



**2023-2024 Texas Migrant Interstate Program (TMIP)
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 13, 2023**

NOGA ID

Authorizing legislation

ESEA as amended by P.L. 114-95 Every Student Succeeds Act (ESSA), Title I, Part C

This LOI application may be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI 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, June 13, 2023**

Application stamp-in date and time

Grant period from

September 1, 2023 to August 31, 2024

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

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 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 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 Title

Email Phone

Signature Date

Shared Services Arrangements

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

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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Texas Migrant Interstate Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Texas Migrant Interstate Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- The applicant assures it will designate one primary contact person with these specific responsibilities: program compliance, expenditure of funds, completion of all required grant activities, monitoring the grant budget, quarterly compliance reporting and responsibility for all program activities.
- The applicant assures it will designate a minimum of 2 Full Time Employees (FTEs) to implement grant requirements.
- The applicant assures it will operate and manage the Texas MEP Hotline as a toll-free 800 telephone number with bilingual staff to assist meeting the needs of migratory children. The toll free number will be provided for Texas-based migratory students and families to call for information on educational and/or support services, when needed.
- The applicant assures it will facilitate the exchange of critical student information between home base and receiving schools by doing the following: Assist TEA in inter/intrastate coordination by utilizing TX-NGS and MSIX to monitor student mobility by running Mobility Reports and transfer of records; Assist TEA with MSIX move notifications and data requests not assigned to a specific ESC or LEA, as needed; and Assist with coordination of out-of-state student assessment testing (STAAR) for mobile migratory children, including ensuring the receiving state proctors have been trained on the assessment delivery process.
- The applicant assures it will provide technical assistance to LEAs statewide and to states that receive Texas migratory students.
- The applicant assures it will coordinate with the Statewide MEP Capacity Building Initiative subgrantee for online resources available on the Texas MEP Portal (TMEP).
- The applicant assures it will assist LEAs and ESCs by researching and coordinating student opportunities such as leadership academies and/or STEM programs and providing that information in a timely manner.
- The applicant assures it will assist LEAs and ESCs by researching and coordinating HEP and CAMP programs throughout the country and provide guidance as needed and provide links of resources to the Capacity Building Initiative for inclusion in the TMEP portal as appropriate.
- The applicant assures it will assist LEAs and ESCs by researching resources for Out of School Youth (OSY) and students at risk of not graduating as well as provide links to those resources to the Capacity Building Initiative for inclusion in the TMEP Portal as appropriate.

Statutory/Program Assurances Cont'd

- The applicant assures it will assist parents and students, including OSY and students at risk of not graduating, by directing them to resources available.
- The applicant assures it will meet monthly with TEA staff to discuss the initiative tasks and timelines.
- The applicant will provide Test Administrator Training to designated staff at participating states with interstate agreements.
- The applicant assures it will plan, coordinate, and conduct an annual Secondary Credit Accrual Workshop virtual or face-to-face as determined by TEA.
- The applicant will provide presentations at LEAs, ESCs, and/or TEA meetings as requested by MEP stakeholders.
- The applicant will participate in meetings or conferences as requested by TEA with approval of ESC Executive Director for out-of-state events.
- The applicant assures all trainings/meetings/events required to be conducted for this grant can be held in a setting as per the applicants policies and procedures unless instructed otherwise by TEA.
- The applicant will conduct a Customer Satisfaction Survey annually to rate the effectiveness and usefulness of the services provided.

WEBSITE AND PRODUCT DEVELOPMENT REQUIREMENTS

- The applicant will ensure all new/updated training materials, presentation, resources, and technical assistance materials will be reviewed and vetted by TEA and include TEA's logo (as directed by TEA).
- The applicant will maintain and update all online resources, links, and materials posted on the TMIP website and will ensure the website is easily accessible, navigable, and in a format and language understandable to parents.
- The applicant will create and disseminate the TMIP Newsletter (English and Spanish) at least twice a year.

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 mission and purpose of the Texas Migrant Interstate Program (TMIP) are to ensure that all stakeholders of Migrant Education Programs have a singular efficient hub for information and support to remove all barriers for highly mobile migratory children so that they can perform at the same level on State content as all children. TMIP eases the transitions that migratory students experience between schools by coordinating the exchange of critical student information, thus reducing disruptions to their education and supporting their academic progress. Whether a child moves within Texas or out of state, TMIP is necessary for the migratory student's success. TMIP's established partnerships and collaborations with educational authorities, both within Texas and outside receiving states, ensures seamless data exchange and provision of program requirements.

For more than 50 years, Region 16 has been devoted to developing a robust and well-rounded Migrant Education Program (MEP), and it is experienced with the needs and resources necessary to alleviate barriers of this highly mobile population. Region 16 leadership and staff comprehend the fiscal needs, policies, and procedures involved in managing a statewide initiative. They are dedicated to maintaining the spirit of cooperative service with TEA while promoting ideas that benefit Texas families, schools, and students. 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 levels. Our current MEP team has 56 years of experience and many effective collaborations with other MEPs. Region 16 has a proven track record of successful partnerships with TEA supporting state initiatives. Executive Director Dr. Tanya Larkin, the Region 16 business office, and the administrative officers endorse the value of the TEA-sponsored initiatives and will collaborate to ensure the success of the Texas Migrant Interstate Program initiative housed at Region 16. Creating a successful initiative encompasses both an outcome and a process.

The Texas Migrant Interstate Program Grant is slated to be awarded in July 2023, with work commencing September 1, 2023. Our experienced and highly qualified staff is positioned to continue with our commitment to excellence and innovation immediately upon being awarded this opportunity. Due to having such a skilled and knowledgeable team, TMIP would proceed seamlessly, guaranteeing all migratory families, LEAs, ESCs, and states to have access to necessary tools and resources for the future with minimal interruptions and would maintain the momentum that the previous grantee has created. We can dedicate a singular focus on the TMIP since Region 16 has no other state MEP projects.

TMIP aims to guide stakeholders on this journey by equipping them with grounded research, viable strategies, practical publications, user-friendly online resources, and ongoing encouragement and inspiration. The initiative will endeavor to incorporate new research and technology to propel it into the 21st century, yielding a broader impact in Texas and the receiving states as migratory family dynamics and needs continue to evolve.

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
Existing Coord: Budget, monitor grant deliverables, oversee staff. Proposed TMIP Lead: Create/present trainings, manage grant activities & deliverables	Texas teaching certificate, Master's degree in field of education, Mid-Management or Principal certification, public school teaching experience, demonstrated administrative experience, state assessment experience
Proposed Ed Specialist: Create and develop training in multiple areas, work with ESC groups to develop & organize trainings, manage website/communications	Bachelor's degree, public school experience preferred, bilingual preferred, demonstrated collaborative/training experience, and web media knowledge, experience administering state assessment
Exist Counselor: Exchange of student info, research student opps, student/parent ed resources. Existing Admin Asst: manage POs, travel, conference, contrac	Texas teaching certificate, Master's degree education, Counseling cert, sec. pub school exp, exp. w/ at-risk/dropout students, bilingual preferred. IHE attendee, 3-5 yr. related exp, proficiency in gen computer skills, bilingual preferred.

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 principal goals and objectives of the TMIP are centered on enhancing educational outcomes for students by cultivating relationships between families and schools. We endeavor to involve families in their child's education and establish a supportive environment where parents and educators collaborate to secure academic success and, ultimately, life-long benefits for the migratory student. To fulfill these goals, TMIP at Region 16 would implement an array of activities, such as:

- Constructing transparent communication channels between ESCs and LEAs is essential to ensure that educators are apprised of all statutes, best practices, and methodologies and have access to the tools necessary to support their families and communities. Communication activities may encompass updated webpages, regular newsletters, resources, professional development, and statewide events.
- Offering trainings to help all stakeholders comprehend federal and state expectations and requirements related to Title I, Part C, and providing guidance on supporting migratory students and their families.
- Providing LEAs access to dynamic educational resources to support their families and communities, including toolkits, professional development, and consulting services.
- Create resources to inform migratory children and their families of the support services available to them, to assist migratory parents in navigating the educational system, and to promote educational opportunities for Out-of-School Youth and those at risk of dropping out of school.

In summary, the TMIP aspires to create a collaborative and supportive environment in which families and schools cooperate to ensure every student's academic and life-long success.

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 TMIP will gather data from multiple sources to measure the program's effectiveness. Region 16 takes the service mentality seriously and welcomes feedback from all stakeholders. The staff works to model principles for LEAs and ESCs to turn around to their migratory families and communities. In addition, the team works directly with migratory families to alleviate barriers experienced by the most at-risk migratory child population. Region 16 agrees to collect data and report on the following mandatory performance and evaluation measures required for this grant.

The TMIP will provide ongoing and continuous support to all ESCs. TMIP will attend and present at all Title I, Part C state meetings, state Migrant conferences, and national Migrant conferences. Each year TMIP will survey ESC staff to determine the need for additional training and recruit these staff for workgroups to review training documents and the newly developed TMIP website. Region 16 will consult with the State MEP PAC to gather feedback and recommendations for needed resources and trainings for migratory children and families. TMIP will collaborate with TEA to look at state data to determine state needs.

The TMIP will increase the number of attendees at the TMIP Secondary Credit Accrual Workshop by 3%. This will be done by surveying attendees at prior year's events to obtain feedback on training and encourage continued attendance. They will diversify the training provided to encompass a wider audience from LEAs, such as creating training for counselors and campus administrators. TMIP will work to provide different varieties of events/training online to meet the needs of schools that cannot attend in person due to funding, staff shortages, or rural locations.

The TMIP will create a TMIP newsletter, provided in English and Spanish, and shared via the electronic SMORE Newsletter, which has over 90 language options and is fully ADA accessible. This online newsletter will be emailed to a curated list of subscribers and MEP stakeholders in and out of Texas.

The TMIP will maintain a database to track trainings and/or technical assistance provided, the number of MSIX worklist items resolved, the number of migratory students participating in out-of-state assessment testing, and the number of impacted OSY or at-risk students aided by TMIP's guidance to resources.

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.

Salaries - 295,808 (85% budget): Includes all benefits, insurance, retirement, etc. for 4 professional & 1 support staff.
 Facilities Fees - 12,303 (3.5% budget): Paid to Region 16 ESC for use of the facilities, office space, storage area, and any other necessary areas to perform job duties in a safe and efficient manner.
 Indirect Costs - 22,689 (6.48% budget): 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 and the conduct of activities it performs, i.e. salary and related expenses of individuals working in accounting, personnel, purchasing functions, rent, and utilities.
 Travel - 13,200 (3.77% budget): For TMIP Initiative staff to attend required training specified by program guidelines as well as training hosted by the TMIP Initiative team. 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.
 Technology Related Equipment - 3,600 (1.03% budget): Purchase computers/laptops for two new staff. Computers/laptops are replaced on a 3 year revolving basis and are registered through the Region 16 technology office.
 General Supplies, Postage, Reading Materials - 1,100 (0.31% budget): Including, but not limited to office supplies, supplies that may be needed to host trainings and/or conferences, postage/shipping costs, and reading materials such as books and periodicals for staff to keep abreast of best practices and policies.
 Miscellaneous Contracted Services, Printing, and Meeting Room Rental - 1,300 (4.65% budget): Includes web page support and development with embedded translation options, printing materials used at in-person events, meeting room rental fees needed for the TMIP Conference. Adjustments to be made may involve the TMIP team looking into attending or providing certain training virtually if this is an option. Providing fully digital conference/event experiences would keep costs down in printing and room rental.

Statutory/Program Requirements

1. Describe the plan to fund a minimum of 2 full time employees (FTEs) from initiative funds to carry out the work of the program.

Region 16 ESC will fund a minimum of two FTEs to do the work of this grant. Region 16 will use TMIP Initiative funds to fully or partially fund three full time employees to carry the work of the program, not including the initiative coordinator.

Fully fund (100%) a proposed full-time Team Lead whose position will have responsibilities to both coordinate and carry out the work of the program. This individual will create and present trainings, manage grant activities and deliverables, and collaborate with other initiatives for resources. This individual will work closely with the coordinator and lead other project staff to ensure program-specific assurances are fulfilled.

Fully fund (100%) a proposed full-time Education Specialist who will be responsible to develop trainings in multiple areas, work with ESC groups to develop and organize trainings, manage the TMIP website and communications, and field calls to the hotline.

Partially fund (30%) an existing full-time Migrant Counselor who will facilitate the exchange of student information requests in TX-NGS and MSIX, coordinate student opportunities, and research/create student and parent educational resources, including but not limited to High School Equivalency Program(HEP)/College Assistance Migrant Program (CAMP).

Partially fund (50%)an existing full-time Admin Assistant who will manage purchase orders for the program, travel arrangements, conference registrations, and any required contracts.

Each of these staff will have a unique set of skills, specifically sought after during the hiring process to fill a needed role within the TMIP Initiative to fulfill the requirements of this grant.

2. Describe the plan to fund a minimum of 1 FTE from initiative funds to coordinate the work of the program and carry out the required responsibilities.

Region 16 ESC will fund a minimum of one FTE to do the work of this grant. Region 16 will use TMIP initiative funds to fully or partially fund two full time employees to oversee the TMIP Initiative staff funded with grant funds and carry out all initiative responsibilities required in this grant and expected by the TEA and Region 16 ESC leadership:

Partially fund (20%) an existing full-time Migrant coordinator who has experience working with the Region 16 leadership, business office, the TEA MEP, ESC Migrant contacts, Statewide Parent and Family Engagement (PFE) Initiative, MEP Building Capacity Initiative as a content writer for the Assisting Interstate/Intrastate Migratory Students (AIMS) webpage, and both Identification and Recruitment (ID&R) and TX-NGS/MSIX focus groups. Having the experience and established relationships of this coordinator would be beneficial to the initiative and new team to advance and expand TMIP as a recognized and relevant resource across the state. This individual will monitor the budget, grant deliverables and oversee program personnel.

Repeated from above--Fully fund (100%) a proposed full-time Team Lead whose position will have responsibilities to both coordinate and carry out the work of the program. This individual will create and present trainings, manage grant activities and deliverables. This individual will work closely with the coordinator and lead other project staff to ensure program-specific assurances are fulfilled.

Statutory/Program Requirements (Cont.)

3. Describe the plan to develop and disseminate information to receiving states and other MEP stakeholders (i.e. ESCs, LEAs, parents and students) on credit accrual and recovery resources.

Utilize the state MEP Comprehensive Needs Assessment (CNA) to review migratory students' credit accrual and recovery needs. This will help determine the gaps in knowledge, resources, and support systems. Compile a comprehensive set of credit accrual and recovery resources, including guides, handbooks, manuals, and best practices from reputable sources such as state education departments, national education organizations, and research institutions. Ensure the resources cover various topics, including credit requirements, recovery programs, alternative pathways, and support services. Develop informative and user-friendly content that addresses the identified needs of MEP stakeholders. This content could be written materials, online resources, videos, and interactive modules. It should provide clear explanations, step-by-step guides, and practical strategies for credit accrual and recovery. Collaborate with relevant stakeholders, including ESCs, LEAs, state education agencies, and parent organizations, to review and validate the developed content. Incorporate their feedback and suggestions to ensure the information is accurate, relevant, and aligned with the target audience's needs. Create a dissemination strategy to reach the intended audience effectively. This may include utilizing various channels such as websites, online platforms, newsletters, mailing lists, conferences, webinars, and social media. Collaborate with MEP coordinators, ESCs, and state education agencies to establish wide distribution and promotion of the resources. Organize training workshops and webinars targeting high school counselors, educators, administrators, families, and students. These sessions can provide in-depth guidance on credit accrual and recovery resources, demonstrate how to utilize the available tools, and offer opportunities for interactive discussions and sharing of best practices. Organize regional meetings, conferences, or virtual forums to encourage the exchange of ideas, experiences, and successful strategies related to credit accrual and recovery. This will foster a collaborative environment and promote sharing of resources and expertise. Implement a monitoring and evaluation process to assess the effectiveness and impact of the disseminated information and training programs. Collect feedback from stakeholders, conduct surveys, and analyze data to identify improvement areas and guide future iterations of the resources and training initiatives.

4. Describe the plan to provide outreach activities for migratory children and their families to inform such children and their families of other education, health, nutrition, and social services to help connect them to such services as required by ESSA, Section 1304(c)(6) [20 U.S.C. 6394].

Utilize state MEP CNA to understand the specific needs and challenges migratory children and their families face. Identify the gaps in access to education, health services, nutrition, and social services. Create a comprehensive inventory of available education, health, nutrition, and social services within the community and surrounding areas. This includes identifying government agencies, community-based organizations, non-profit organizations, clinics, food banks, and other relevant service providers. Compile a set of resources and information materials that highlight the available services. This can include brochures, pamphlets, flyers, and multilingual materials explaining each service provider's benefits, eligibility criteria, application processes, and contact information. Develop strategies to engage migratory children and their families in the outreach activities. This may involve establishing partnerships with schools, MEPs, community organizations, and parent associations to promote the availability of services and encourage families to participate. Create workshops and information sessions for ESCs and LEAs where families can learn about the various services available to them. These events can provide opportunities for families to interact with service providers, ask questions, and gather information tailored to their specific needs. Ensure outreach materials and activities are accessible to families with diverse language backgrounds. Collaborate with ESCs, schools, teachers, and counselors to disseminate information about the services to migratory children and their families. This can be done through school newsletters, parent-teacher meetings, and information sessions explicitly targeting migratory families. Provide personalized assistance to families navigating the available services, completing applications, and connecting with the appropriate service providers through the hotline numbers. Establish strong referral networks among service providers, ensuring a clear pathway for families to access the identified services. Foster collaboration and communication among agencies to facilitate seamless referrals and follow-up support for migratory children and their families. Regularly evaluate the effectiveness of the outreach activities through feedback surveys, focus groups, and data analysis. Use the findings to improve the outreach strategies, identify areas needing additional support, and enhance the services' impact.

Statutory/Program Requirements (Cont.)

5. Provide of description of the plan to assist migratory parents on navigating the educational system.

Develop a comprehensive outreach plan to actively engage migratory families in the educational process. This can include establishing regular communication channels, such as newsletters, emails, or mobile apps, to provide updates, information, and resources. Conduct workshops, webinars, and information sessions tailored to address migratory families' unique needs and challenges. Provide information and resources available in multiple languages commonly spoken by migratory families. Create orientation sessions for migratory families to familiarize them with the educational system. Explain key components such as curriculum standards, grading systems, and state assessment. Provide information on school policies, procedures, and the rights and responsibilities of families within the educational context. Offer individualized assistance through the hotline number to migratory parents who may require additional support navigating the educational system. Provide guidance and support to migratory parents during the enrollment process. Assist parents in understanding enrollment requirements, gathering necessary documents, and completing enrollment forms. Offer translation services, if needed, so that parents can provide accurate and complete information during enrollment. Encourage regular communication between parents and teachers and promote parent involvement in school activities and volunteer opportunities to strengthen the connection between parents and the educational community. Create training sessions to empower migratory parents to advocate for their children's educational needs. Provide information on parent rights, available support services, and strategies for effective communication with school personnel. Equip parents with the knowledge and skills necessary to navigate all resources that their children may require. Forge partnerships with community organizations that can provide additional support and resources for migratory parents. Establish mechanisms for obtaining feedback from migratory parents to continuously improve the support services provided. Conduct surveys, focus groups, or regular feedback sessions to gather family insights, suggestions, and concerns. Use this feedback to inform program improvements and address any barriers or challenges families may face. Provide professional development opportunities for school staff, including teachers, administrators, and support personnel, to enhance their understanding of migratory parents' unique needs and experiences. Offer training on cultural competency, effective communication strategies, and fostering an inclusive school environment.

6. Provide a description of the plan on assisting Out of School Youth (OSY) and those at risk of dropping out of school.

Develop a systematic approach to reach out to OSY and students at risk of dropping out. Collaborate with schools and MEPs to gather information and identify individuals who have left or are at risk of leaving school. Develop comprehensive support services tailored to the specific needs of these students. This can include academic support, counseling, mentoring, career guidance, life skills development, and access to alternative education programs. Collaborate with local organizations and agencies offering tutoring, vocational training, job placement assistance, and mental health support. Train regional OSY Recruiters to work closely with each OSY to provide ongoing support, monitor progress, and create personalized plans to address their specific needs. Research flexible learning options to accommodate the diverse needs and circumstances of OSY and at-risk students, such as alternative education programs, online courses, credit recovery options, and personalized learning plans. Collaborate with schools, online learning platforms, and community organizations to secure access to quality educational opportunities. Develop strategies to re-engage OSY and at-risk students back into the educational system. This can involve targeted outreach campaigns to communicate the benefits of education, address barriers, and motivate students to return to school. Foster collaboration among stakeholders supporting OSY and at-risk students, including schools, educators, parents, community organizations, government agencies, and employers. Establish partnerships and referral networks to ensure a coordinated effort in providing student resources and opportunities, such as access to health services, counseling, social services, transportation assistance, and nutritional support. Regularly assess the effectiveness of support services, collect feedback from students and their families, and measure educational outcomes. Use data analysis and evaluation findings to continually improve interventions and allocate resources effectively. Support OSY and at-risk students during school re-entry and transitioning to the next educational or career stage. Offer transitional programs, career counseling, and assistance with college applications, financial aid, or job placement. Ensure ongoing support to promote long-term educational and career success. Maintain ongoing engagement with OSY and at-risk students even after their re-engagement in the educational system. Encourage continuous support, mentorship, and monitoring to safeguard their sustained progress and successful transition to further education or employment opportunities.

Training Requirement

1. Provide examples of trainings the initiative could develop for high school counselors and other MEP stakeholders (i.e. ESCs, LEAs, parents and students) regarding credit accrual and recovery resources.

Credit Requirements and Graduation Pathways: This training would focus on understanding the credit requirements for high school graduation and the various pathways students can take to earn credits. It would cover topics such as core courses, elective credits, credit recovery options, and alternative pathways like career and technical education.

Credit Recovery Programs and Resources: This training would focus on different credit recovery programs and resources available to students who have fallen behind or failed to earn credits in specific courses. It would cover online credit recovery programs, summer school options, after-school programs, and other interventions designed to support students in catching up on missed credits.

Monitoring and Tracking Credit Progress: This training would provide counselors and stakeholders with tools and strategies to monitor and track student credit progress effectively. It would cover student information systems, data management techniques, and interventions to identify and support students at risk of credit deficiencies.

Mexican Transcript review: This training would provide a comparison of US and Mexican educational systems, requesting students' school records from Mexico, interpreting students' school records from Mexico, and awarding credit from a Mexican report card or transcript. Mexican immigrant students' enrollment and appropriate placement are critical to their academic success.

Region 16 has historically produced a wide range of training materials and resources for ESC staff and LEAs over the past decades. The TMIP would continue this legacy. These trainings aim to equip MEP stakeholders with the knowledge and skills needed to train and/or support the intended recipients in their respective regions. Region 16 is committed to providing high-quality, comprehensive, and up-to-date training materials and resources to support best practices. TMIP will use data and feedback from all stakeholders to guide future tools.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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