2026-2027 ESSA Consolidated Federal Grant Application

Title I Part C: Early Childhood Requirements

General Program Requirements

8) In planning, implementing, and evaluating Title I, Part C activities, the LEA or fiscal agent assures that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of schools, are identified, and addressed through {Section 1304(b)(1)}:

- Full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- Joint planning among local, state, and federal programs serving migratory children including language instruction educational programs under Title III, Part A;
- Integration of services available under Title I, Part C, and those provided by other programs;
- Measurable program objectives and outcomes.

8) **Preschool Children** - Within the first 60 days of the school year that eligible preschool-eligible migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning or other early childhood programs)

Unique Educational Needs of Eligible Migratory Children as Outlined in the Texas MEP Service Delivery Plan (SDP)

The required strategies specific to eligible migratory children and youth in Texas, as outlined in the Texas Service Delivery Plan, are as follows:

Goal 2: School Readiness Service Delivery Strategies:

2-1) Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5 (not in kindergarten).

2-2) Coordinate/provide training and resources to families of eligible migratory children ages 3-5 (not in kindergarten), including on the importance of school readiness.

Allowable Activities and Use of Funds

Recipients of Title I, Part C funds will perform all state-identified program functions, such as identification and recruitment, data collection into the TX-NGS, and establishment of a Title I, Part C PAC.

Title I, Part C statute requires the following:

1) The activities and services your organization funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan;
3) You must use Title I, Part C funds to meet the unique needs of eligible migratory children that are not addressed by services available from other federal or nonfederal programs for which these students are eligible.

In general, school systems may use Title I, Part C funds for the following to address the unmet educational needs of eligible migratory children, including migratory preschool children and migratory children who have dropped out of school:

- Supplemental
    - Supplemental instruction such as tutorials (for example, extended-day tutorials, tutoring in core or content areas; extended-day Statewide Assessment tutorials; Reading instruction by a teacher; or Mathematics instruction by a teacher; homebased programs for 3- and 4-year old, or supplemental support by a teacher for migratory pre-kindergarten or Kindergarten students performing below the expected level of development)

- Service Delivery Plan (SDP) required and optional activities
    *(*see Goal 2-2 of the SDP listed above)*