Request for Application

# Program Guidelines

## 2026-2027 ESC ESSA Basic Services Initiative

Authorized by Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA)

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Texas Education Agency

# Title I, Part C – MEP - 6150, and
# Title I, Part C – MEP Consortium - 6152

## Federal and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

| Category – 6150 Title I, Part C- Migrant | Amount |
|---|---|
| Total funds available for this project | **$4,996,382** |
| Percentage to be financed with federal funds | 100% |
| Amount of federal funds | $4,996,382 |
| Percentage to be financed from nonfederal sources | 0% |
| Amount of nonfederal funds | $0 |

FAR Fund: 212

| Category – 6152 Title I, Part C – MEP Consortium | Amount |
|---|---|
| Total funds available for this project | **Approximately $29,520** |
| Percentage to be financed with federal funds | 100% |
| Amount of federal funds | $29,520 |
| Percentage to be financed from nonfederal sources | 0% |
| Amount of nonfederal funds | $0 |

FAR Fund: 212

### Funding Notice

Funding under 6150 and 6152 may be expended for Title I, Part C activities outlined under TEA Program Requirements.

## Grant at a Glance

This section provides detailed information about the grant program.

## Program Purpose, Goals, and Objectives

The goal of the Title I, Part C Program is to assist all eligible migratory students in meeting challenging academic standards and achieving graduation from high school (or a certificate of high school equivalency i.e. GED or HiSET) with an education that prepares them for responsible citizenship, further learning, and productive employment.

Regional education service centers (ESCs) address the program goal by doing the following:

- Providing staff development and technical assistance to ESSA Title I, Part C Migratory Education Program (MEP)-funded school systems;
- Providing direct services to eligible migratory children in non-MEP funded school systems;
- Addressing the unique needs of eligible migratory children that are not addressed by services available from other federal or nonfederal sources;
- Facilitating the dissemination of program-related information to school systems; and
- Establishing effective collaborative networks with other ESCs and states to foster instructional continuity and facilitate the attainment of the objectives of the Texas MEP as specified in ESEA, as amended by ESSA, Title I, Part C.

## Limitation of Administrative Funds

See the General and Fiscal Guidelines, Administrative Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

### Direct Administrative Costs

TEA does not limit the amount of direct administrative costs for this grant program.

### Indirect Costs

For this federally funded grant, the grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

# Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

## Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

[ESEA as amended by ESSA, Sec. 1301]:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
5. To help migratory children benefit from State and local systemic reforms.

## TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

**All program requirements are contingent on funding levels**.

### General Requirements

In the event of unexpected circumstances, TEA Program Requirements may be altered at any time.

All trainings/meetings/events required to be conducted by the ESC in this grant can be held in a setting as per ESC policies and procedures unless instructed otherwise by TEA.

1. TEA will require a minimum of at least one ESC staff FTE responsible for implementation of activities to attend the following meetings/trainings. If not all ESC staff that provide technical assistance under this grant were able to attend, it is the responsibility of the attending ESC staff to share the information. If attending a meeting creates a hardship, please notify the TEA Texas MEP (TXMEP) at migrant.ed@tea.texas.gov.

    a. TEA-ESC ESSA Title I, Part C, in-person or virtual meetings/trainings where attendees are expected to be active participants;

    b. Any other TEA-sponsored meetings, as required to fulfill the requirements of the ESC ESSA Basic Services grants, as required by TEA;

    c. ESC Grant Compliance and Administration (GCA) Institute;

    d. Statewide Grant Compliance and Administration Conference (GCA Con)

    GCA Con replaces the previous Parent Engagement Conference and several other ESSA professional development activities previously requiring separate travel

    - In addition to attending the Statewide Grant Compliance and Administration Conference (GCA Con), each ESC is required to present at least one breakout session. This requirement is fulfilled by presenting on a TEA-approved topic for any of the following programs: Title I, Part A; Title I, Part C; Title II, Part A; Title IV, Part A; Private Nonprofit School Equitable Services; or Parent and Family Engagement;

    e. Association of Migrant Educators of Texas (AMET) Conference (face-to-face or virtual);

    f. Association of Compensatory Educators of Texas (ACET) Conference (optional);

    g. National Association of State Directors of Migrant Education (NASDME) Conference (**Optional** - with the approval of the ESC executive director);

    h. Any training provided by the following statewide initiatives as requested by TEA:

    - MEP Capacity Building and Curriculum Initiative;

- Texas Migrant Interstate Program (TMIP);
- MEP Systems;
- CNA/SDP/Evaluation;
- TX-NGS/MSIX;
- Consortium Incentive Grants (CIGs): Innovative Strategies for OSY and Secondary Youth (iSOSY) and Identification and Recruitment Consortium (IDRC)

i. Any other TEA-sponsored training or conferences, as required to fulfill the requirements of the ESC ESSA Basic Services grants, as requested by TEA.

2. Develop and maintain a program webpage accessible from the ESC's main homepage that includes:
   a. the most current contact information for ESC staff providing technical assistance and training for Title I, Part C;
   b. a link to the TEA Federal Program Compliance Division webpage;
   c. a link to the TEA Title I, Part C Program Page; and
   d. a link to the Texas MEP Portal webpage.
3. Provide ongoing and continuous technical assistance (TA) and support for and/or by:
   a. Identifying a Title I, Part C contact person(s);
   b. Disseminating information from TEA to school systems (e.g., face-to-face or virtual Federal Program Director meetings, regional virtual meetings, emails, or mail-outs);
   c. Maintaining documentation of all MEP-funded activities for auditing and monitoring purposes;
   d. Carrying out responsibilities related to non-MEP school systems as outlined by TEA;
   e. Carrying out responsibilities related to Out-of-School (OSY) recruitment support, including promoting iSOSY and IDRC Resources and professional development opportunities, as outlined by TEA;
   f. Participating in workgroups to develop training materials and coordinate services with the Federal Program Compliance Division and other ESSA ESC initiatives, as needed or when requested;
   g. Participating in the following TXMEP workgroups as designated by TEA:
      - ID&R
      - TX-NGS

- OSY
- CNA/SDP/Evaluation

h. School systems selected for validation before the school system submission due date and after the submission due date, if additional documentation is requested by TEA. If applicable, provide technical assistance in the deficient areas and needed improvement after the school system receives the validation results; and

i. Communicate at least once via email, offering technical assistance to each school system selected:

- If TA is declined by the school system in writing (documentation available), no further action is required;
- If no response is received from the school system, at least one follow-up phone call is required; document response/no response; no further action required.

4. Schedule and conduct training for:

a. Federal Program Directors or their designees on ESSA Title I, Part C in both fall and spring to include the program requirements and program updates (at least 1 hour in length);

b. Deliver timely training and updates to MEP-funded staff on MEP-related topics such as ID&R, TX-NGS/MSIX, CNA/SDP/Evaluation, OSY resources, use of MEP resources in the TMEP (Texas Migrant Education Program) Portal, or other topics as specified by the Texas Migrant Education Program (TXMEP);

c. School systems selected to submit documentation for the program monitoring validations (PMV) process (for all selected validations) before the school system submission due date and as per the PMV timeline. The training should be specific to the program requirements; and

d. Use the TEA-required ESC Training Evaluation for all training required under the Basic Services grant.

All trainings must be comprehensive to include time for school systems to ask questions and provide feedback (e.g. extend the training time, schedule a Q&A follow-up). The length of the training should be dictated by the content being presented (minimums noted in requirements) and should follow ESC policies and procedures.

5. Reporting:

a. Complete the current grant year ESC ESSA Basic Services Initiative Grant Compliance Report that includes reporting semi-annually on program implementation activities;

b. Maintain documentation locally showing evidence of compliance with all program requirements and data referenced in the performance measures to be made available upon request by TEA and/or an auditor; and

### Requirements for Supporting Project Districts

- Project districts are independent projects; or
- SSA Members are school systems that have designated a fiscal agent to be ultimately responsible for conducting grant requirements and administrative duties. This does not include direct services provided by a fiscal agent to migratory children as approved through the ESSA Consolidated Federal Grant Application.

School systems (can include charter schools and districts of innovation) **that receive MEP funding** to operate a migratory education program.

ESCs must provide region-wide support to ESSA Title I, Part C MEP-funded projects as follows:

1. **Continuous Improvement Cycle** [ESEA as amended by ESSA, Section 1304(b)(1), 1306]:
    a. Provide training and technical assistance on the steps in the Continuous Improvement Cycle (CIC) as outlined in the CNA/SDP/Evaluation Alignment Chart, which includes the Statewide Comprehensive Needs Assessment (CNA)/Service Delivery Plan (SDP), and the Evaluation:
        - **Local Needs Assessment:** Provide training and technical assistance toward the completion of an annual Local Needs Assessment (LNA) for the MEP, according to State MEP guidance and requirements.
        - **Delivery of Services:** Provide training and technical assistance on the process and implementation of the Statewide Service Delivery Plan (SDP) for the Texas Migratory Education Program (TXMEP).
        - **Program Evaluation:** Provide training and technical assistance on the Program Evaluation process, including data analysis, and tools.
    b. Ensure completion of the following required documentation of CNA and program evaluation.
        - Surveys for CNA/LNA (staff, parent and student)
        - Surveys for program evaluation (staff and parent): ESCs are to facilitate the distribution of the online Staff Survey and Parent Survey to the Title I, Part C-funded projects and SSAs members.
            i. **Staff Survey** is to be distributed to each independent project and SSA that receives Title I, Part C funding through the ESSA Consolidated Federal Grant. The expectation is that a **sample goal of 10%** of staff in the Title I, Part C-funded school systems will submit a staff survey.
            ii. **Parent Survey** is to be distributed to each independent project and SSA that receives Title I, Part C funding through the ESSA Consolidated Federal Grant. The expectation is that a **sample goal of 10%** of migratory families/parents in Title I,

Part C-funded school systems will submit a parent survey. Please note that parents are to be encouraged but not required to complete the survey.

- **Fidelity of Strategy Implementation (FSI):** ESCs are to facilitate the completion of the FSI for the Title I, Part C-funded school systems. ESCs are to submit one (1) FSI to include services for SSA membership and one (1) for non-project school systems, if applicable.
- **Local Needs Assessment** (LNA toolkit: staff, parent, student surveys; Strategy Implementation Plan; Action Plan, if applicable)
- Summary of program evaluation data analysis review

2. **Priority for Service (PFS)** [ESEA as amended by ESSA, Section 1304(d)(1)]:

In providing services under Title I, Part C, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing or at most risk of failing, to meet the challenging State academic standards; or have dropped out of school. The ESC must do the following:

a. Provide training on the PFS criteria and process;

b. Provide training and technical assistance on the development and implementation of a Priority for Service Action Plan;

c. Review PFS supporting documentation for completeness and accuracy of the information encoded into the Texas New Generation System (TX-NGS), and determine if children identified as PFS were provided MEP services; and

d. Implement the PFS process provided by TEA. This process includes the following:

- Run the PFS Tracking Report for each MEP project to determine if reports are being run monthly and determine if technical assistance is needed.
- The ESC will review the monthly PFS reports submitted by each MEP project to determine if technical assistance is needed.
- The ESC will review the PFS Action Plans submitted by each MEP project and provide training and technical assistance as needed.
- The ESC will create a filing system for each MEP project which will include the current PFS Action Plan and monthly PFS Reports.
- In addition, the ESC will conduct sampling reviews of individualized PFS Progress Review Forms as part of the TX-NGS quality control process.
- The ESCs will review the PFS reports and supporting documentation used for encoding into TX-NGS. The ESC should have these documents readily available for TEA.

3. **Higher Education and Community Collaboration** [ESEA as amended by ESSA, Section 1304(c)(7)]:
    a. Coordinate, if available, with school and community resources to encourage and foster high school completion, college preparedness and access, disseminate information about institutes of higher education, and programs such as High School Equivalency Program (HEP) and College Assistance of Migrant Program (CAMP); and
    b. Provide training and technical assistance on the need for coordination with community resources to encourage and foster high school completion, college preparedness and access; and disseminate information about institutes of higher education, and programs such as High School Equivalency Program (HEP) and College Assistance of Migrant Program (CAMP).
    c. Utilize the lists for both HEP and CAMP on *Helpful Resources* on the TMIP website.
4. **Early Childhood** [ESEA as amended by ESSA, Section 1304(c)(4)]:

    Ensure all preschool eligible migratory children have access to preschool services by:

    a. Communicating with all MEP-funded and non-MEP funded school systems, and parents to determine accessibility to preschool readiness for all eligible preschool migratory children;
    b. Designating a point of contact for 'A Bright Beginning' (ABB) at the ESC;
    c. Ensuring representation by ESC MEP staff at ABB TOT provided by MEP Capacity Building and Curriculum Initiative;
    d. Designating 'A Bright Beginning' trainer, if needed;
    e. Providing a training and technical assistance to ABB Educators;
    f. Coordinating and collaborating with available agencies and local resources to identify services for 3-5 years old; and
    g. Highly recommend but not required to compile a list of state, local and regional resources available and share with school systems, as appropriate.
5. **Parent Advisory Council (PAC)** [ESEA as amended by ESSA, Section 1304(c)(3)]:
    a. Provide training and technical assistance regarding the local PAC, according to guidance provided by the TXMEP, to ensure that **meaningful consultation** with parents/guardians of eligible migratory children is incorporated into the planning, operation, and evaluation of the local MEP; and
    b. Provide recommendations for State Parent Advisory Council (PAC) as requested by TEA.
6. **Parent and Family Engagement** [ESEA as amended by ESSA, Section 1304 (c)(1)(B) and 1116]:

a. Utilize state-supported projects that promote parental engagement, such as the MEP Capacity Building and Curriculum Initiative and Texas Migrant Interstate Program (TMIP) resources;

b. Utilize available resources provided by the MEP Capacity Building and Curriculum Initiative to promote parent participation and engagement in all activities, supporting children's academic achievement;

c. Provide training and technical assistance to promote family engagement and family literacy, including parent participation and engagement in all activities to support their child's/children's academic achievement using state-supported projects, including the MEP Capacity Building and Curriculum Initiative materials and Texas Migrant Interstate Program (TMIP) resources; and

d. Provide region-wide training or events for parents and/or eligible migratory students is allowable if event meets program goals and objectives and is an identified need.

7. **eGrants:**

a. Provide training and technical assistance for the completion of Title I, Part C portions of the ESSA Consolidated Application for Federal Funding;

b. Provide training and technical assistance on the Title I, Part C section of the ESSA Consolidated Compliance Report (PR1200); and

c. Provide ongoing and continuous technical assistance and support for school systems reporting "Not in Compliance" on LEA ESSA Consolidated Compliance Reports (PR1200 and the Title I, Part C-related section of PR3099).

8. **Identification and Recruitment of Migratory Children (ID&R)** [ESEA as amended by ESSA, Section 1303(f)]:

Conduct ID&R activities as outlined by the TX-MEP and the *Texas Manual for the Identification and Recruitment of Migratory Children*. Specifically, the ESC will do all of the following:

a. Designate a person to conduct year-round recruitment of migratory children in school and community where recruitment is not already conducted;

b. Ensure that ID&R regional trainers attend the virtual ID&R Training of Trainers (TOT) required by the TX-MEP;

c. Ensure ID&R recruiters complete the ID&R Online Course;

d. At minimum, 1 ID&R recruiter for each ESC must take the recruitment course offered by IDRC. Create certificate of completion upon request;

e. Complete an ID&R Plan for region-wide recruitment and review at minimum twice a year;

f. Assign a Designated State Education Agency (SEA) reviewer(s) to review electronic or paper Certificates of Eligibility (COEs) sent forward from the school systems or submitted by ESC recruiters within the recommended timeline in the *Texas Manual for the Identification and Recruitment of Migratory Children*;

g. Facilitate an annual ID&R training in-person or virtually utilizing the ID&R Recruiter Certification Course;

h. Complete the Recruiter component on TX-NGS, including training dates, for every recruiter and Designated SEA Reviewer who is annually trained;

i. Ensure participants of the annually-required ID&R training receive certificates of completion;

j. Ensure school systems have an ID&R Plan that is conducive to effective recruitment and includes Quality Control. Review these ID&R Plans at a minimum twice a year and provide feedback;

k. Work collaboratively with other ESCs and states through MSIX to identify and recruit eligible migratory children;

l. Participate in IDRC virtual activities and utilize relevant resources.

m. Coordinate with local employers, if available, and utilize IDRC data mapping tools and other resources to drive ID&R strategies;

n. Ensure year-round school and community wide ID&R;

o. Provide technical assistance and support MEP-funded project school systems in recruitment efforts and activities;

p. Develop and implement an ID&R network by coordinating with local and regional organizations and agencies that provide services to migratory workers and their families;

q. Compile and maintain a list of available local resources. Provide information to school systems and/or parents as needed; and

r. Work with the ID&R Help Desk to resolve any ID&R concerns or issues.

9. **Regional Support for Eligible Migratory Out-of-School Youth (OSY)** [ESEA as amended by ESSA, Sections 1303(f),1304(c)(4)]:

   In order to increase efforts to support recruitment of out-of-school youth (OSY), ESCs shall designate a staff member who will be dedicated (does not have to be solely responsible) to region-wide of out-of-school youth. OSY children who meet the definition of migratory but are not enrolled in school.

   At a minimum, the ESC OSY recruiters will be responsible for:

a. Identifying and recruiting all OSY region-wide who have not been recruited by a school system;

b. Ensuring the individual needs for instructional and support services have been identified through an OSY Profile on TX-NGS;

c. Participate in Innovative Strategies for OSY and Secondary Youth (iSOSY) virtual activities and utilize relevant resources;

d. Identifying available resources and making referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.);

e. Coordinating with local workforce boards, community agencies, school system resources and support for OSY drop out and recovery programs, and other entities to ensure that the OSY have access to appropriate services; and

f. Following up, monitoring, and documenting progress towards identifying and serving OSY.

10. **Quality Control** [ESEA as amended by ESSA, Section 1303(f):

Oversee the ID&R and TX-NGS data collection processes, and Migrant Student Information Exchange (MSIX) data within the region to ensure proper quality control. The ESC will do all of the following:

a. Conduct ongoing Certificate of Eligibility (COE) review as outlined in the *Texas Manual for the Identification and Recruitment of Migratory Children*;

b. The Designated State Education Agency (SEA) reviewer shall review electronic or paper COEs sent forward from the school systems or submitted by ESC recruiters;

c. Conduct regional ID&R Eligibility Validation annually;

d. Conduct Quality Control and complete the TX-NGS Quality Control Checklist as specified in the *Texas TX-NGS & MSIX Manual* and maintain documentation;

e. Maintain written documentation of technical assistance/training provided and processes conducted to correct and improve local ID&R practices; and

f. Provide COE eligibility review training in-person or virtually as specified in the "Texas Administrators' Responsibilities and Resources" section of the *Texas Manual for the Identification and Recruitment of Migratory Children*.

11. **TX-NGS/MSIX Data Collection** [ESEA as amended by ESSA, Section 1304(b)(3)]:

Perform the following responsibilities regarding the effective operation and implementation of TX-NGS as specified in the *TX-NGS & MSIX Manual*:

a. Designate a person to encode information into the Texas New Generation System (TX-NGS) database;

b. Ensure that TX-NGS regional trainers attend the virtual TX-NGS Training of Trainers (TOT) required by the TX-MEP;

c. Conduct a minimum of one follow-up training for TX-NGS data specialists, eligibility reviewers, and appropriate MEP personnel**;**

d. Complete the recruiter component on TX-NGS, including training dates for every recruiter and designated SEA reviewer who is annually trained by the ESC;

e. Provide ongoing, hands-on data entry TX-NGS training as needed or upon request by school system personnel;

f. Review PFS supporting documentation for completeness and accuracy of the information encoded into TX-NGS;

g. Assist TMIP in the validation of Migrant Student Records Exchange (MSIX) records as necessary;

h. Provide MSIX training to new personnel in project districts, MSIX Cybersecurity and Account Management training to new personnel in SSA member districts, MSIX updates/trainings to all project districts as specified by TEA, and assist TEA in any other activities related to MSIX, as necessary;

i. Ensure staff complete the MSIX Cybersecurity and Account Management Webinar if accessing MSIX, and maintain a list of trained staff;

j. Designate at least one ESC staff member as the MSIX Regional Data Administrator;

k. Review, respond and create MSIX move notifications within the required timelines and may assist project districts that lack MSIX access;

l. Respond and complete MSIX data requests within four (4) working days and may assist project districts that lack MSIX access; and

m. Work with the TX-NGS Help Desk to resolve any TX-NGS or MSIX concerns or issues.

### Requirements for Supporting Non-Project Districts

Non-project districts are school systems (can include charter schools and districts of innovation) that do not receive MEP funding.

The ESC must provide region-wide activities for non-project districts as follows:

1. **ID&R: Identification and Recruitment of Migratory Children (ID&R)** [ESEA as amended by ESSA, Section 1303(f)]:
    a. Identify and recruit all eligible migratory children, including preschool children OSY, in all non-project districts in the region.
    b. The ESC is required to work collaboratively with non-project districts as described in the MEP *Texas Manual for the Identification and Recruitment of Migratory Children;*
    c. Conduct annual ID&R Eligibility Validation as required by TEA; and
    d. Conduct Residency Verification.
2. **Regional Support for Eligible Migratory Out-of-School Youth (OSY):**

    In order to increase efforts to support recruitment of out-of-school youth (OSY), ESCs shall designate a staff member who will be dedicated to region-wide recruitment of out-of-school youth. Migratory OSY are children who meet the definition of a migratory child but are not enrolled in school.

    At a minimum, the ESC OSY recruiters will be responsible for the following non-project district activities related to OSY:

    a. Identifying and recruiting all OSY;
    b. Determining individual needs for instructional and support services and document those needs in an OSY Profile;
    c. Identifying available resources and making referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.);
    d. Coordinating with local workforce boards, community agencies, school system resources and support for OSY drop-out and recovery programs, and other entities to ensure that the OSY have access to appropriate services; and
    e. Following up, monitoring, and documenting progress.
3. **TX-NGS/MSIX Data Collection** [ESEA as amended by ESSA, Section 1304(b)(3)]:
    a. Perform required activities as specified Non-Project District section in the *TX-NGS & MSIX Manual*.
4. **Serving Non-Project Students:**

    The Texas MEP has identified the unique educational and educationally related needs of eligible migratory children through its Statewide Comprehensive Needs Assessment. [Section 1306 (A)(1)].

    a. The ESC **must identify the needs** of each eligible migratory child **residing in non-project districts** in their region;

b. The ESC will collaborate with the district of enrollment/residency to **determine if the district or other entities can provide the services** needed for the student; maintain documentation of efforts to secure services for migratory children in non-project districts;

c. If non-project eligible migratory children/youth have unmet needs, the ESC can provide direct services to meet those needs; and

d. Ensure all eligible preschool migratory children have access to preschool services by communicating with non-project districts and parents to determine accessibility to preschool readiness for all preschool migratory children.

Prior to using the ESC ESSA Title I, Part C Migrant Basic Services grant funds to provide direct instructional and/or support services to eligible migratory students identified in **non-project districts,** the ESC must first:

a. Meet and document all other ESC program requirements outlined in the TEA Program Requirements section of this document; and

b. Document all efforts made to obtain the service for the student from other resources first. The ESC will do this by collaborating with the district of enrollment/residence to determine if the district or other entities can provide the service(s) needed for the student.

- *Example 1*: The ESC contacts the local Lions Club, and the Lions Club provides free eye exams and glasses. Since the Lions Club provides this service for free, the ESC does not use its ESC ESSA Migrant Basic Services grant funds to provide this service to the eligible migratory child.
- *Example 2*: The ESC contacts the school system to find out if the school system or any other entities in the community provide school supplies to students, and neither the school system nor any of the entities in the community do. The ESC may then use its ESC ESSA Migrant Basic Services grant funds to provide school supplies to the eligible migratory child in need.

5. **Direct instructional services:**

   a. Includes activities such as tutoring in core content areas, statewide student assessment tutorials, reading instruction by a teacher, math instruction by a teacher, Project SMART, A Bright Beginning (ABB), Early Literacy Migrant Program, etc.

6. **Support services:**

   a. Includes activities such as clothing, school supplies, vision and/or hearing screenings, student leadership and academic programs (i.e. leadership/academic summer camps, STEM, STEAM, etc.) as approved by the State MEP.

   For a full listing and definitions of instructional and support services, please refer to the Supplemental Program Section of the *TX-NGS & MSIX Manual*.

7. **CNA and program evaluation required documentation:**
   a. Surveys for CNA/LNA (staff, parent and student)
   b. Surveys for program evaluation (staff and parent): ESCs that provide direct services to eligible migratory students at non-project school systems are to document that the following activities occur:
      - **Staff Survey** is to be distributed to ESC staff who provide direct services to eligible migratory students of non-project school systems. The expectation is that a **sample goal of 10%** of ESC staff who provide direct services will submit a staff survey.
      - **Parent Survey** is to be distributed to migratory families/parents that have eligible migratory students in non-project school systems that have been beneficiaries of direct services from ESC staff. The expectation is that a sample goal of 10% of migratory families/parents in each non-project school system will submit a parent survey. Please note that parents are to be encouraged but not required to complete the survey.
   c. Fidelity of Strategy Implementation (FSI): ESCs are to submit one (1) FSI to include services for non-project school systems, if applicable.
      - Each ESC that has non-project school systems will complete the FSI report template that is available in the TMEP Portal on the Texas MEP FSI Webpage for those school systems and submit it with their Spring Compliance Report as an attachment in the FPC ESC Compliance Reports WorkApp in addition to the ESC Compliance Report Spreadsheet.

**Consortium Incentive Grants (CIG) Technical Support Team (TST) – only TEA assigned ESCs**

1. Participate in all virtual and in-person meetings required by the CIG.
2. Participate in any initiative activities required by the CIG.
3. Promote the utilization of CIG resources.
4. Meet with TEA, as requested, to debrief and provide updates on CIG activities.
5. Present CIG updates to ESCs and school systems at professional development opportunities (i.e. program meetings, program-related conferences, etc.).

## Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

# Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

**Note regarding travel costs, if allowable per guidance below:** Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

## General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt service (lease liability for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangements (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangements (SBITA) – Interest Costs (6526)
- Capital outlay
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only travel costs for students to the following types of conferences may be allowable:
  - Student Leadership Conferences and/or academies
- Non-employee costs for conferences may be funded under the grant program. Costs must be managed to minimize costs to the grant award. Documentation must be maintained locally and made available to TEA upon request. The following types of conferences may be allowable:

  - Parents to attend statewide and national conferences
  - Student Leadership Conferences and/or academies
- Professional development and technical assistance
- Identification and recruitment
- Records collection and transfer
- Local needs assessment and delivery of services
- Direct services to eligible migratory students in non-project districts
- Travel to conduct MEP professional development/technical assistance
- Travel to the state and national conferences related to the program purpose
- Travel to TEA/ESC Meetings or other meetings scheduled by TEA
- Travel to attend professional development opportunities related to the project goals
- Travel for CIG related activities as applicable
- Leadership or academic camps/activities

## Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

### Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

### Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Only the following types of field trips may be allowable:

Educational Field Trips for non-project students under the direction of ESC staff **(Please see Serving Non-project Students guidance mentioned in this document.)**

According to the *Budgeting Cost Guidance Handbook,* examples of appropriate educational field trips include the following:

- Curricular academic activities focused on math, science, and technology, such as service learning, internships, academic UIL competitions (such as robotics or math), or science and technology fairs.
- Laboratory and field investigation instruction, used to improve students' understanding science TEKS objectives.
- Trips to a river, archeological site, or nature preserve that might include contracting local science centers, museums, zoos, and horticultural centers for visits and programs.
- Trips to the local library to increase access to high-interest reading material or research.
- Visits to colleges and universities to encourage interest in the pursuit of higher education.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

## Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit
- Field trips (non-educational)
- Stipends for non-employees other than those included in 6419
- Travel costs for officials such as Executive Director, Superintendent, or Board Members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences

- Advisory council
- Any activity not specified above in the Allowable Activities and Use of Funds section

## Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

**(Project School Systems In-region and Out-of-Region)**

1. ESC attendance at required trainings, meetings, and events, as noted in the requirements section.
2. School systems who attended Federal Program Directors Meetings.
3. School system whose MEP staff received training in-person or virtually by/or in coordination with ESC MEP staff.
4. School systems who received technical assistance in-person or virtually by or in coordination with ESC MEP staff.
5. School systems that attended ID&R trainings.
6. School systems that attended TX-NGS/MSIX trainings.
7. School systems that had Quality Control activities conducted by ESC MEP staff.
8. School systems that attended Priority for Service (PFS) Action Plan trainings.
9. School systems that had PFS Action Plans reviewed.
10. School systems that attended MEP professional development activities offered by the ESC.
11. By school system, number of COEs forwarded to the ESC for eligibility review.
12. By reporting period, school systems the ESC provided the following ongoing and continuous technical assistance and support:
    - through on-site visits;
    - emails, phone calls; and
    - dissemination of relevant information.
13. School systems that attend Program Monitoring Validation Training.
14. Data showing that the ESC has provided technical assistance to school systems selected for validation before the school system submission due date and after the submission due date, if additional documentation is requested by TEA. Reporting will include:
    - technical assistance dates;

- methods of offering/providing such assistance; and
- the school system responses to technical assistance as referenced in the program requirements.

15. If applicable, provided technical assistance in the deficient areas after the school system received the validation results. Reporting will include:
    - technical assistance dates;
    - methods of offering/providing such assistance; and
    - the school system responses to technical assistance as referenced in the program requirements.

**(Non-Project School Systems)**

16. Non-project school systems where identification and recruitment was conducted face-to-face or virtually.
17. Non-project school systems that had eligible migratory students receiving direct instructional and/or support services from the MEP **(activity only for ESC regions that are providing direct instructional and/or support services to students in non-project districts in collaboration with the district of enrollment/residence).**

**Consortium Incentive Grants (CIG) Technical Support Team (TST) – only TEA assigned ESCs**

18. Consortium Incentive Grant (CIG) meetings attended virtually or face-to-face.