family Engagement Toolkit and develop training/webinars around the importance of building strong parent/community partnerships, emphasizing the ambassadorship role PFE liaisons play in bridging the gap between home and school to support student success.

4. Provide a description of the plan to facilitate parent engagement opportunities through coordination of a statewide Parent Advisory Council (PAC).

The plan to facilitate parent engagement opportunities through coordination of the statewide Parent Advisory Council (PAC) underscores the significance of parental involvement within the Migrant Education Program (MEP). By involving parents in program planning, ESC 13 aims to foster better understanding and informed conversations between parents, MEP staff, and school personnel regarding their children's education. Through active participation in the planning process, migrant parents are more likely to become advocates for the program, given their personal investment in its success.

ESC 13's comprehensive plan involves hosting Parent Leadership Cluster meetings led by state-wide PAC officers. These meetings serve as forums to gather input on local PAC challenges and devise strategies to ensure full parent participation. The plan also includes empowering parents through the utilization of resources available on the Texas Migrant Education Portal (TMEP) and the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal, as well as offering educational webinars to enhance parent engagement.

As part of the initiative, ESC 13 will record informative videos featuring current State PAC officers, highlighting the importance of PAC involvement, the membership process, and the roles and responsibilities of PAC members. Additionally, ESC 13 plans to create a dedicated section on the TMEP portal for the state PAC initiative, providing a platform for PAC members to share feedback and valuable information. The proposal also includes establishing a section on the TMEP portal to highlight exemplary parental involvement, such as a "Parent of the Month" recognition program, encouraging nominations from regions to celebrate parents' contributions to their children's education and the MEP program.

TEA Program Requirements (Cont.)

5. Provide a description of the plan to develop a suite of resources to support the increase of educational opportunities and remove barriers for migratory students and promote scaling of best practices.

The plan to develop a suite of resources aimed at supporting the increase of educational opportunities and removing barriers for migratory students encompasses various strategies and initiatives. Recognizing the importance of migrant education in providing specialized support to migratory children, ESC 13 will focus on addressing disparities in academic standards among states and ensuring equitable opportunities for students to meet state standards while overcoming educational, cultural, and health-related challenges.

Content development and graphic design will be central to this initiative, with ESC 13 intending to design and produce a range of educational materials such as manuals, tip sheets, training guides, videos, and toolkits. These resources will align with TEA Brand Guidelines to maintain visual consistency and brand identity while being developed in collaboration with subject matter experts to ensure their relevance and effectiveness in addressing diverse educational needs.

Additionally, ESC 13 plans to conduct strategic campaigns aimed at raising awareness of the overall benefits of education and improving access to inclusive, equitable, and high-quality educational opportunities. Collaborating with the School Improvement and Accountability team, ESC 13 will provide training and information to MEP staff on domains related to closing the gaps in educational attainment.

To enhance accessibility and support ongoing learning, ESC 13 will incorporate accessibility features in all materials, such as appropriate color contrasts, legible typography, and alternative text for images, to comply with accessibility standards like WCAG. For example, the TMEP portal should be mobile-friendly. Parents of migratory students access digital information utilizing their phone. In its current state, parents cannot view the site properly, including the button to change the site's language to Spanish, which is even more difficult to navigate since it is also labeled "Spanish" and not "español". Additionally, ongoing support will be offered to address any issues or updates required in the materials, ensuring their continued relevance and effectiveness in supporting migratory students' educational needs.

In terms of specific resources, ESC 13 plans to create a "Counselor Corner" within the TMEP Portal, providing valuable information and resources for students and parents in English and Spanish on topics such as pathways to college and career success, scholarships, and credential programs. Furthermore, videos will be developed for district staff, including counselors, interventionists, and teachers, to provide an overview of the MEP, highlight the challenges and barriers faced by migratory students, and explore collaboration opportunities to ensure student success. In addition, live or recorded webinar opportunities on summer STEM programming will be offered, and links to regional resources such as health and government assistance will be incorporated for further support.

Expanding further, ESC 13 recognizes the multifaceted nature of the challenges faced by migratory students and aims to provide comprehensive solutions that address these challenges holistically. This entails not only the development of educational materials but also the implementation of strategic initiatives to promote awareness, accessibility, and support for migratory students. Through collaborative efforts with stakeholders and experts in the field, ESC 13 seeks to create a robust ecosystem of resources and services that empower migratory students to thrive academically and succeed in their educational goals.

ESC 13 is committed to fostering a culture of continuous improvement and innovation in the provision of educational resources and support for migratory students. This involves conducting regular evaluations and assessments to gauge the effectiveness of existing initiatives and identify areas for enhancement. By soliciting feedback from stakeholders and leveraging data-driven insights, ESC 13 aims to refine its strategies and tailor its resources to better meet the evolving needs of migratory students and ensure their continued success.

ESC 13 remains dedicated to staying abreast of emerging trends and best practices in migrant education to inform its future initiatives and ensure its relevance and effectiveness in supporting migratory students. Through these concerted efforts, ESC 13 endeavors to make a meaningful and lasting impact on the educational outcomes of migratory students and contribute to their overall success and well-being.

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