



**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):

**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   
Jeff Goldhorn (Jun 13, 2023 11:37 CDT)

**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 Texas Migrant Interstate Program (TMIP) helps Texas LEAs and ESCs to coordinate with receiving states to transfer school records and other relevant documentation for migratory students. The program's main goal is to eliminate barriers related to mobility for migratory students with a focus on serving Migratory Priority for Service (PFS) students, Out-of-School Youth (OSY), and those at risk of dropping out.

ESC-20's Vision, "To be the definitive choice in serving the educational community" and our Mission, to "...provide trusted solutions that lead to student success" are at the forefront of everything we do. This being said, the ESC-20 project team will put forth focused efforts to provide support and work along with the TEA team in supporting and assisting goals for the Texas Migrant Interstate Program (TMIP) statewide in their efforts to ensure that migratory children in Texas have "the opportunity to meet the same challenging State Content and performance standards that the State has established for all children." In assisting the TEA via this Initiative, the ESC-20 project team will utilize the strengths of existing and future staff to support graduation and retention rates of secondary students and by providing technical assistance to MEPs that serve Texas home-based students.

ESC-20 is committed to utilizing Initiative funds to ensure appropriate staff are allocated to support the deliverables outlined in this LOI. A Coordinator will oversee all functions of this Initiative. The plans to hire a full-time Project Manager and an Operations Assistant will ensure that all aspects of the work as outlined in this LOI will be accomplished within the established timelines.

Frequent and strong lines of communication will be established among the TEA and the ESC-20 project team which will be critical throughout the grant timeline. Face-to-face, email, Zoom, and other forms of communication efforts will be scheduled in order to discuss, confirm timelines, activities, and to secure deliverables.

Project deliverables and guidelines will be thoroughly reviewed and the ESC-20 project team will begin in-depth discussions with the TEA on the intent of each grant deliverable to ensure goals and intended outcomes are clear.



**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Coordinator- Provides leadership to ensure proper implementation of all program requirements and activities. Management of budget and coordination.	Master's degree required from accredited university. 5 years of relevant experience required. 3 years of applicable management and/or supervisory experience preferred. Experience with migrant students and/or programs.
Project Manager-Oversees the operation, development, and roll-out of requirements. Serve as liaison between TEA and ESC to identify needs.	Master's degree required from accredited university. Three years of relevant experience in the field of Migrant Education. Experience in project management to include working with multiple high-priority projects.
Operations Assistant-Provides clients and staff with high quality support. Assist with organizing and reports including critical documentation areas.	Demonstrated experience in delivering high-quality customer service and exceptional phone etiquette. Ability to support and organize multiple tasks with accuracy and efficiency. Fluent in Spanish.

**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 goal of the Texas Migrant Interstate Program (TMIP) is to ensure that migratory children have the opportunity to meet the same academic standards and performance expectations set by the State of Texas for all students. The ESC-20 project team will begin to build strong relationships with the TEA and ESC staff in order to foster trust and a mutually beneficial relationship as we work to support inter/intrastate migrant programs. With TEA approval, an effort to create a voluntary Migrant Advisory Committee encompassing selected ESC Migrant staff will be a major focus for the team. This Advisory Committee will provide statewide insight and will be an added statewide voice when creating resources, tools, and materials that will ultimately meet the requirements as outlined in this LOI. It will also establish the TMIP as a trusted resource and solution. The ESC-20 project team will aim to increase graduation and retention rates for migratory students by coordinating efforts among contiguous states. The project team will develop and maintain partnerships with states that have a history of families migrating from Texas to seek temporary or seasonal employment in agriculture or fishing. This includes transferring student records, out of country transcript translation, coordinating wrap-around services, and facilitating the exchange of critical student information. The ESC-20 project team will also maintain a current state proctor list and develop a calendar of training dates. Monthly reports will be generated and MSIX move notifications will be reviewed bi-weekly to identify unassigned notifications as needed. Technical assistance and the coordination of student information exchange will be provided to migrant education programs statewide. A needs assessment will be conducted in the inception of our receipt of the grant to gather insight and determine any additional needs. As tools are provided, satisfaction surveys to rate the effectiveness of the services will be provided and instituted annually. The project team will deliver information in a timely manner and coordinate training as scheduled. Our project team will utilize a three-pronged approach to address the unique needs of Interstate, Intrastate, and migratory families by linking to the TMEP portal to utilize existing resources while developing a comprehensive website for TMIP services. We will remain in collaborative communication with the MEP Consolidated Capacity Building Initiative team to ensure we have the most current information on the TMIP website as well as on the TMEP Portal. ESC-20 project team will develop a comprehensive website for TMIP services to include all new or updated training materials, presentations, resources, and technical assistance materials for LEAs and ESCs. It will include resources in the areas of student leadership development and STEM programs, current HEP and CAMP programs, resources for Out of School Youth and students at risk of not graduating, that can be easily accessed by LEAs and ESCs. All TMIP website resources developed will be shared with the MEP Consolidated Capacity Building Initiative team for inclusion in the TMEP Portal.



**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 will assure that all Performance and Evaluation Measures identified on the grant will be met. In addition, teamwork and a process of continuous improvement achieve quality performance and a commitment to excellence. To address quality assurance during the grant development process, the ESC-20 project team will use existing, internal processes throughout the grant timeline. This approach is consistent with processes used to modify, adapt, and revise development practices as needed. As an organization, ESC-20 has implemented the Plan-Do-Study-Act (PDSA) process as a quality assurance, continuous improvement tool. The PDSA process is integral to product management and development. This familiar four-step process allows for quality control and continuous improvement practices. In order to establish a culture of continuous improvement throughout the grant duration, conversations during review and refinement will be filtered through the PDSA process to ensure the goals and outcomes of this grant are on target. The ESC-20 project team will use this continuous improvement model during project team meetings. As components of this grant are developed, the processes and products will be reviewed and analyzed to ensure high quality. The ESC-20 project team will utilize this process to inform and/or refine development of tasks and activities. Understanding that data analysis and review are necessary components to the success of any project, the ESC-20 project team will provide the TEA with web analytics and usage statistics reports. The use of website analytics will inform and measure website usage (i.e., searches on various website elements, keywords used, most accessed website categories, resources and tools) and determine how users are accessing the website, and more specifically, the types of information being requested which will support trend analysis. ESC-20 project team will monitor all grant activities to ensure the program is on track to attain set goals. Monthly check-in with TEA staff to ensure that program is aligning with the goals set by the state. Regular evaluation of all program activities provides us with necessary feedback for adjustment of the program. Regular evaluation of all program activities provides us with necessary feedback for adjustment of the program. Regular evaluation of all program activities provides us with necessary feedback for adjustment of upcoming activities. Documentation will be maintained regarding any changes to program activities/milestones based on feedback received.

**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. In drafting a budget for this grant, a variety of expenses related to the development of a project of this scope were considered and are described below. Support Full Time expenses (6100) are for non-exempt staff working on various components of the grant. 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 of which these expenses are captured. The project team members will lead development efforts and will be the points of contact for ensuring all grant deliverables. Other expenses in this area includes the hiring of contractors for: website design and updating, graphic design for newsletter development, video production for developing training videos, content creation/editing as needed, and translation of documents to name a few. Other contractors may be identified as necessary once development and refinement commences. General Supplies (6300) expenses have been included in the budget as well to ensure that required activities have the necessary supplies. Employee Travel (6400) expenditures will include face-to-face meetings with the TEA team as needed during the contract timeline to discuss development and deliverables. Travel expenses also include attendance at required conferences and meetings, such as AMET, NASDME, and the Spring face-to-face Program Meeting. Adjustments to the budget will be made if necessary as the projects progress to ensure appropriate allocations and expenditures and program deliverables.



**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.

ESC-20 project team understands that coordination among stakeholders is an integral element for success in all programs. Building relationships with all stakeholders will be a critical first-step once the grant is awarded. These working relationships will ensure that stakeholders receive ongoing updates and a coordinated message on any changes impacting the program. Stakeholders are instrumental in identifying and coordinating needs and services regarding credit accrual and recovery resources and we will ensure that strong lines of communication are built and maintained.

As relationships are built, the ESC-20 project team will create a formal Listserv group of external stakeholders to ensure timely communication and collaboration. They will also receive timely information and newly created resources for their immediate use.

We recognize the importance of ongoing education and training for all stakeholders and will work to remove barriers to training by providing sessions virtual or face-to-face as determined by TEA. The ESC-20 project team will disseminate information to MEP stakeholders in a timely fashion to ensure information is received and utilized accordingly. Information provided will also be housed on the TMIP website and we will ensure we connect with the Capacity Building Initiatives team to make any updates and changes to the TMEP portal as needed.

An initial brainstorm of some resource development to support stakeholders in the areas of credit accrual and recovery include: the development of specific training and videos(OSY, CAMP/HEP, testing, etc.) to address credit accrual and recovery resources. Tip Sheets including strategies to recruit and retain participating states that have migratory students from Texas and specific OSY resources to be made available on the TMEP portal. All of the aforementioned development and any additional development will be shared with the Capacity Building Initiatives team for inclusion in the TMEP Portal as appropriate.

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].

The ESC-20 project team will coordinate with the Statewide MEP Capacity Building Initiative subgrantee to access available parent resources in the TMEP Parent and Family Portal. The suggestion to include a parent strand at the Annual Secondary Credit Accrual Workshop will be made to the TEA team to include in development as this important strand will assist migratory parents in navigating the educational system.

Establishing partnerships will also be a focus of our efforts. Establishing strong partnerships with community based organizations will support the needs outlined in this LOI. Through partnerships with community based organizations as well as with internal partners at ESC-20 (i.e., Child Nutrition, The Education of Homeless Children and Youth - TEHCY, Head Start, Bilingual/ESL, and Federal Programs), migratory families will receive current information and updates on issues affecting the educational success of migratory students in the areas of education, health, nutrition and social services. As strong lines of communication are already in place with the internal MEP Capacity Building Initiative team, collaboration on essential program updates will be shared to ensure consistency and continuity of information and resource distribution.



**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.

Upon receipt of the Grant, immediate plans to hire two full-time positions, Project Manager and an Operations Assistant, to support the various aspects of the deliverables. The emphasis identifying staff with experience in migrant programs, providing high quality technical assistance, website support, and experience in the development of products and resources will be key, as these positions will be instrumental in development efforts. Staff members will be assigned to the various tasks and deliverables identified in this LOI with direct supervision by the designated Coordinator. We will establish a system for monitoring staff performance. This may include regular check-ins, goal-setting, feedback and PDSA to ensure the program objectives are being met effectively.

The ESC-20 project team has experience serving and supporting the role of District Testing Coordinator where the primary purpose was to implement state and federally mandated student assessment programs. In this capacity, ESC-20 staff have a proven track record of providing Test Administrator Training to staff which will be instrumental in assuring that participating states will receive the necessary training to administer testing to migratory students in their area. The background knowledge of ESC-20 staff in the area of testing will provide a smooth transition and allow out of state testing referrals to continue without interruption.

Internal staff members also have primary responsibilities in working with Out of School Youth and at risk students. Staff members have many years of experience and have provided consistent and on-demand support to students and their families. The criticality of this support is of extreme importance and our staff know this and will provide the support student's needs statewide.

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.

The ESC-20 project leadership team has experience in working with similar projects. The team will consist of a Component Director and Coordinator who will provide high-level oversight in the management, production, and completion of project deliverables. The leadership staff have vast experiences in managing local, state, and federal projects and funds. The team has 20+ years of budget management experience combined and currently oversee a variety of local, state, and federal project budgets. They will collaborate on the management of the budget to ensure appropriate use of funds for the grant activities and deliverables. The ability of the leadership staff to manage the details of a project of this magnitude is evidenced in our experiences in the development, delivery, and deployment of quality products and resources, as well as ESC-20's proven track record of accomplishment of providing this type of support to multiple TEA projects. Efficiency of operations and sustainability of products and resources are key and will be kept in the forefront during the creation of a work plan to ensure sustainability. The Coordinator will serve as the primary point of contact for the TEA. The Coordinator has extensive experience in working with Federal programs and more specifically, Title I, Part C; with specific expertise in the areas of federal program compliance and program support to migrant students, all aspects of federal budgeting, budget monitoring and expenditures of funds and will monitor all required activities to ensure alignment with TEA reporting requirements and TEA expectations. The Coordinator is well respected in the field and across the state and is seen as a resource to many ESC partners often seeking her support and guidance. Team members are extremely knowledgeable and experienced in Title I, Part C programs. Our internal Migrant team collectively holds 50+ years of serving our migrant community. Our project staff have assisted regional clients and have provided 12,553 hours to our clients this year. All aspects of Title I, Part C program requirements are supported via technical assistance and professional development. The ESC-20 project team has extensive experience in working with ESCs statewide. Our migrant staff have built strong relationships across the state with ESC partners and have high levels of respect statewide as being go-to staff.



**Statutory/Program Requirements (Cont.)**

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

The ESC-20 project team will ensure that all new and/or updated training materials, presentations, and technical assistance resources (i.e., information on transcripts, online registration, graduation plans, etc.) are reviewed, edited or modified, and then presented to TEA for vetting and approval before sharing with migratory parents. The team will maintain and update all information posted on the TMIP website, ensure all documents are 508 Compliant and accessible, and provided information in languages other than English as appropriate. Additional resources will be provided that will assist parents in navigating the educational system one of which will be a newly established bi-annual TMIP Newsletter. The ESC-20 project team will also collaborate with the MEP Capacity Building Initiative team to establish a cadence of dissemination of information and ensure the content shared is provided in conjunction with resources they may also be developing. The TMEP Web Portal provides a plethora of resources to migratory parents. The ESC-20 project team will maintain strong lines of communication with the MEP Capacity Building Initiative team to ensure the alignment of resources and tools provided to assist migratory parents. The TMEP portal provides families with direct access to resources and tools that support the unique needs of parents. The ESC-20 project team will encourage LEAs and ESCs to provide opportunities to parents to join the TMEP Listserv to receive the already-existing MEP Quarterly Newsletters for Parents and Families. Parents will have access to timely reminders via this amazing website resource. The ESC-20 project team will oversee the management of the Texas MEP Hotline staffed by bilingual personnel. The hotline’s purpose is to assist migratory children and their families by providing information on educational and support services. Our team will explore opportunities to provide this specific support outside of the work day and will identify ways to offer support to address parent inquiries. We will look at utilizing an automated call system process that will include multiple options on various resources to provide parents with immediate information.

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

The ESC-20 project team will assist Out of School Youth (OSY) and those at risk of dropping out of school by researching and developing resources and making them available on the TMIP website. Resource links will be shared with the MEP Capacity Building Initiative team for inclusion in the TMEP Portal as appropriate. Our team will maintain, enhance, and update resources available to Texas MEPs to support OSY and will assist OSY and students at risk of not graduating by directing them to resources available on the TMIP website and TMEP portal. ESC-20 project team will actively collaborate and communicate with participating states to facilitate coordination of identified needs in both instructional and non-instructional services for migratory students. The goal is to ensure seamless support and access to various services. A key area of collaboration includes engaging with participating states to gather information on the specific needs of OSY students in these areas. This collaborative effort will identify the range of services required, such as GED programs, counseling leading to re-enrollment, High School Equivalency programs, ESL, health screening, job training, and child care assistance to name a few. Additionally, we will facilitate discussions among participating states to share best practices regarding the implementation of services. This exchange will enable states to learn from each other’s successes, leading to improved program effectiveness. Streamlining coordination efforts by developing protocols and processes, and implementing strategies to ensure seamless access to services across state lines to enhance the delivery of services will be a major focus. This collaborative approach will enhance the access of services, promote resource sharing, and ultimately improve the support available to migratory students across state lines.



**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.

ESC-20 project team will develop a comprehensive professional development plan that focuses on raising awareness and sensitivity to the needs of migratory students. Several topics that will be shared with TEA for development approval include: Transcript Translation: Providing guidance and resources on how to accurately translate and interpret student transcripts, ensuring accurate credit transfer and recognition of prior coursework. Secondary Credit Accrual Options: Exploring methods for students to earn secondary credits, such as on-line courses, independent study, or credit recovery. The "90-Percent Rule" for Attendance: Educating MEP stakeholders on the specific attendance requirements and how to apply them appropriately when working with migratory students. Awarding Partial Credit: Developing strategies for awarding partial credit, considering the unique circumstances of migratory students and ensuring they receive recognition for completed coursework. Advocating for your student: Equipping stakeholders with advocacy skills to support migratory students, including communication with parents, collaboration with community partners, and leveraging available resources. Dual Identification: Understanding the under-identification of migratory students experiencing homelessness in Texas. The focus will be on increasing awareness among stakeholders and providing them with the tools to facilitate dual identification. By offering these topics and providing relevant training, the professional development plan aims to enhance awareness, sensitivity, and support for migratory students, ultimately helping overcome barriers and achieve academic success.

**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"/>
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**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
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