



The Texas Data Management Requirements Manual

NGS & MSIX

2020|2021



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THE TEXAS DATA MANAGEMENT REQUIREMENTS MANUAL FOR NGS & MSIX 2020|2021

Developed by

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With assistance from the

NGS & MSIX Help Desk
NGS & MSIX Review Team

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Purpose

The *Texas Data Management Requirements Manual for NGS & MSIX* is designed to assist Education Service Centers (ESCs) and Local Education Agencies (LEAs) with the implementation of required data procedures and quality assurance. The policies, guidance, and procedures found in this manual are aligned with the requirements of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* of 2015, Title I, Part C §1308(2)(A)(I)–(IV) and §1304(b)(3). LEAs that operate independent migrant projects and ESCs that operate a Shared Services Arrangements (SSAs) are responsible for NGS and MSIX required activities. SSA member districts should coordinate with their fiscal agents regarding their NGS and MSIX responsibilities.

This manual outlines the minimum requirements and procedures. Its guidance is not intended to be exhaustive, but rather one of many resources. Maximum benefit can be derived from the use of this manual when supplemented by the NGS & MSIX State trainings, online tutorials, webinars, NGS User Manual, MSIX resources, and the *Texas Manual for the Identification and Recruitment of Migrant Children*. The forms included are optional and intended to be used as a tool for completing the required activities. The ESC/LEA may use other forms so long as all the required data elements are captured. If necessary, a project LEA and/or SSA fiscal agent may also develop alternate procedures consistent with federal regulations and Texas Education Agency policies. LEAs should contact their ESCs for further clarification. The ESC will consult with TEA for approval when considering this option.

Background Overview

The U.S. Department of Education (USDE) supported a system called the Migrant Student Record Transfer System (MSRTS) built in 1969 and operated by the Arkansas Department of Education. MSRTS was a paper-based system used for collecting and reporting student academic, health, and assessment records among States. In 1994, the Government Accountability Office (GAO) report found that MSRTS did not reflect current technological advancements and identified other areas in need of improvement. The MSRTS was terminated in June of 1995; however, states were still responsible for ensuring the linkage and transfer of migrant student records.

As a result, the Texas Migrant Education Program (MEP) implemented the New Generation System (NGS) in January of 1996. Since then, NGS has been the state database used in Texas to communicate demographic, educational, and health data on migrant students to educators throughout the nation. Its objective is to continue improving the design of the system using existing and future technologies to efficiently collect and maintain complete and accurate migrant student educational and health data.

In 2007, the Office of Migrant Education's (OME) introduced the Migrant Student Information Exchange (MSIX). MSIX is the national database that links states' migrant student records to facilitate the national exchange of migrant students' educational and health information among the States. NGS was the first system to be fully implemented on the national system.

Icons Used in this Manual



Compliance Standard | Activities monitored for compliance at the state/federal level.



MSIX Activities | Required activities for MSIX.



CSPR Item | Items reported, as categories, on the Consolidated State Performance Report (CSPR).

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REQUIRED SCHOOL DISTRICT/ESC ACTIVITIES CHART

The charts below are designed to be used as a quick reference to assist the LEA/ESC in establishing and maintaining a process to collect and enter student data in an effective and timely manner. It is not intended to be the complete guidance on these activities.

Year—Round

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
A.	NGS/MSIX Training	All personnel sharing NGS/MSIX responsibilities		By October 1, or as determined by TEA
B.	Enrollments	Enrollees and non-enrollees	<u>For Existing COEs:</u> By October 1 <u>For New COEs:</u> Within 7 working days after the interviewee/recruiter signature date	<u>For Existing COEs:</u> Within 5 working days after receipt <u>For New COEs:</u> Within 5 working days after receipt
C.	Residency Verification	Enrollees and non-enrollees	<u>For Existing COEs:</u> By November 1 <u>For New COEs:</u> Within 7 working days after the interviewee/recruiter signature date	Within 5 working days after receipt
D.	Withdrawals	Enrollees in grades P3-12	<u>For Early Withdrawals:</u> Within 2 working days after early withdrawal <u>For End-of-Year Withdrawals:</u> Within 5 working days after end of school year	<u>For Early Withdrawals:</u> Within 1 working day after receipt <u>For End-of-Year Withdrawals:</u> Within 5 working days after receipt
E.	Consolidated Student Record	Enrollees and non-enrollees	Request and print the report as needed (i.e., early withdrawal)	Deliver report to MEP Coordinator, as needed, for appropriate dissemination
F.	Move Notifications	Enrollees and non-enrollees		Respond to NGS/MSIX Help Desk within 10 working days after receipt of notification
G.	Data Requests	Enrollees and non-enrollees		Respond to NGS/MSIX Help Desk within 2 working days after receipt of data request
H.	At-Risk of Non Promotion	Enrollees in grades K-12	<u>For Early Withdrawals</u> Within 2 working days after early withdrawal <u>For End-of-Year Withdrawals</u> Within 5 working days after end of school year	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End-of-Year Withdrawals</u> Within 5 working days after receipt
I.	Termination Reasons	Migrant children of any age	Within 10 working days after notification	Within 5 working days after receipt
J.	OSY Dropout	Migrant children of any age	Within 10 working days after notification	Within 5 working days after receipt
K.	PFS Report	Students on report	Request and print PFS Report on a monthly basis, including summer months	Deliver report to MEP Coordinator, on a monthly basis, for dissemination to appropriate personnel
L.	Continuation of Services	Students on report	Request and print report before end-of-school year	Deliver report to MEP Coordinator for review

REQUIRED SCHOOL DISTRICT/ESC NGS ACTIVITIES

October

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
M.	LEP/ELL	Enrollees in grades K-12	By the last working day of October or 5 working days after initial enrollment	Within 5 working days after receipt of LEP/EL information
N.	Graduation Plans	Enrollees in grades 9-12	By October 1, or 10 working days after initial enrollment	Within 5 working days after receipt of graduation plan

January–February

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
O.	Secondary Credit – Fall Semester Grades	Enrollees in grades 9-12	<u>For Early Withdrawals</u> Within 2 working days <u>For End of Fall Semester</u> Within 5 working days	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End of Fall Semester</u> By the last working day of February
P.	Missing Credits and Withdrawal Grades Consolidation	Enrollees in grades 9-12	Within 5 working days after enrollment, receipt of updated records, or completed partial work Request and print the Partial Credit Report no later than January 15	Within 5 working days after receipt Deliver report to counselor for updating and process all the updates by January 31
S.	Alternate Student ID	Enrollees in grades P3-12	Request Alternate Student ID Number Report by February 1	By the last working day of February

March

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
T.	Facility Updates and Contact Information	NGS Data Specialists	Between March 1 and June 1	Within 5 working days after receipt
U.	Immunizations and Medical Alerts	Enrollees in grades P3-12	Within 2 working days for early withdrawal, or by March 1	Within 1 working day receipt, or by April 15

REQUIRED SCHOOL DISTRICT/ESC NGS ACTIVITIES

				May–August
REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
O.	Secondary Credit – Spring Semester	Enrollees in grades 9-12	<u>For Early Withdrawals</u> Within 2 working days <u>For End of Spring Semester</u> Within 5 working days	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End of Spring Semester</u> Within 10 working days after receipt
Q.	Recommended Courses for Fall Schedule	Enrollees in grades 8-11	<u>For Spring Early Withdrawals</u> Within 2 working days <u>For End-of-Year Withdrawals</u> Within 5 working days after end of school year	<u>For Spring Early Withdrawals</u> Within 1 working day after receipt <u>For End-of-Year Withdrawals</u> Within 5 working days after receipt
R.	Not On Time for Graduation	Enrollees in grades 9-12	<u>For Early Withdrawals</u> Within 2 working days <u>For End-of-Year Withdrawals</u> Within 5 working days after end of school year	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End-of-Year Withdrawals</u> Within 5 working days after receipt
V.	State Assessments	Enrollees in grades 3-12	Request state assessment results by June 2; For ESCs with SSA districts: Request state assessment results by July 15	For all districts within 10 working days after receipt of state assessment results Note: 2019-2020 State Assessment
W.	Regular Term Coursework for Grades 6-8	Enrollees in grades 6-8	<u>For Early Withdrawals</u> Within 2 working days <u>For End-of-Year Withdrawals</u> Within 5 working days after end of school year	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End-of-Year Withdrawals</u> Within 10 working days after receipt
X.	Supplemental Program Data	Enrollees and non-enrollees	For regular and year-round terms by June 30 or as soon as supplemental services are provided	For regular and year-round terms by July 25 or as soon as supplemental data is provided
Y.	Special Needs	All migrant children with a special need	Within 2 working days after early withdrawal, or by May 1	Within 1 working day receipt of early withdrawals or within 5 working days after receipt of Special Needs data

REQUIRED SCHOOL DISTRICT/ESC NGS ACTIVITIES

Summer/Intercession Program Data

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
Z.	Summer/Intercession Enrollments	Enrollees and non-enrollees	<u>For Existing COE</u> Within 2 working days after initial summer/intercession enrollment <u>For New COE</u> Within 7 working days of parent's signature date	<u>For Existing COE</u> Within 2 working days after receipt <u>For New COE</u> Within 2 working days after receipt
	Summer/Intercession Withdrawals	Enrollees and non-enrollees	<u>For Early Withdrawals</u> Within 2 working days <u>For End-of-Summer Withdrawals</u> Within 5 working days after the end of summer program	<u>For Early Withdrawals</u> Within 1 working day after receipt <u>For End-of-Summer Withdrawals</u> Within 5 working days after receipt
	Summer/Intercession Program Assessments (<i>Project SMART</i>)	Enrollees and non-enrollees	<u>For Early Withdrawals</u> Within 2 working days <u>For End-of-Summer Term</u> Within 5 working days after the end of summer program	<u>For Early Withdrawals</u> Within 1 working day <u>For End-of-Summer Term</u> Within 5 working days after receipt
	Summer/Intercession Supplemental Program Data	Enrollees and non-enrollees	Within 5 working days after end of summer/intercession services	Within 2 working days after receipt of supplemental program data
	Summer/Intercession Academic and Health Data	Enrollees and non-enrollees	<u>For Early Withdrawals</u> Within 2 working days for secondary students taking credit courses <u>For End-of-Summer Term</u> Within 5 working days after the end of summer program	Within 2 working days after receipt of academic and health data

Ongoing

REQUIRED ACTIVITIES		AFFECTED MIGRANT STUDENTS/STAFF	SUBMISSION REQUIREMENTS	DATA ENTRY/TIME REQUIREMENTS
AA.	Non-Project Districts	ESCs		
BB.	Documentation	ESCs and LEAs		
CC.	NGS Quality Control	All personnel sharing NGS/MSIX responsibilities		By the last working day in May

Affected Staff: All personnel (e.g., ID&R Reviewers) sharing responsibility for implementing NGS activities.

Time Requirements: By October 1, or as determined by TEA. (Extension approved by October 31)

NGS Training

The **annual NGS training** must consist of a review of the *Texas Data Management Requirements Manual for NGS & MSIX*, including:

- ☐ Required School District/ESC Activities Chart;
- ☐ Uses of NGS data by school personnel (teachers, counselors, registrars, nurses, etc.);
- ☐ Role of the ESC and the ESC NGS Data Specialist;
- ☐ System updates and data entry procedures;
- ☐ MEP Compliance Standard;
- ☐ **Electronic Certificate of Eligibility (E-COE)**
- ☐ Documentation Procedures;
- ☐ Assessing the effectiveness of the implementation of the required NGS activities.
- ☐ NGS reports usage (including formatting reports);
- ☐ Hands-on training as needed (use train.ngsmigrant.com); and
- ☐ Data protection and system security

Training for new NGS Data Specialists must consist of all areas mentioned above, including a complete overview of the *Texas Data Management Requirements Manual for NGS & MSIX* and an intensive hands-on data entry training (*Use NGS User Manual*) on each NGS activity, as applicable. New NGS Data Specialists cannot enter any NGS data until they receive their NGS password and are thoroughly trained in each area for which they have data entry responsibility.

ESC Staff should conduct additional training for their LEAs as new features and capabilities become available on NGS; and will provide additional technical assistance as needed or upon request by LEA personnel.

Training and certification of all recruiters and eligibility reviewers must be encoded into NGS. The process includes entering recruiter/reviewer information, as well as encoding certification dates. All recruiters/reviewers trained should also have a recruiter ID before the NGS Data Specialist can begin encoding history lines for the current school year. The ESC must complete the Recruiter/Reviewer component on NGS for every recruiter/reviewer who is annually trained by the ESC. The State will add the certification dates on NGS for all ESC personnel who participate in the annual ID&R Training.

NOTE: It is required for NGS Data Specialists at the regional level and highly recommended for NGS Data Specialists at the district level to receive the annual ID&R training



Affected Staff: All personnel (e.g., ID&R Reviewers) sharing responsibility for implementing MSIX activities.

Time Requirements: By October 1, or as determined by TEA.

MSIX Training

The **annual MSIX training** must consist of a review of the *Texas Data Management Requirements Manual for NGS & MSIX*, including:

- ☐ Need for records exchange;
- ☐ MSIX regulations and definitions;
- ☐ Use of the Consolidated Student Record;
- ☐ Initiating and responding to move notifications;
- ☐ Initiating and responding to data requests;
- ☐ Data quality and correction;
- ☐ MSIX resources;
- ☐ Assessing the effectiveness of the implementation of the required MSIX activities;
- ☐ Hands-on training;
- ☐ Data protection and system security;

Training for New Staff with MSIX Responsibilities must consist of all areas mentioned above, including a complete overview of the *Texas Data Management Requirements Manual for NGS & MSIX* and an intensive hands-on training on the Consolidated Student Record, move notifications and data requests, as applicable.

ESC Staff should conduct additional training for their LEAs as new features and capabilities become available on MSIX; and will provide additional technical assistance as needed or upon request by LEA personnel.



COMPLIANCE STANDARD | NGS and MSIX Training

Item	Did the LEA have the appropriate MEP staff trained annually by the regional ESC in ID&R and NGS/MSIX?
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement. Data Source: Regional ESC training participation lists reported to TEA.
Methodology	Review the data reported to TEA to ensure that each LEA has at least one person on each list for ID&R and NGS/MSIX trainings conducted at the regional ESC. Data provided by ESCs will be for training received in the project year.
Process	<ol style="list-style-type: none"> 1. Verify the district operated a Title I, Part C independent project or a shared services arrangement. 2. Verify that the district had staff trained by the regional ESC in ID&R and/or NGS/MSIX.
Compliance Standard	<input type="checkbox"/> Met Requirement- LEA is represented on ID&R and NGS/MSIX training participation lists. <input type="checkbox"/> Improvement Needed- LEA is not represented on ID&R, NGS/MSIX training participation lists.

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Affected Students:

- (1) All continuing enrollees and non-enrollees who do not have a new QAD.
- (2) All enrollees and non-enrollees who have a new QAD.

Submission to Terminal Site:

- (1) By October 1 for continuing enrollees and non-enrollees who do not have a new QAD.
- (2) Within 7 working days after the interviewee/recruiter signature date.

Entry into NGS:

- (1) Within 5 working days after receipt of enrollment data.
- (2) Within 5 working days after receipt of enrollment data.

Note: Extensions for data entry of new COEs may be approved by TEA as needed.

Enrollment Types for NGS

ENROLLMENT TYPES	Regular	(R)	Students enrolled in the regular school term or in a year-round school.
	Summer	(S)	Students enrolled in an MEP-funded summer school program.
	Intersession	(I)	Students enrolled in an MEP-funded intersession program at a year-round school.
	Residency Only	(P)	Non-enrolled migrant children, up to the age of 22, who have not graduated from a U.S. high school or who have not received a certificate of High School Equivalency.

NGS Enrollments

1. The reporting period for federal performance counts falls between September 1 — August 31 of each year. The Texas Migrant Education Program (MEP) reports two unique counts to the Office of Migrant Education (OME). These are the year-round count, known as the “Category 1” and the summer/intersession count, known as the “Category 2.” On NGS these counts are calculated from the enrollment history lines.
2. Enrollments are ongoing priorities because they are tied to funding for the district. Since NGS is a mirror image of the COE, there is no room for error. It is critical that enrollments and withdrawals be an actual reflection of where the student is enrolled. **Therefore, extreme care must be taken when enrolling students using the multiple enrollment feature.**
3. Enrollments must follow migrant students from campus to campus to accurately reflect their current enrollment status within the district. Under ESSA §1308(e), the Texas MEP will share campus-level student data with the National Center for Education Statistics (NCES). For this reason, it is critical that ALL Texas migrant students are enrolled in the appropriate campus.
4. **Add New COE Enrollment** –The Electronic Certificate of Eligibility (ECOE) is a web-based application that allows recruiters to complete a COE from any computer or mobile device such as a tablet. This process is designed to document a child’s eligibility for the MEP while capturing the child’s information including demographic and enrollment data into NGS. The Add New COE Enrollment feature may only be used for children who have a new Qualifying Arrival Date (QAD), until further notice.

5. Multiple Enrollment – These procedures are optional but highly recommended and are designed to help expedite the enrollment process. The Multiple Enrollment feature may only be used for children who do not have a new Qualifying Arrival Date (QAD).
6. Family Enrollment (*from the Search for Student screen*) – This process is optional and is designed to eliminate entering duplicate demographic COE data.
7. New Family Enrollment – This process is optional and is designed to eliminate entering duplicate demographic COE data. A Family ID number is assigned when enrollments are created through this process and cannot be shared among districts. Each district must create their own Family ID. This process can work with or without existing NGS numbers.
8. Students with an enrollment line that reflects a “Regular” enrollment type before September 1, and a withdrawal date after September 1, will be counted for two reporting periods if the appropriate residency verification dates are encoded on the system (one date for each reporting period).

EXAMPLE: *If a student is enrolled on August 29, 2020 with a “Regular” enrollment type, has residency verification dates of August 29, 2020, and September 4, 2020, and a withdrawal date of November 13, 2020, then the student will be counted in the 2019- 2020, as well as in the 2020-2021 reporting period.*

9. Students with an enrollment line that reflects a “Regular” enrollment type, along with withdrawal and residency verification dates **before** September 1, will only be counted for one reporting period.

EXAMPLE: *If a student is enrolled on August 21, 2020 with a “Regular” enrollment type, a residency verification date of August 29, 2020 and an August 31, 2020 withdrawal date, then the student will be counted in the 2019-2020 reporting period **ONLY**.*

10. For non-enrollees, a new history line must be entered for each reporting period (September 1 – August 31), along with a residency verification date for federal reporting purposes. “Non-enrollees” are also referred to as “Residency Only” children.

EXAMPLE: *If a non-enrollee is identified as migrant for the first-time on August 21, 2020, a history line with a “Residency Only” enrollment type along with a residency verification date prior to September 1 must be encoded into NGS to count the child for the 2019-2020 reporting period. If the child continues to reside in the district on or after September 1, a new history line of with a “Residency Only” enrollment type along with a new residency verification date must be encoded into NGS to count the child for the 2020-2021 reporting period.*

11. A student residing in a migrant-funded district but enrolled in another school district must be encoded with an enrollment type of “Residency Only” in the residing district along with the grade level in which the student is enrolled at the school of attendance. The district where the child is enrolled will encode the student with a “Regular” enrollment type, if the district is migrant-funded. If the district is **not** migrant-funded, the ESC must enroll the student with a “Regular” enrollment type.

EXAMPLE: *A child residing in District Y, but attending school in District Z (magnet school), is encoded into NGS with an enrollment type of “Residency Only” along with a grade level for District Y and an enrollment type of “Regular” for District Z.*

12. A child residing in a migrant-funded district, but attending a program not operated by any migrant-funded school district, (e.g., Head Start, juvenile detention center, private school, homeschool, etc.) is identified as “*Residency Only*” by the district where the child resides.

EXAMPLE:

1. *A child residing in District A, attending a Head Start program located in (but not operated by) District A, is encoded into NGS with an enrollment type of “Residency Only” by District A. District A cannot enter any enrollment information on this child other than a residency line because the Head Start program is not operated by District A.*
2. *A child residing in District A, attending a Head Start program located in (but not operated by) District B, is encoded into NGS with an enrollment type of “Residency Only” by District A. District B cannot identify and recruit this child because the Head Start program is not operated by District B.*

13. A charter school is a type of public school that operates by way of a contract (charter) with the State. Because charter schools are not tied to the region’s geographical area, it is possible to have school campuses located physically within and outside a region’s boundaries. Migrant students who are enrolled in a charter school physically located in one region but chartered by another region must be encoded as “*Residency Only*” by the district in which the child resides and as a “*Regular*” enrollment by the region that operates the charter school. The district in which the child resides may complete the COE. The region that operates the charter school, in turn, may use a copy of the COE to encode eligibility information on NGS. NGS screenshots, along with school records, can be attached to the copy of the COE and maintained on file by the school of attendance. The MEP staff from both regions must work in coordination to identify and enroll these students. NGS Data Specialist should refer to **AskTED** to determine which charter schools are operated by their region.
14. A high-school-aged youth residing in a district and not enrolled in school, anywhere, should be encoded with an enrollment type of “*Residency Only*” along with a grade level of “OS” (*Out of School*). For youth who are solely “*Here to Work*,” the NGS Data Specialist must mark the “*Here to Work*” checkbox located on the NGS Enrollment screen. For “OS” students, MEP staff must follow up to determine drop out status. (See section 1 on the *Texas Manual for the ID&R of Migrant Children*). If an OSY enrolls in a high school equivalency program, regardless of whether the assistance was provided by the MEP or another program, the NGS Data Specialist must select and add the appropriate Drop-Out Recovery category found in the *Supplemental Program* link on NGS under the Supplemental Type field.
15. When a student stops attending school or has officially withdrawn from the district, the recruiter should ensure whether the child is still residing in the district. If the child is still in residency, then the recruiter should supply the documentation to the NGS terminal site for data entry of a *Residency Only* line on NGS. This includes out-of-school youth.
16. For year-round schools, only enroll students in Intersession term if students are attending a MEP-funded intersession program. Never enroll a student under an “S” enrollment type. These students should be withdrawn from the year-round program and enrolled in the intersession program and then withdrawn at the end of the intersession program. After withdrawing the students from the intersession program, re-enroll them in the year-round session (add another “*Regular*” enrollment line) and withdraw them at the end of the school year or whenever they have an early withdrawal. Since intersession programs can only be counted once for funding purposes, enroll students in the earliest one possible in order to ensure students are counted.

17. Eligible preschool migratory children, ages 3-5, should be served through a preschool program. This may be by a district MEP- funded home-based or center-based early childhood program, through a district preschool program, or the coordinated efforts with an outside entity.

Migrant children who are enrolled in a MEP- funded home-based or center-based early childhood program (i.e., A Bright Beginning) or through a district preschool program (i.e., Austin's ISD Pre-K) must be encoded on NGS with an enrollment and withdrawal date along with the enrollment type (i.e. "R" for Regular or "S" for Summer) and grade level. The child's age preceded by a P (i.e., P3) is entered as the grade level. While those migrant children enrolled in a non-district program from outside entities (i.e., Head Start) must be encoded as "residency only" on NGS.


The collection of Public Education Information Management System (PEIMS) data is required of all Local Education Agencies (LEAs) by TEC §42.006. The NGS Data Specialist is responsible to provide the district PEIMS staff with a copy of the COE or a Unique Student Count Report to use as official documentation for encoding migrant children into PEIMS. Migrant students enrolled in a home-based early childhood program are encoded on PEIMS as "enrolled, but not in membership (ADA-ELIGIBILITY-CODE 0)", students enrolled in a center-based early childhood program or a district preschool program are entered as enrolled, and students enrolled in a non-district program are not reported in PEIMS.

18. For Students who are home-schooled, the NGS Data Specialist must mark the "*Home-School*" checkbox located on the NGS Enrollment screen and enter the grade level in which the student would be enrolled if he/she were attending school.
19. For a student whose grade level has changed during the reporting period, the NGS Data Specialist should **never** change the grade level on the current enrollment line (unless the grade level was entered in error). Instead, the NGS Data Specialist should close out the current enrollment line with a withdrawal date and create a new enrollment line reflecting the grade change. Comments on the history line should state that the student was promoted to the next grade level.

NGS Recommended Reports

Campus | COE Family | Currently Enrolled Student List | District Enrollment Comments | Grade/Age Distribution Summary | Unique Student Count

NGS Data Specialists should:

1. Remember to encode all required activities for students who enroll late, withdraw early or are entered on NGS after the regular school year has ended.
2. Never add a new history line on NGS until the recruiter has contacted the family to determine if the family has a new QAD or not.
3. Remember to add a new enrollment line whenever there is a new residency date and/or enrollment date, even if there is not a new QAD.
4. **Never** change a QAD once it has been entered on NGS unless it has been approved by TEA.
5. Remember to enter the “OS” (*Out of School*) grade level **only for high-school- aged youth** not enrolled in school. For youth who are solely “*Here to Work*,” the NGS Data Specialist must mark the “*Here to Work*” checkbox located on the NGS Enrollment screen.
6. Record students working on a HSE certificate as “OS.”
7. Remember to enter the “UG” (*Ungraded*) grade level for children being served in an educational unit that has no separate grades.
8. Remember edit checks exist for a reason. COEs with missing or incomplete data should be brought to the attention of the reviewer, recruiter and/or supervisor.
9. Ensure that all **eligibility-related documentation** on the COE is encoded in the “*Comments*” section of the NGS “*Enrollment Information*” screen. However, if it is too much information for the “*Comments*” section then encode as much as possible and also allow space to include the following or similar words: “*Additional eligibility documentation is on file.*”
10. Be sure to mark the “*dropout*” checkbox and enter the student’s dropout date in the history line of the school year the student dropout of school. Official documentation regarding dropout status must be provided by the school district and maintained on file at the terminal site.
11. Be aware that the hyphen, apostrophe and the parenthesis are the only special characters that may be encoded on NGS (e.g., no accent marks, tildes, asterisks, etc.).
12. Contact their ESC to request a deletion of an existing history line. Never delete an **existing history line** unless there is documentation indicating the deletion has been approved by TEA.
13. If “*Other*” is selected in Section H. of the COE as the method used to conduct the residency verification, remember to specify in the NGS comments box how or where the residency verification took place (i.e., Other = Work Field).
-  14. Mark the “*Out of State Transcript*” checkbox on NGS, if a student record is obtained from a secondary school which the student previously attended in another State. CFR §200.85(b)(3)(i)(B)(2)
15. Never share NGS or MSIX passwords.

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Parent/Guardian 2	
Last Name	First Name

Early Childhood Program Enrollment Form

Eligible preschool migratory children ages 3-5 must be served either by a district MEP-funded, home-based or center-based early childhood program, through a district preschool program, or the coordinated efforts with an outside entity.

Student Information

			<input type="checkbox"/> Male <input type="checkbox"/> Female
Student Name	Birth Date	Grade Level	Select One

School Information

School Name	District (SSID)	Enrollment Date	Withdrawal Date

Program Enrollment *(select one)*

<input type="checkbox"/> A Bright Beginning <input type="checkbox"/> Texas Migrant Head Start <input type="checkbox"/> Even Start	<input type="checkbox"/> Head Start Program <input type="checkbox"/> Other (specify in comments) <input type="checkbox"/> Services not available
---	--

Program Type *(select one)*

<input type="checkbox"/> Center-base <input type="checkbox"/> Home-base
--

Comments

--

Assigned PEIMS Number and/or Student Unique ID *(Please enter the student's numbers below.)*

--

Denial of Services

<input type="checkbox"/> Services refused by parent	<i>Comments:</i>
Parent Signature and Date <i>(Required)</i>	

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COMPLIANCE STANDARD | Early Childhood Program

Item	Did the LEA make adequate provision for serving the educational needs of preschool migrant children? <i>[P.L. 107-110, Section 1304 (b)(1) and (c)(4)]</i>
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement. Only LEAs with identified preschool migrant children (ages 3-4) are applicable.
Methodology	Review early childhood enrollments and supplemental services encoded in NGS for P3-P4 migrant students as of August 1.
Process	<ol style="list-style-type: none"> 1. Review list of all migrant children ages 3-4. <i>(Unique Student Count Report)</i> 2. Review list of migrant students ages 3-4 in early childhood programs. 3. Review list of supplemental services given to children 3-4. 4. Review any “denial of services” forms signed by the parent, as applicable.
Compliance Standard	<div> <input type="checkbox"/> Met Requirement- All preschool migrant children (ages 3-4) are served in early childhood programs offered by the district or other community agency. </div> <div> <input type="checkbox"/> Improvement Needed- LEA’s did not demonstrate to make adequate provision for serving the educational needs of preschool migrant children. </div>

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Affected Students: All identified migrant enrollees and non-enrollees.

Submission to Terminal Site:

By November 1 for existing COEs with Section H. completed for the current reporting period.

Within 7 working days of parent signature date, for new COEs completed during the current school year.

Entry into NGS: Within 5 working days after receipt.

Residency Verification

Since each history line on NGS contributes to the “count” for federal reporting purposes, it is critical that NGS Data Specialists enter a date for the current reporting period (September 1 – August 31) in the residency verification date field on NGS. The residency verification date must be encoded on the current NGS history line.

- **For existing COEs with Section H completed:** NGS Data Specialists should record residency verification date and method used on NGS.
- **For new COEs completed during the current reporting period:** NGS Data Specialists should record the signature date on Section F of the COE in the residency verification date field on NGS.
- **For Two-Year-Olds turning Three:** The NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year- olds turning three during the current reporting period, the recruiters must verify residency. *This process should take place on or after the child’s third birthday. The NGS Data Specialist must enter the residency verification date on the appropriate NGS history line under Residency Verification Date 2. Alternatively, the NGS Data Specialist may encode a new history line along with a P3 grade level and the corresponding Residency Verification Date 1 to show progression while preserving the P2 enrollment history.*
- **For Two Reporting Periods:** NGS Data Specialists should remember that students with an enrollment line that reflects a “Regular” enrollment type before September 1, and a withdrawal date after September 1, will be counted for two reporting periods if the appropriate residency verification dates are encoded on the system (one date for each reporting period).

Review Section A: Enrollments on this manual for additional information and detailed scenarios on encoding residency verification dates into NGS.

Residency Verification Chart

The chart below outlines the residency verification process for the current reporting period (September 1–August 31) that should be followed by Recruiters and NGS Data Specialists.

SITUATION	RECRUITER RESPONSIBILITY	NGS DATA SPECIALIST RESPONSIBILITY
1. COEs completed prior to 9/1/2020 for the 2020-2021 school year.	Verify each child's residency on or after 9/1/2020 if the family is still residing in your district.	Enter the 2020-2021 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2020-2021 history line for each child on the COE.
2. COEs completed from 9/1/2020 through 8/31/2021.	Complete COE.	Enter the parent signature date as the residency verification date for the 2020-2021 reporting period for each child on the COE. Enter it on the NGS 2020-2021 history line.
3. COEs with a 2-year-old who turns 3 during the 2020-2021 reporting period.	Verify the child's residency on or after his/her third birthday.	Enter the 2020-2021 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2020-2021 history line.

Please remember that for non-enrollees, a new history line must be entered for each reporting period (September 1–August 31), along with a residency verification date for federal reporting purposes.

Recommended Reports

Residency Verification Dates | Two-Year-Olds Turning Three

Affected Students: Migrant students enrolled in Grades P3-12.

Submission to Terminal Site:

- (1) Within 2 working days after early withdrawal; or
- (2) Within 5 working days after end of school year.

Entry into NGS:

- (1) Within 1 working day after receipt of early withdrawal data; or
- (2) Within 5 working days after receipt of end-of-school year withdrawal data.

Withdrawals

To ensure an accurate count, all enrolled migrant students must have a withdrawal date upon early withdrawal or at the end of the regular school year and, if applicable, the end of the summer/intersession session. A withdrawal date must be encoded on the current NGS history line for all enrolled migrant students to capture the time frame in which a student was at a given school. It is critical that enrollments and withdrawals be an actual reflection of where and when the student was enrolled because it is tied to funding for the district. Note a withdrawal is not a termination reason. Do not withdraw non-enrollees (*Residency Only*) since they are not enrolled in school.



- **For Early Withdrawals:** Students who have stopped attending school and continue to reside in your school district or who have moved prior to the end of the school year from one school campus to another are referred to as early withdrawals. **The children who remain in the district as residency only should be verified by the recruiter and the NGS Data Specialist must encode them as residency only or out of school youth.** For those students who move to another district, the last day the student attended school prior to the end of the school year should be encoded on NGS as the early withdrawal date. It is not required to enter days enrolled/days present on NGS. NGS Data Specialists should ensure that all required and available data is encoded on NGS (e.g., immunizations, grade-to-date/complete grades, state assessments, supplemental services, etc.). When possible, the NGS transfer document and MSIX Consolidated Student Record should be given to the student and/or parent at time of early withdrawal. If the receiving district information is known or parent's most recent contact information is available, please include this information when sending the student move notification.
- **For End-of-Year Withdrawals:** All enrolled students, who did not withdraw early, must be withdrawn on the system with a withdrawal date at the end of each school year. End-of-year withdrawals should occur before summer enrollments and/or before the beginning of the next school year. You may enter a future withdrawal date only if it is within 2 weeks of the current date. Multiple withdrawal procedures are optional and designed to help expedite the process.
- **For Students whose Eligibility Ends during the School Year:** Do not withdraw a student from the system on the date the student's migrant eligibility expired. Instead, the withdrawal date should be entered at the end of the school year or upon early withdrawal. Student's whose eligibility has ended and continue to receive MEP services must be encoded as Continuation of Services. Refer to the section titled Continuation of Services in this manual for additional guidance.

Recommended Reports

Campus District | Unique Student Count | Multiple | Withdrawal Worksheet

Parent/Guardian 2	
Last Name	First Name

Early Withdrawal Form

Please complete and submit to terminal site. Remember all required and available data should be encoded on NGS for students who withdraw early (e.g., immunizations, partial/complete grades, state assessments, supplemental services, etc.).

Student Information

			<input type="checkbox"/> Male <input type="checkbox"/> Female
Student Name	PEIMS or Student Unique ID	Birth Date	Select One

Current School Information

School Name	District	Grade Level	Enrollment Date	Withdrawal Date

Reason for Early Withdrawal

<input type="checkbox"/> Transfer to Another Campus within the District <input type="checkbox"/> Transfer to Another Texas School District <input type="checkbox"/> Transfer Out-of-State <input type="checkbox"/> Home School <input type="checkbox"/> Out-of-School Youth <input type="checkbox"/> Drop Out (official document on file)
(Select all applicable)

Receiving School District Information

School
District
State
(Complete this section, if applicable)

Student Designations and Indicators

<input type="checkbox"/> LEP/EL	<input type="checkbox"/> At Risk of Non-Promotion
<input type="checkbox"/> Priority for Service (PFS)	<input type="checkbox"/> Not on Time for Graduation
(Select all applicable)	

MSIX Activities

<input type="checkbox"/> MSIX Consolidated Student Record was provided to student and/or parent. <input type="checkbox"/> MSIX Move Notification was sent to receiving district.
(Select all applicable)

Family Contact Information (if available)

--

Form Completed By

Name and Signature	Date

Affected Students: All identified migrant enrollees and non-enrollees.

Submission to Terminal Site: Request and print the MSIX Consolidated Student Record as needed.

Entry into NGS: Deliver the MSIX Consolidated Student Record to the MEP Coordinator for dissemination to migrant families, MEP personnel, or anyone with a need to know.



MSIX Consolidated Student Record

The Consolidated Student Record contains all the Minimum Data Elements (MDEs) for a migratory child that have been submitted by one or more States and consolidated into a single, uniquely identified record. *The MSIX Consolidated Student Record is intended to be used by ESCs and LEAs for the purposes of enrollment, grade and course placement, and accrual of secondary course credits for all Texas migratory children— Code of Federal Regulations (CFR) 200.85 (c).*

For Enrollment, MSIX should be used to:

1. Obtain the student and parent full legal name, along with student's birth date.
2. Complete enrollment documents prior to receiving official records.
3. Determine if a student has immunization records on file from the previous school.
4. Identify circumstances such as Medical Alerts or Priority for Services (PFS) status.

For Placement, MSIX should be used to:

1. Review courses completed in order to determine accumulated credits and grade placement.
2. Determine if the student was receiving LEP (EL) or Special Education services.

For Credit Accrual, MSIX should be used to:

1. Determine the student's credit recovery and/or accrual needs.
2. Obtain comprehensive course credits and ensure student is on-time for graduation.
3. Recommend credit recovery/acceleration options such as Credit by Exam.

For Recruitment, MSIX should be used to:

1. Verify the full legal name of the student, parent/guardian, and student's birth date.
2. Review the qualifying move history and patterns of migration for a given family.
3. Predict the student's next potential move and place of arrival.
4. Identify missed enrollments.

Affected Students: All migratory children who have changed residence to a new school district within the State or in another State.

Terminal Site Action Required: The NGS Data Specialist in coordination with MEP Staff (i.e., the Recruiter) are responsible to send and/or respond to move notifications.

Response to NGS & MSIX Help Desk: Within 10 working days after receipt of move notification.



Move Notifications

Move Notifications are an integral part of the student records transfer and the ID&R process in the Migrant Education Program. MSIX provides an e-mail notification feature to alert another area of a migrant child's relocation (departure or arrival) **within or outside of the State**.

Sending Move Notifications

Upon becoming aware of a migrant child **relocating from your area** (leaving) to another district, the designated MEP staff should:

1. Initiate an MSIX move notification.
2. Provide as much information, as possible, in the comments (i.e., phone number, city of destination, and other siblings) to ensure the children are identified in a timely manner by the receiving district.
3. Maintain a process and documentation of sent move notifications.

Upon becoming aware of a migrant student **relocating to your area** (arriving) from another district, the designated MEP staff should:

1. Initiate an MSIX move notification
2. Provide any relevant information in the comments (i.e., The Garza siblings have enrolled in our district or the family mentions they will be returning to your area during the winter break).
3. Maintain a process and documentation of sent move notifications.

Responding to Move Notifications

MSIX Move Notice: A student is coming to your area

Upon receiving notification of a migrant child **relocating to your area** (arriving) from another district, the designated MEP staff should:

1. Attempt to locate the child by contacting the family within **two (2) working days**.
2. Arrange an interview as needed.
3. Verify school enrollment records to determine if the child has enrolled in the district.
4. Within **10 working days** of receiving the notification, the district will provide the initial contact date, efforts taken to identify the family, and the overall outcome to the ESC.
5. In turn, the ESC will reply to the initial email notification sent by the NGS & MSIX Helpdesk with the outcome.

MSIX Move Notice: A student has left your area

Upon receiving notification of a migrant child relocating from your area (leaving) to another district, the designated MEP staff should:

1. Verify the child is no longer residing or enrolled in their district.
2. If enrolled, enter a withdrawal date.
3. Ensure to collect and submit all the available MSIX Minimum Data Elements (MDE's) into NGS.
4. If the child was not identified, the district should have a process to address missed enrollments.
5. Within 10 working days of receiving the notification, the district will provide the initial contact date, efforts taken to identify the family, and the overall outcome to the ESC.
6. In turn, the ESC will reply to the initial email notification sent by the NGS & MSIX Helpdesk with the outcome.

Move Notifications Reminders:

- To protect the student's privacy, do not include any sensitive information such as Social Security Numbers or other *Personally Identifiable Information (PII)* in Comments fields. Comments entered will be shared unedited and in their entirety with other MSIX Users.
- File all Move Notifications and their outcome as resolved and unresolved.
- If a move notice is from a state other than Texas, the NGS & MSIX Help Desk will also notify the Texas Migrant Interstate Program (TMIP) when communicating with ESCs/LEAs.
- When sending a move notification for a child moving to another state, please email TMIP and if known include whether the child needs state testing accommodations, credit accrual, or credit recovery.

Texas Migrant Interstate Program

The mission of the Texas Migrant Interstate Program (TMIP) is to help reduce the effects of educational disruption that Texas' mobile, migrant children often face as they move within or outside the state. The TMIP's certified bilingual counselors provide support to migrant students, their families, school counselors and other school staff in order to ensure critical information exchange, appropriate course placement and secondary credit accrual needed for on-time graduation from high school. The TMIP coordinates with receiving states so that students migrating from Texas can take the state academic assessment outside the state when needed for grade level promotion or to meet graduation requirements.

Contact Information

Texas Migrant Interstate Program

Phone: 1.800.292.7006

Fax: 956.354.3062

Email Address: tmip@sbcglobal.net

Affected Students: All identified migrant enrollees and non-enrollees.

Response to NGS/MSIX Help Desk: Within five (5) working days after receipt of a data request.



Data Requests

Migratory children frequently enroll in new schools without adequate, and in many cases any, documentation of their educational and health history. MSIX allows users to request missing data and information from other school districts within Texas and outside of the state for the purposes of timely school enrollment, appropriate grade and course placement, accrual of secondary credits, and participation in the Migrant Education Program. Texas users should seek to develop and support collaboration within the State and among other States on the exchange of migrant student data.

Initiating a Data Request

If data from a sending district is needed, the NGS Data Specialist should:

1. Submit a Data Request on MSIX.
2. Provide as much information as possible in the comments (i.e., missing final grade for Algebra I).
3. File the e-mail confirmation received after submitting the data request.
4. Within 5-7 working days of sending the data request, the LEA should notify the ESC of the outcome who will in turn notify the NGS/MSIX Helpdesk.

Responding to a Data Request

Upon receipt of an MSIX data request from another district, the NGS Specialist should:

1. Collect, update, and submit the requested data (i.e., secondary course history) into NGS.
2. Ensure all other MSIX MDE's are updated on NGS.
3. Within two (2) working days of receiving the data request, the LEA will notify the ESC of the overall outcome. The ESC will in turn notify the NGS/MSIX Helpdesk.

Data Request Reminders

- The comments included in a data request will also appear in the e-mail notification sent to the recipients of the data request. To protect the student's privacy, do not include any sensitive information such as Social Security Numbers or other *Personally Identifiable Information (PII)* in Comments fields. Comments entered will be shared unedited and in their entirety with other MSIX Users.
- ESCs/LEAs must refrain from requesting or sending COEs to and from other states in order to verify the validity of a qualifying move. There is no Federal requirement for States to comply with such requests as the out of State COEs are not necessary to meet Federal requirements for determining and documenting program eligibility. In addition, sharing COEs with another state may result in a potential violation of FERPA, the Privacy Act, and/or State Law which prohibit the sharing of such information without parental consent.
- File all Data Requests and their outcome—resolved and unresolved.



MSIX Data Corrections

Each ESC /LEA must establish and implement written procedures following the guidance below to allow a parent/guardian/child to review the MSIX Consolidated Student Record and requests data corrections.

Responding to a Request to Correct MSIX Data

The NGS Data Specialist must 1.) email an acknowledgement to the requestor, 2.) investigate the request and determine if data needs to be revised, and 3.) reply to the requestor with an outcome.

- If a parent, guardian, or migratory child asks to correct or determine the correctness of data submitted to MSIX by Texas, the NGS Data Specialist must respond within **30 calendar days** of receiving the request. NGS records must be updated within **3 working days** of the decision to correct.
- If a parent, guardian, or migratory child asks to correct or determine the correctness of data submitted to MSIX by another State, the NGS Data Specialist must send the request to the State that submitted the data to MSIX within **4 working days** of receipt.
- If another State asks to correct or determine the correctness of data submitted to MSIX by Texas, the NGS Data Specialist must respond as if the correction was requested directly from the parent, guardian, or migratory child. The NGS Data Specialist must respond within **10 working days** to the requestor.
- An ESC/LEA must respond in writing **within 10 working days** to a request from the OME for information needed by the Department to respond to an individual's request to correct or amend a record. **Please ensure to consult with TEA and the NGS & MSIX Help Desk prior to responding.**



MSIX Minimum Data Elements

MDEs are data fields that Texas must collect and maintain on NGS for each eligible migrant child in order to make those data elements available to other states via MSIX. For additional information on the MDEs refer to the [MSIX Minimum Data Elements Chart located in the resources section this manual](#). The NGS Data Specialist should verify all MDEs have been uploaded into MSIX correctly (i.e., grade-level change). The following are MSIX requirements, which in many cases, are addressed through NGS data timelines:

1. Submit all MDEs applicable to the child's age and grade level for all migratory children that Texas considers eligible for the MEP.
2. Submit all applicable MDEs, if any, from the most recent secondary school previously attended by the child in Texas, within **10 working days** of a newly approved COE, for secondary-aged migrant children.
3. Submit all available MDEs for migratory children who were eligible for the MEP during the term and for whom the State previously submitted data within **30 calendar days** for upload to MSIX.
4. Submit data through the end of the school year, for children whose MEP eligibility expires before the end of the school year.

Note: NGS uploads data every day at 6:00 p.m. and it appears on the following day on MSIX.

Affected Students: Migrant students enrolled in Grades K-12.

Submission to Terminal Site:

- (1) Within 2 working days upon early withdrawal, if available; or
- (2) Within 5 working days after end of school year.

Entry into NGS:

- (1) Within 1 working day after receipt of early withdrawal data, if available; or
 - (2) Within 5 working days prior to the end of school year.
-

At Risk of Non-Promotion

The requirements for advancing to the next grade level depend on the grade of the student and are determined on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level.

For migrant students enrolled in grades K-12, the NGS Data Specialist should mark the “*At-Risk of Non-Promotion*” checkbox on NGS for each student who is required to attend summer school in order to be promoted to the next grade level. This information **must be obtained from a school district designee (e.g., campus counselors, Registrar, etc.)** and documentation must be maintained on file. If available, the At-Risk of Non-Promotion data should be obtained and encoded on NGS before the end of the school year.

The “*At Risk of Non-Promotion*” checkbox is linked to an individual history line. When this checkbox is marked it will appear on the NGS *Update Student Information Screen* as an alert. If a student ceases to be at-risk in a subsequent school year, the At Risk of Non-Promotion alert will no longer appear on the student record after the new history line has been added. A letter “N” will appear next to the student’s name on the *Family Enrollment* screen.

Recommended Reports

At Risk of Non-Promotion

Affected Students: Migrant children of any age.

Submission to Terminal Site: Within 10 working days after notification.

Entry into NGS: Within 5 working days after receipt.

Termination Reasons

When a child graduates, receives a high school equivalency, or is deceased, the child's eligibility is terminated on NGS, since he/she no longer meets the statutory definition of a migratory child. Below are the instructions on how to encode these termination reasons:

- **Graduated** – Record the date that is given by PEIMS/Student Transcript.
- **HSE (High School Equivalency)** – Enter this code only after a student has obtained a High School Equivalency Certificate and not during the time the student is enrolled in a HSE program.
- **Deceased** – Record the date that is given by the school district.
- **Parent Request** – (Not used in Texas.)

Reminders

- If a "*termination reason*" is encoded into NGS, a "*termination date*" must also be encoded.
- A student's end of eligibility is not a termination reason. The system automatically calculates the end of eligibility for every student.

Recommended Reports

Student Termination

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Parent/Guardian 2	
Last Name	First Name

Termination Reasons Form

Please complete and submit to terminal site. Remember to encode a "termination reason" and "termination date."

Student Information

			<input type="checkbox"/> Male	<input type="checkbox"/> Female
Student Name	USID (if known)	Birth Date	Select One	

Current School Information

School Name	District	Grade Level	Enrollment Date	Withdrawal Date

Reason for Termination

<input type="checkbox"/> Graduated <input type="checkbox"/> High School Equivalency (HSE) <input type="checkbox"/> Deceased
(Select one)

Termination Date

<div></div>
(Enter a date)

Documentation Information

<div></div>

Form Completed By

Name and Signature
Date

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Affected Students: Migrant children of any age.

Submission to Terminal Site: Within 10 working days after notification.

Entry into NGS: Within 5 working days after receipt.

Out-of-School Youth

For the purposes of the MEP, an Out-of-School Youth (OSY) is a high-school aged youth under the age of 22 who is entitled to a free public education in the state and who meets the definition of “migratory child,” but who is not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a High School Equivalency Program credential outside of a K-12 school, and youth who are “here to work” only. It would not include children in preschool.

Reminders

- Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of “migratory child” are eligible for the MEP.
- Enter the “OS” (*Out of School*) grade level only for high-school-aged youth not enrolled in school.
- The NGS Data Specialist should mark the “Here to Work” checkbox located on the NGS *Enrollment* screen or on the *Family Enrollment* process, for youth who are solely “Here to Work.”

Dropout

The term dropout is used for students, who (1) were enrolled in a public school for at least one day during the performance period, (2) were not enrolled at the beginning of the current (2020-2021) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death.

Reminders

- The Office of Migrant Education (OME) prioritizes dropouts and considers them as a subset of OSY.
- A student’s NGS record should be flagged as “Dropout” and a dropout date must be encoded only on the history line for the school year in which the student officially dropped out of school.
- The district must follow-up with the student to determine if the student will continue to reside in the district. If yes, the NGS Data Specialist should create a new history line with an enrollment type of “Residency Only” and a grade level of “OS”.
- For subsequent years, migrant children who were reported as a dropout should be encoded as Out-of-School if they have not returned to school. This process is necessary to ensure the appropriate counts are reported in the CSPR.

Dropout Recovery

Encode students working on a HSE certificate or enrolled in a high school program as “OS.” All migrant children identified as OSY should be designated on NGS with an OSY supplemental.

If an OSY enrolls in a high school equivalency program or high school program, regardless of whether the assistance was provided by the MEP or another program, the NGS Data Specialist must select and encode the appropriate category into NGS:

- **Recovery into HSE Program:** The act of re-engaging a student who left school before graduating and enrolling the student in a HSE preparation program leading to the HSE exam.
- **Recovery into a High School Program:** The act of re-engaging a student who left school before graduating and re-enrolling the student in a school program leading to credit accrual and a high school diploma.

The above categories are found in the “Supplemental Program” link on NGS under the “Supplemental Type” field. NGS Data Specialists must select the applicable “Supplemental Fund Type” on the “Select Students for Supplemental Program and Designation Add” screen.

Designation(s)

Out of School Youth:

- ☐ Learning English
- ☐ Job Training
- ☒ HSE
- ☐ Earning a diploma
- ☐ Not interested in returning to charter
- ☐ Not interested in returning to district
- ☐ Not interested in returning to online
- ☐ Not interested in returning to school
- ☐ Other

Supplemental Type ([definitions](#))

Social Work, Outreach or Advocacy
Student Retreat
Texas Gateway (Non-MEP-Funded)
Transportation
Other 1
Other 2
Other 3
----- DROP OUT RECOVERY -----
Recovery into a High School Program
Recovery into a HSE Program

Mark appropriate designation.

Select appropriate category.

Recommended Reports

Drop Out | Out of School Youth | Student Designation Worksheet

Parent/Guardian 2	
Last Name	First Name

Out-of-School Youth | Dropout Form

Please complete and submit to terminal site. The Office of Migrant Education (OME) prioritizes dropouts and considers them as a subset of OSY. ESCs/LEAs should maintain tangible documentation on file including, when possible, a Student OSY Profile.

Student Information

			<input type="checkbox"/> Male <input type="checkbox"/> Female
Student Name	PEIMS or Student Unique ID	Birth Date	Select One

School Information

School Name	District	Grade Level	Enrollment Date	Withdrawal Date

Out-of- School and Dropout Designation

<input type="checkbox"/> Out-of-School Youth <input type="checkbox"/> Here to Work <input type="checkbox"/> Dropout _____ (Please specify date)	<input type="checkbox"/> LEP/EL <input type="checkbox"/> HSE <input type="checkbox"/> Earning a Diploma
(Select all applicable)	

Documentation Information

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Form Completed By

Name and Signature Date

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Affected Students: Migrant students who appear on the Priority for Service Report.

Submission to Terminal Site: Request and print the Priority for Service Report on a monthly basis, including summer months.

Timeline Requirements: Deliver the Priority for Service Report to the MEP Coordinator on a monthly basis for dissemination to appropriate personnel.

Priority for Service (PFS)

§1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) defines Priority for Services (PFS) as migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. In the ESSA Consolidated Application, districts are to designate MEP services to “*Priority for Service*” students and maintain a PFS Action Plan. Keep in mind that services being provided to the PFS students must meet the actual identified need of each PFS student and not just for the sake of providing a service. These students must be identified by running the Priority for Service Report. Information regarding services provided to these students will be monitored through the State Migrant Education Program. Counselors must be aware of who the migrant PFS students are in the district and they may be called upon to assist these students.

The NGS Specialist should run the Priority for Service report on a monthly basis and verify the students’ inclusion in the report. Even when no PFS children appear on the report, a PFS report must still be requested. **This report provides program performance and student count information to OME (i.e., EDFacts, CSPR, etc.), for this reason PFS children will remain on the report for the entire school year despite having an early withdrawal date.** It is a good practice to run a PFS Tracking Report before the end of each month in order to verify that the current month’s PFS Report is appearing. Remember to request a PFS Report in July for the current school year and then change the School Year field to the upcoming school year since the PFS Tracking Report tracks the requests of the PFS Report as early as July.

PFS Criteria Summary

RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);		
+		
FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level		
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At Risk of Failing 	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.



Priority for Services (PFS) is defined as migratory children:

Criterion 1: Who have made a qualifying move within the previous 1-year period; and

Criterion 2: Who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.

Determination for Criterion 1

The student's QAD is used to determine if a qualify move has been made. The State defines "within the previous 1-year period" as the date between September 1 — August 31 of the previous and current reporting period.

Determination for Criterion 2

For grades K-3: LEP, overage and retained designations are used to determine if a child is failing or at risk of failing to meet the State's standards.

- LEP—refers to a child who has been designated on NGS as a Limited English Proficiency student between August 1 — August 31 of the previous and current year.
- Over Age—refers to a student who is considered overage if his or her age is higher than the grade-level plus two years. For example, first graders who are eight years old ($6+2=8$) are classified as over age. This is determined automatically by NGS based on child's age.
- Retained—refers to a student who repeated a grade level. This designation is determined by the system and considers the time frame from August 1 — July 31 of the previous and current year.

For grades 3-12, Ungraded (UG) or Out of School (OS): The State assessment scores are used to determine if a child is failing or at risk of failing to meet the State's standards. **Students who received an Approaches Grade Level**, who have failed one or more state assessments; were absent, exempt, or not enrolled in a Texas school during the testing period will be considered for this student group from August 1 through August 31 of the previous and current year. Following are the state assessments for each grade:

- Grades 3-8: STAAR Reading and Mathematics
- Grades 4 and 7: STAAR Writing
- Grades 5 and 8: STAAR Science
- Grade 8: Social Studies
- Grades 9-12: End-of-course (EOC) for English I and II, Algebra I, Biology and U.S History

For grades 7-12, OS, UG: The dropout indicator is also used to determine if a child is failing or at risk of failing to meet the State's standards. The term dropout is used for students, who (1) were enrolled in a public school for at least one day during the performance period, (2) were not enrolled at the beginning of the current performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. **Note: A student's NGS record should be flagged as Dropout and a dropout date must be encoded only on the history line for the school year in which the student officially dropped out of school.**

Recommended Reports

Priority for Service | PFS Tracking



Compliance Standard | Priority for Service

Item	Did the LEA request and print the Priority for Service report on a monthly basis, including summer months, at least 9 months out of the year?
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement. Data Sources: New Generation System (NGS), Priority for Service Report, and PFS Tracking Report.
Methodology	Review access of the Priority for Service reports during the months of July to June.
Process	<ol style="list-style-type: none"> 1. Verify district operated a Title I, Part C independent project or was part of a shared services arrangement. 2. Verify district accessed migrant priority for services reports at least 9 months out of the year from July to June.
Compliance Standard	<input type="checkbox"/> Met Requirement- requested the reports on NGS at least 9 months out of the year from July to June. <input type="checkbox"/> Improvement Needed- Did not request the reports on NGS at least 9 months out of the year from July to June.

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Affected Students: Migrant students who appear on the Continuation of Services Report.

Submission to Terminal Site: Request the Continuation of Services Report at the end of each semester.

Entry into NGS: Deliver report to the MEP Coordinator for review to ensure that only those students who are eligible under the provision are listed and file with appropriate documentation.

Continuation of Services (COS)

Under Continuation of Services [ESSA §1304 (e)], migrant **children whose eligibility has ended** may continue to be served by the MEP. **This provision is used when instructional and/or support services are extended to a child with an expired QAD.**

1. **Until the end of the school term (semester) in which their eligibility expired;**

EXAMPLE: *Viola enrolled in school on August 27, 2020. Her QAD is September 23, 2017. Her eligibility will end on September 23, 2020. The MEP may continue to serve Viola until the end of the fall term (semester).*

2. With MEP-funded services to address the child's unmet educational needs for one additional school year after eligibility expires if no comparable services exist;
3. With continued secondary credit accrual programs/services until graduation if no comparable services exist. **Only those children who meet all of the following criteria may be served through credit accrual programs until graduation: received MEP-funded services at some point during their period of eligibility (not necessarily credit accrual services), were MEP-eligible while in secondary school, and are considered by the State to be secondary school students.**



The NGS Data Specialist must specify the reason why a child is served under COS (categories 1-3) on the NGS history line corresponding to the appropriate reporting period. This field is tied to an MSIX MDE.

Reminders

- For students whose eligibility expires during the reporting period enter a withdrawal date at the end of the school year unless they withdraw early.
- Students under categories 2 and 3 above must be enrolled on NGS using the latest COE.
- If a district enrolls a student from category 2 or 3 above, the district must (1) maintain documentation that no other comparable services exist at that campus (such as through Title I, Part A, Title III, Part A, State Compensatory Education, etc.); (2) maintain documentation that the student is in need of the migrant-funded service; and (3) ensure the needs of the priority for service students are being met **prior to serving COS children.**
- Districts who find a need to serve children including an Out-of-School Youth (OSY) under category 2 or 3 (whose eligibility has expired) must obtain approval from TEA through their ESC.
- Children on the Continuation of Services report will never appear on the Unique Student Count Report; they will appear on the COS report when COEs are entered late, after the QAD has expired.

Affected Students: Migrant students enrolled in grades K-12.

Submission to Terminal Site:

By the last working day of October; or
Within 20 school days after initial enrollment.

Entry into NGS: Within 5 working days after receipt of LEP/ELL information.

Special Note: Please keep in mind that this indicator should also be added for those migrant students who enroll throughout the school year (late enrollments), if applicable.

Limited English Proficient (LEP)

LEP refers to a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner (ELL) and English learner (EL) are used interchangeably and are synonymous with limited English proficient (LEP) students TEC §29.052(1)

- The Limited English Proficient (LEP) student designator **MUST** be collected for all migrant students identified as LEP at their school of enrollment.
- This identifier must be encoded on the system on a yearly basis according to the timelines outlined in this section. It is critical to encode the LEP indicator as soon as possible because it is tied to the Priority for Service on NGS for students in grades K-3. Therefore, the NGS database must be populated with this indicator in order to get an accurate list of PFS students. To collect the LEP indicator, the NGS *Supplemental Programs Worksheet* located under the Reports section on NGS, may be used.
- [TEC §29.053(b)]. Districts have the first four weeks after initial enrollment to classify a student as LEP. This should be considered when collecting LEP designations for students.
- Documentation should be maintained for each student designated as LEP in grades K-12.

Recommended Reports

LEP Count | Supplemental Programs Worksheet

Affected Students: Migrant students enrolled in grades 9-12.

Submission to Terminal Site:

By October 1; or

Within 10 working days after initial enrollment.

Entry into NGS: Within 5 working days after receipt of graduation plan information.

Graduation Plans

House Bill 5 (HB 5), passed by the 83rd Texas Legislature, identifies the graduation requirements for Texas students. The graduation plan must consist of a 22-credit foundation plan which is the core of the Texas high school diploma program. All students entering ninth grade must choose from at least one of the following endorsements: STEM, Business and Industry, Arts and Humanities, Public Services, and Multi-Disciplinary Studies. Students may change their endorsement at any time prior to graduation. Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance.

Reminders

- It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the graduation plans for input into NGS and to ensure all graduation requirements are met. Please keep in mind that a graduation plan should also be added for those migrant students (grades 9-12) who enroll throughout the school year (late enrollments).
- NGS Data Specialists should request the Student Graduation Plan and Year report periodically and select “Students without Graduation Plan” as type of report, to ensure that all graduation plans have been encoded for all affected migrant students.
- Remember to ask high school counselors to notify the terminal site whenever there is a change in a student’s graduation information in order to ensure that the student’s most recent graduation plan is recorded in the system.
- Individual student graduation plans are reported on the “Graduation Plan” form or on a campus-generated report containing the required fields. This information must be supplied by home-base district where the student has expressed graduating from.
- When encoding a Graduation Plan in NGS for migrant students graduating under the STAAR assessment, the NGS Data Specialists should enter the words *STAAR End of Course* on the Test/Assessment field and, if applicable, add Distinguish Achievement and/or Performance Acknowledgments in the comment section.

Recommended Report

Student Graduation Plan and Year



COMPLIANCE STANDARD | Graduation Plans

Item	Did the LEA encode Graduation Plans for Migrant students in grades 9-12 in NGS?
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement with identified migrant students in grades 9-12.
Methodology	Review graduation plans encoded in NGS for grades 9-12 migrant students as of August 1, 2021.
Process	<ol style="list-style-type: none"> 1. Request and review the <i>Student Graduation Plan and Year</i> report on NGS. Set Type of Report to “both” 2. Verify migrant students in 9-12 have been assigned to a graduation plan on NGS and that the information is complete and accurate.
Compliance Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Met Requirement- LEA encoded graduation plans for all eligible migrant students in grades 9-12 with an “R” enrollment type in NGS as of August 1, 2021. <input type="checkbox"/> Improvement Needed- LEA did not encode graduation plans for all eligible migrant students in grades 9-12 with an “R” enrollment type in NGS as of August 1, 2021

Parent/Guardian 2	
Last Name	First Name

Texas Graduation Plan

Please complete and submit to terminal site for students enrolled in grades 9-12.

School Information

District	Campus

Student Current Information

Student Name	DOB	Grade Level	Student Unique ID or PEIMS

Graduation Plan (Choose one.)

- ☐ Foundation High School Program
- ☐ Foundation High School Program with Endorsements
- ☐ Foundation High School Program with Endorsements and Distinguished Level of Achievement

Endorsements (Indicate the Endorsement associated with the selected graduation plan):

- ☐ Multi-Disciplinary Studies
- ☐ Business and Industry
- ☐ Arts and Humanities
- ☐ Public Services
- ☐ STEM
- ☐ No Endorsements

Performance Acknowledgements (select a performance acknowledgment, if applicable):

- ☐ Dual Credit
- ☐ Bilingualism/Biliteracy
- ☐ PSAT/SAT/ACT
- ☐ AP or IB Exam

State Assessment

- ☐ STAAR End of Course

Graduation Year

- ☐ 2020 ☐ 2021 ☐ 2022 ☐ 2023

Schedule

- ☐ Traditional ☐ Accelerated Block ☐ Alternating Block

Form Completed By

Name and Signature	Date

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Affected Students: Migrant students enrolled in grades 9-12 who have earned high school credits.

Submission to Terminal Site:

- (1) Within 2 working days after early withdrawal; or
- (2) Within 5 working days after end of semester for fall grades; or
- (3) Within 5 working days after end of semester for spring grades.


Entry into NGS:

- (1) Within 1 working day after receipt of early withdrawal data; or
- (2) By the last working day of February for fall grades; or
- (3) Within 10 working days after receipt of spring grades.

Secondary Credits

The mobile lifestyle of migratory children frequently results in enrolling into new schools without adequate, and in many cases any, documentation of their educational history. As a result, students do not receive credit for all coursework completed and in reported cases placed in inappropriate courses or grade levels. It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to collect and monitor **secondary credits** and ensure **withdrawal grades consolidation** and **missing credits** are updated in a timely manner.

Reminders

- NGS Specialists should encode the information as closely as possible to the transcript.
 - All migrant students enrolled in grades 9-12 should have their complete secondary course history up to date on NGS. **Include any secondary credits earned in 7-8 grade.**
 - When a migrant senior graduates, it is not necessary to input the final semester's grades on the system. However, the graduation termination code and the graduation date must be entered.
 - Districts are encouraged to report final grades when the equivalent of a half credit, or more, are issued. In the case of early withdrawal (prior to the end of a grading period), coursework should be reported as grades-to-date along with the appropriate hours in class (rounded to the nearest hour.)
- 
- NGS Data Specialists must check the Course History on NGS and MSIX to determine if additional coursework has been awarded by another Texas district or State. If coursework is found, it must be printed out and given to the counselor to assist with proper course placement.
 - An updated letter, "[To the Administrator Addressed \(TAA\)](#)," dated August 18, 2017, from the Texas Education Agency summarizes important statutes. This letter may assist district MEP staff's efforts to ensure that appropriate attendance policies, guidelines and alternative credit options are established for migrant students.
 - **The number of 7th graders who received high school credit is not counted in the CSPR; however, it may be collected in NGS for course placement and secondary credit accrual.**

Entering District Grade Averages

The following guidance is only for districts that average semester grades and is contingent with the district's own grading policy and regulations. The information provided is meant to simplify a complex concept that is best explained by the school's counselor.

In general, for courses that are two semesters, full credits are awarded upon completion of each semester provided a student passes both semesters or attains an overall grade average of at least 70. In this situation, the NGS Data Specialist shall continue to encode fall semester grades into NGS as usual. At the end of the spring semester (end of school year), instead of entering the spring semester grades separately, the NGS Data Specialist shall update the fall semester line to reflect the yearly average by make the following updates:

- Change the term from "Fall" to "Fall/Spring"
- Change the section from "A" to "A+B"
- Change the Final Grade to reflect the average yearly grade
- Change the credit granted to the yearly credit (i.e., from 0.5 to 1 credit)
- Include any transcript comments (i.e., No credit given due to excessive absences)

If a student passes one semester and fails one semester and attains a course average of less than 70, one half credit shall be awarded only for the semester passed. In this case, individual lines for fall and spring will be added along with its corresponding grade and credit.

Procedures for Entering Letter Grades

Districts are encouraged to use numerical format, when possible, to report both grades-to-date and final grades. However, if the district records a letter grade on the student's transcript, NGS Specialists should encode the information as closely as possible to the transcript. For encoding on NGS, the following are examples of letters that may be used as abbreviations:

P	Pass	INC	Incomplete	NG	No Grade
F	Fail	IC	Incomplete Coursework	NC	No Credit

For a complete list, please click on the NGS Screen Help found under the Add Student Course History screen.

Sort Process for NGS Course History:

- Passed Courses - Courses taken in which the credit granted was awarded and entered on NGS as any value between 0.25 - 3.00 or "NCC"
- Incomplete Courses - Courses taken in which the course work was reported as "grade-to-date" with values entered for "Grade To Date" and "Hours Taken"
- Completed Courses - Courses taken in which the credit granted was not awarded and entered on NGS as "N/A" or "0.00"



GPRA Measure for Algebra I

The Government Performance and Results Act (GPRA) of 1993, as amended, requires all federal agencies to establish goals, measures, and targets. The GPRA directs agencies to focus management efforts on results. Each year, federal programs ask their grantees for data to establish progress against GPRA indicators. The Department of Education reports annually on the GPRA measures when it develops its congressional justification for federal funds. The OME requires MEPs to report on four GPRA measures.

NGS Data Specialist are responsible to collect and encode the fourth measure: **Percentage of MEP students who entered 11th grade having received full credit for Algebra I or its equivalent.** Once a student has earned a full credit in Algebra I, the NGS Specialist must flag the “*Has Algebra*” checkbox and submit the updated record.



Interstate and Intrastate Records Exchange

Section 1304(b)(3) of ESSA requires states to promote interstate and intrastate coordination of services for migratory children, including providing for educational continuity through the timely transfer of pertinent school records when students move from one school to another, whether or not the move occurs during the regular school year. TEA encourages authorized MSIX users to utilize move notifications in MSIX, among other MSIX functions, to facilitate school enrollment, grade and course placement, credit accrual, and participation in the MEP for eligible migratory children.

Texas Migrant Interstate Program

The mission of the Texas Migrant Interstate Program (TMIP) is to help reduce the effects of educational disruption that Texas’ mobile, migrant children often face as they move within or outside the state. The TMIP’s certified bilingual counselors provide support to migrant students, their families, school counselors and other school staff in order to ensure critical information exchange, appropriate course placement and secondary credit accrual needed for on-time graduation from high school. The TMIP coordinates with receiving states so that students migrating from Texas can take the state academic assessment outside the state when needed for grade level promotion or to meet graduation requirements.

Contact Information

Texas Migrant Interstate Program

Phone: 1.800.292.7006

Fax: 956.354.3062

Email Address: tmip@sbcglobal.net

Recommended Report

Comprehensive Secondary Credit | Partial Credit | MSIX Consolidated Student Record

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Parent/Guardian 2	
Last Name	First Name

Secondary Credits Form

Please complete and submit to terminal site for students earning partial or completed course credit in grades 9-12 or for students in grades 7-8 enrolled in classes for secondary credit.

Student Current Information

Student Name	DOB	Grade Level	USID (if known)

School Information

District	Campus	School ID (SSID)

Course Details

	Semester	Quarter	Trimester	Fall	Spring	Fall/Spring	Summer (Intersession)	
Grade Level	Type of Term (Please circle one)			Term (Please circle one)				School Year

#	Course Title	Course Type	Course Section	Subject	Grade to Date	Hours Taken	Final Grade	Credit

Course Comments:

--

Flags

<input type="checkbox"/> Has Algebra Credit	<input type="checkbox"/> Early Withdrawal (specify date): _____
---	---

Form Completed By

Name and Signature
Date

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MISSING CREDITS AND WITHDRAWAL GRADES CONSOLIDATION

Affected Students: Migrant students enrolled in grades 9 -12.

Submission to terminal site:

Within 5 working days after enrollment, receipt of updated records or completed partial work in designated school of graduation.

Request Partial Credit Report no later than January 15.

Entry into NGS:

Within 5 working days after receipt; and
Update all missing credits and partial grades by January 31.

Missing Credits and Withdrawal Grades Consolidation

Upon enrollment of all secondary migrant students and throughout the school year, it is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to collect secondary credits and to update any withdrawal grades consolidation and missing credits in a timely manner. This process is important to ensure migrant secondary students do not have to repeat courses and can continue to be on-time for graduation.

Reminders



- All migrant students enrolled in grades 9-12 should have their complete secondary course history up-to-date on NGS. If information such as secondary school coursework from a State in which the child was previously enrolled is not on MSIX, we encourage the ESC/LEA to send a data request through MSIX to the previous State requesting missing student data.



- Upon enrollment of secondary migrant students, the NGS Data Specialist should print out the student's Transfer Document and MSIX Consolidated Student Record if partial grades appear on the student's course history. A request for updated information should be sent to the child's counselor.



- For any secondary school-aged migratory child with a newly approved COE, the ESC/LEA must collect, all MDEs applicable to the child's age and grade level from the most recent secondary school in that State attended previously by the migratory child. 34 CFR §200.85(b)(3)(i)(B)(1).
- After the end of the fall semester, the NGS Data Specialist should request a *Partial Credit* report no later than January 15 and submit it to the appropriate counselor for review. All updates should be entered into the system by January 31.
- Districts with large migrant secondary populations should consider requesting the *Partial Credit* report on a monthly basis to make the review process of updating partial grades more manageable.

Recommended Report

Partial Credit

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Parent/Guardian 2	
Last Name	First Name

Missing Credits and Withdrawal Grades Form

Please complete and submit to terminal site. The information, as indicated on the enclosed Partial Credit report and/or NGS Student Transfer Document, is incomplete. Please provide the necessary information checked below. Return both the Partial Credit report/NGS Student Transfer Document, along with this form, to the NGS Data Specialist with the requested information within 5 working days after receipt.

Needed Data Information

☐ Withdrawal Grades Needed (*See Incomplete Course section*)

☐ Withdrawal Grades/Incomplete Courses to be Converted into Final Grades

☐ Final Grades to be Updated

☐ Final Grades Needed (*Missing credits from previous school years*)

Comments

Data Request and Submission

Requested By (Enter name of NGS Specialist)	
Date Requested	
Submitted To (Enter name of Counselor/Registrar)	
Date Returned	

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Affected Students: Migrant students enrolled in grades 8-11.

Submission to Terminal Site:

- (1) Within 2 working days after early spring withdrawal; or
- (2) Within 5 working days after end of school year.

Entry into NGS:

- (1) Within 1 working day after receipt of early spring withdrawal data; or
 - (2) Within 5 working days after receipt of the recommended courses.
-

Recommended Courses

Recommended courses are the courses that a school counselor recommends for the student to take at the receiving school district. These courses should be obtained from the school counselor or if available, from a district's local student database and provided to the terminal site upon early withdrawal or at the end of the school year for students who will be attending summer school. This process was initially created to assist receiving school districts in placing student's in the appropriate grade and courses.

To encode a student's recommended courses on NGS, the data obtained should contain the following:

- 1. Recommended Grade Level
- 2. Course Title
- 3. Course Type (e.g., Dual Credit, A.P., NA, etc.)
- 4. Course Section (e.g., A, B, NA, etc.)
- 5. Subject (e.g., Economics, Mathematics, etc.)

It is the responsibility of the NGS Data Specialist working with the MEP Coordinator to obtain this information within the required timelines. NGS Data Specialists must not determine these courses for a student.

Recommended Report

Transfer Document Reports

Affected Students: Migrant students enrolled in grades 9-12.

Submission to Terminal Site:

- (1) Within 2 working days after early withdrawal; or
- (2) Within 5 working days after end of school year.

Entry to NGS:

- (1) Within 1 working day after receipt of the Not On-Time for Graduation data for early withdrawals; or
- (2) Within 10 working days after receipt of the Not On-Time for Graduation data.

Required Report:

Request and deliver the On-Time for Graduation report to MEP Coordinator at the end of the school year after all grades have been encoded in NGS.

Not On-Time for Graduation

For all migrant students enrolled in grades 9-12 (including early withdrawals), the NGS Data Specialists should mark the “*Not On-Time for Graduation*” checkbox on NGS only for each student who, according to the counselor, has not earned the number of high school credits needed in order to graduate within the expected four years.

NOTE: The “*Not On-Time for Graduation*” indicator reflects the student’s status only for the school year associated with a particular enrollment line.

EXAMPLE:

*At the end of the 2019-2020 school year, a student in 9th grade has a total of five credits but needed six credits to pass to the next grade level. This student is considered **not on-time for graduation**.*

*At the end of this school year, the same student has enough credits (needed 12) to be in the 11th grade the following school year (for 2022-2023). This student would now be considered **on-time for graduation**.*

On-Time for Graduation Report

NGS Data Specialists should request the On-Time for Graduation report at the end of the school year after all grades have been entered for students in grades 9 through 12. This report can be requested for students who are “on track for on-time graduation,” “not on track for on-time graduation” or “Both.” NGS Data Specialists should select “Both” for the Type of Report field and deliver the report to their MEP Coordinator. Districts are responsible for reviewing the information and determining the appropriate intervention efforts for both the summer and upcoming fall term.

Recommended Report

On Time for Graduation

Affected Students: Enrolled migrant students in P3-12.

Submission to Terminal Site: Request *Alternate Student ID Number* report by February 1.

Entry to NGS: Update all student records without a Student Unique ID or PEIMS number before the last working day of February.

Alternate Student ID

The Alternate Student ID is a state specific number given to a student by the school district. In Texas, we have two state IDs assigned to the student record which need to be collected and encoded into NGS; they are:

1. PEIMS ID—a nine-digit number, assigned by PEIMS and encoded as the, "TX - PEIMS"
2. Student Unique ID—a ten-digit number assigned by the Texas Student Data System's (TSDS) and encoded as the, "TX Student UID".

Reminders

- The Student Unique ID and PEIMS should also be added for those migrant students who enroll throughout the school year (late enrollments).
- NGS Data Specialists should request the Alternate Student ID report periodically and select "Students without Alternate IDs" as Type of Report, to ensure that records of all affected migrant students have a PEIMS number encoded on NGS.
- The PEIMS number is required for the State Assessment Download.
- The collection of Public Education Information Management System (PEIMS) data is required of all Local Education Agencies (LEAs) by TEC §42.006. The NGS Data Specialist is responsible to provide the district PEIMS staff with a copy of the COE or a Unique Student Count Report to use as official documentation for encoding migrant children into PEIMS.
- Each enrolled migrant student is assigned with a PEIMS number or a state-assigned alternative ID number. Note, migrant three- and four-year-olds who do not have a Social Security number should still be reported through PEIMS using a state-assigned alternative ID number. Children should never be omitted from PEIMS merely because they do not have a Social Security number.

Recommended Report

Alternate Student ID Number



COMPLIANCE STANDARD | Alternate Student ID

Item	Did the LEA ensure the PEIMS ID and the Student Unique ID numbers were reported on NGS for every enrolled Migrant student in grades P3-12 for the 2020-2021 school year?
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement.
Methodology	Review NGS for migrant students enrolled in grades P3-12 to ensure that PEIMS ID and the Student Unique ID numbers were reported and not left blank for the 2020-2021 school year. NGS data will be as of August 1, 2021.
Data Source	<ul style="list-style-type: none"> Alternate Student ID Number report from NGS
Process	<ol style="list-style-type: none"> Request and review the <i>Alternate Student ID Number</i> report. Set Type of Report to “both”. Verify all migrant students in P3-12 with an enrollment have a PEIMS ID and Student Unique ID number.
Compliance Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Met Requirement- All migrant students with an “R” enrollment type have a PEIMS ID and Student Unique ID number in NGS as of August 1, 2021. <input type="checkbox"/> Improvement Needed- Not all migrant students with an “R” enrollment type have a PEIMS and Student Unique ID number in NGS as of August 1, 2021

Affected Staff: NGS Data Specialists.

Submission to Terminal Site: Submit Campus Designation data and the “Migrant” and “Summer Migrant” contact information between March 1 and June 1.

Entry to NGS: Update all facilities with migrant enrollments within 5 working days after receipt.

Facilities

All NGS enrollment lines encoded for migratory children are associated with a facility. Facilities on NGS are assigned to specific short school identifiers (SSIDs) for example: Texas High School’s SSID is TXMSLS. Each school district, campus, charter school, and MEP-funded early childhood programs (Center-base and Home-base) with migrant students should be encoded as a facility into NGS and assigned to an SSID. Facilities (SSIDs) should only be created for public schools.

Facility Data Elements

For every campus within the school district that has migrant students enrolled and for every district with residency only children, the federal programs directors should supply campus designation information to the NGS Data Specialist for encoding. The chart below lists all the data elements needed to create an SSID.

NCES	Region	County	District	Plant	Facility Type
School Name	Address 1	City	State	Zip	

Facility types:

- Campus (actual facility where migrant students are enrolled)
- Project (a program or project with migrant students that is not an actual facility in the school district, e.g., A Bright Beginning Home-based, Project SMART Home-based, a district SSID used for “Residency Only” students.)

Program types:

- If “Campus” is selected as a facility type, then the “Program Type” is not applicable and will be hidden.
- Regular School Year Day Only (Migrant students are not served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)
- Regular School Year Extended Day (Migrant students are served in before and/or after school programs and/or Saturdays with MEP funds; MEP-Funded instructional delivery only.)
- Summer/Intersession Only (Migrant students are served in the summer only with MEP funds; MEP-Funded instructional delivery only.)
- Year-round (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded instructional delivery only.)

FACILITIES AND CONTACT INFORMATION

Reminders

1. After March 1 update campuses, Facility Type and Program Type, to reflect the current school year.
2. The ESC NGS Data Specialist is responsible for creating, updating, activating, and deactivating SSIDs.
3. When there is a name change along with grade levels served for an existing facility (SSID), the NGS Data Specialist must request a new SSID from the ESC.

EXAMPLE: *LBJ Elementary has been renamed JFK Middle School. In this case, the NGS Data Specialist requests from the ESC a new SSID for JFK Middle School, leaving the information on the LBJ Elementary SSID unchanged.*

4. Encode only the last three digits of the school's plant number, the state school ID, on NGS.
5. Plant numbers may be obtained from the NCES website: <http://nces.ed.gov/ccd/schoolsearch/>.
6. A facility should never be deleted from NGS. Instead, the facility should be deactivated if it is determined that it is no longer being used by the district. Contact the ESC for assistance in the deactivation of a facility.

Contact Information

Each facility must have the current "Migrant" and "Summer Migrant" contact information. Health, Special Need, HSE, Counselor, Gifted and Talented, ESC MEP Contact and Superintendent should be completed also if a contact has been assigned to each category. The district NGS Data Specialist is responsible for adding the "Migrant" and "Summer Migrant" contact information on new facilities as they are created and to update each contact every year as needed.

Recommended Reports

Facility | Contact

Facility and Contact Information Form

The appropriate school district personnel should complete this form for each facility that has migrant students enrolled, as well as for the SSID designated for *Residency Only* students. Please make as many copies of this form as necessary.

Facility Information

School Name	Region	County	District	Plant
Address	City	State	ZIP	

Facility Type (select one.)

<input type="checkbox"/>	Campus —an actual facility where migrant students are enrolled.
<input type="checkbox"/>	Project —any SSID under which migrant students are encoded that is not an actual facility in your school district, e.g., A Bright Beginning Home-based, Project SMART Home-based, or a district SSID used for “Residency Only” students.

Program Type (If “Campus” was selected as a Facility Type, indicate the program type below.)

<input type="checkbox"/>	Regular School Year Day Only (Migrant students are not served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)
<input type="checkbox"/>	Regular School Year Extended Day (Migrant students are served in before and/or after school programs and/or Saturdays with MEP funds; MEP Funded Instructional Delivery only.)
<input type="checkbox"/>	Summer/Intersession Only (Migrant students are served in the summer only with MEP funds; MEP-Funded Instructional Delivery only.)
<input type="checkbox"/>	Year-Round (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded Instructional Delivery only.)

Contact Information

Type	Name/ Position	Phone	Fax	E-Mail
ESC MEP Contact				
Migrant				
Summer Migrant				

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Affected Staff: Migrant students enrolled in grades P3-12.

Submission to Terminal Site: within 2 working days after early withdrawal; or by March 1.

Entry to NGS: within 1 working day after receipt of early withdrawal data; or by April 15.

Immunization Data

NGS stores the complete immunization history on each student by immunization type. As an immunization is added, NGS assigns a unique immunization ID to the record. It is the responsibility of the Migrant Service Coordinator, along with the district/campus nurse(s) and the NGS Data Specialist, to gather the medical alert/immunization data for input into NGS. Only required immunization data to enroll in school should be encoded on NGS. Note, immunization data is collected only for students enrolled in school.

Medical Alerts

Medical Alerts are warnings of conditions and/or allergies pertaining to the student's health. NGS displays the alert type and date. Multiple Medical Alert records can be added per student. Before adding any medical alerts to NGS, a Health Contact ID must be established for the particular facility tied to the Medical Alert.

The Medical Alert can be updated or deleted as necessary if the condition changes.

- A medical alert can be tied to another medical alert record through a unique alert link.
- Those that are related conditions should have an Alert Link.

For example, a Medical Alert of diabetes with a related condition of high blood pressure can be tied to the condition diabetes by an Alert Link. Some Medical Alerts require a Medication Record, which must be associated with a Medical Alert record by an Alert ID. Therefore, a Medical Alert Record must be added before adding a Medication Record. Multiple Medication Records can be added for a Medical Alert. A Medication Record can be updated at any time.

If a student has a sensitive medical condition, the school nurse does not need to specify the medical condition (Alert Name) when submitting the data to the NGS terminal site. The nurse can simply request for the NGS Data Specialist to enter a medical alert without naming the medical condition. The NGS Data Specialist will enter *"Please contact school nurse"* under the Alert Name field in NGS. This will indicate that the school nurse must be contacted for further information

Reminders:

- Condition- refers to a child's health related physical issues (e.g. diabetes, epilepsy).
- Allergy- A condition in which the body has an exaggerated response to a substance (e.g. food).
- Related Condition – A health condition that result from another health issue (e.g. high blood pressure is a related condition for diabetes)
- Acute- A short-term, intense health effect (e.g. concussion, conjunctivitis, pneumonia)
- Chronic - A health related state that lasts for a long period of time (e.g. cancer, asthma).

Health Information *(optional)*

The encoding of health screenings on NGS is optional for Texas districts. If the information is to be entered, districts should follow NGS timelines and guidelines for medical alerts and immunizations for data entry. The NGS Health Record for a student includes information on various health exams, results and dates that the exams were administered to the student. NGS automatically assigns a unique Health ID to each health record added to the database. Before adding any health information to NGS, a health contact ID must be established for the particular facility tied to the health update.

Note, there is a Memorandum of Understanding (MOU) between the Texas Education Agency (TEA), Health and Human Services Commission (HHSC), and the Department of State Health Services (DSHS) is to facilitate the availability and accessibility of health services to migratory children. An automatic download occurs once a month which will add health information to a student's record on NGS (i.e., dental exams).

Recommended Reports

Medical Alert | Student Immunization | Student Health Screening

Immunization and Medical Alert Form

Please complete and submit to terminal site for students enrolled in grades P3-12.

Student Information

Student Name	DOB	Grade Level	USID (if known)

School Information

District	Campus	School ID (SSID)	Contact ID (if known)

Immunizations

Name of Vaccine	Date Each Dose Was Given					
Bacillus of Calmette and Guerin (BCG)						
Diphtheria, Tetanus (DT)						
Diphtheria, Tetanus and Pertussis (DTaP)						
Diphtheria, Tetanus, Pertussis (DTP)						
Haemophilus Influenza B (HiB)						
Hepatitis A						
Hepatitis B (HBV)						
Measles						
Measles, Mumps, Rubella (MMR)						
Meningococcal (Meningitis)						
Mumps						
Pertussis						
Polio (IPV)						
Polio (OPV)						
Pneumococcal Conjugate (Prevnar)						
Rubella						
Tetanus, Diphtheria (Td)						
Tetanus, Diphtheria and Pertussis (Tdap)						
Typhoid						
Varicella (Chicken Pox)						

Health Screening (optional)

Health Type	Exam Date	Exam Result
Physical Exam		
Hearing Test		
Vision Test		
TB Skin Test		
Dental Exam		
Scoliosis Screening		
Comments:		

Medical Alert

Medical Information			
Alert Date			
Alert Name			
Alert Type	<input type="checkbox"/> Condition	<input type="checkbox"/> Allergy	<input type="checkbox"/> Related Condition
Alert Level	<input type="checkbox"/> Chronic	<input type="checkbox"/> Acute	
Medication			
Comments:			

INSTRUCTIONS FOR COMPLETING— IMMUNIZATION AND MEDICAL ALERT FORM

The Immunization and Medical Alert Form should be completed for all students encoded in the system according to the NGS Manual and required timelines. The encoding of health screenings is optional.

Enter the student demographic information located at the top of the form. Information to be completed is the student name as it appears on NGS, date of birth, grade level of student and migrant unique identifier. Also complete the student name of the district, the short school identifier for the district enrolled, campus name and the Contact ID.

The **Contact ID** is found on the Contact View Information for Facility screen.

NOTE: A Contact ID is required to enter health information.

Health Information – Enter the most current physical exam; vision, hearing and dental screens; and TB skin and scoliosis test results for the student. Examples of Physical Exam and Screening Results:

Health Type	Exam Date	Exam Result
Physical Exam	09/01/2019	Normal or Within Accepted Range
Hearing Test	09/01/2019	Left ear - Normal, Right ear – Normal
Vision Test	09/01/2019	Left eye - 20/30, Right eye - 20/20
TB Skin Test	09/01/2019	Negative
Dental Exam	09/01/2019	Normal
Scoliosis Screening	09/01/2019	Normal

Indicate all dates in the mm/dd/yyyy format.

Medical Alert Information – Indicate the date of the medical alert. This can be a reporting date or the contact date. Remember to record the date in the mm/dd/yyyy format.

Indicate an Alert Type as Condition or Allergy as reported by the school nurse or other health provider. To relate another associated condition indicate **Related Condition**.

Indicate an **Alert Level** as **Chronic** or **Acute** as reported by the school nurse or other health provider. Provide a **Medical Alert Name** such as Diabetes. **NOTE:** A Contact ID is required to enter medical alert information. Refer to the Contact ID Reporting Form for reporting format.

Medication Information – Indicate the name of the medication taken by the student. Indicate the date on which the medication was prescribed for the student.

NOTE: A medical alert record on NGS is required before medication information can be added.

Immunizations – Next to the Immunization Type, indicate the date the immunization occurred. Use the extra date spaces provided to indicate dates of second or third immunizations in a series.

Affected Staff: Migrant students enrolled in grades 3-12.

Submission to Terminal Site:

Request state assessment results by June 1.

For ESCs with SSA member districts: Request state assessment results by July 15.

Entry to NGS: For all districts, within 10 working days after receipt of state assessment results.

State Assessment Data

State academic assessment results are extremely critical because they flag migrant student needs in the MEP funding formula to the districts and flag students as “*Priority for Service*.” State assessment (e.g., STAAR) results are recorded as a history of testing. For this reason, never delete/update existing state assessment results. When a student retests within the same school year, add another test line with the new results if the student did not match with the state assessment download.

If a student uses Credit by Exam (CBE) to gain credit for a course in which he or she has had some prior instruction, the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement. However, if a student uses CBE to gain credit for a course in which he or she has had no prior instruction, the student is not required to take the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement. TAC §74.24. Consult with your school district for proper guidance and to determine the correct course of action.

Contact your MEP Coordinator to request state assessment results. He/she may obtain the results from the district’s PEIMS Coordinator, the district’s Testing Coordinator or through the Confidential Student Report from the school counselor(s). State assessment results must be entered for all migrant students who were tested and who took the state assessment test in English or Spanish, as well as students tested with the alternate and modified tests. For students who have not been tested, please enter the reason why (e.g., Absent, LEP or Exempt) according to what is listed on the report. **In order for NGS to interpret the data, the state assessment interpretation **MUST** be entered as one of the following: Fail, Pass, At-risk of Failing, Absent, and Missed. Students classified in the performance category “Approaches Grade Level” are determined as PFS by the State MEP and must be encoded as “At-risk of failing” under the assessment interpretation.**

Assessment Type	Assessment Name	Assessment Score	Assessment Interpretation	Assessment Date	SSID	Grade Level
State Test-Reading	STAAR Reading	1345	Pass	05/12/2019	TXABCD	3
End of Course-Algebra	STAAR End-of-Course Algebra 1	N/A	Exempt	05/03/2019	TXEFGH	9
State Test-Science	STAAR Science	3550	At-risk of failing	05/03/2019	TXABCD	5

The STAAR performance labels


- Masters Grade Level (Pass)
- Meets Grade Level (Pass)
- Approaches Grade Level (**Pass-this will be interpret as at risk of failing by the MEP**)
- Does Not Meet Grade Level (Fail)

FORMAL/STATE ASSESSMENTS

Entering Waived STAAR Assessments (COVID-19)

The following guidance applies to the **2019-2020** school year. The Texas Education Agency has waived the annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered during the spring or summer of the 2019–2020 school year in response to the COVID-19 pandemic.

After obtaining confirmation and proper documentation from the LEA for students who were not tested as a result of COVID-19, the NGS Data Specialist must encode the child's information under formal assessment as being exempt. Below is an example on how to encode this information for an 8th grader who was not tested for STAAR Reading. The Assessment Date is the scheduled testing date for the assessment based on the assessment calendar or school district's record. Under the Assessment Interpretation enter EXEMPT for any student who had their STAAR assessment requirement waived during the 2019-2020 school year.

Formal Test ID	1694937
State	TX
Assessment Type	State Test - Reading ▼
Assessment Name	STAAR READING
Assessment Date	04/17/2020 
SSID (search)	TXBZVS
Assessment Score	N/A
Assessment Interpretation	EXEMPT
Result Type	Not Applicable ▼
Grade Level	Grade 8 ▼
<input type="button" value="Submit Record"/>	

Recommended Reports

Formal/Informal Assessments

Parent/Guardian 2	
Last Name	First Name

Formal Assessments Form

Please complete and submit to terminal site for students enrolled in grades 3-12.

Student Information

Student Name	DOB	Current Grade Level	PEIMS or Student Unique ID

School Information

District	Campus	Reporting Date

State Assessment

Assessment Type	Assessment Name	Assessment Score	Assessment Interpretation	Assessment Date	Grade Level

Form Completed By

Name and Signature
Date

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Parent/Guardian 2	
Last Name	First Name

Pre-K and Kindergarten Assessments Form *(Optional)*

Please completed and submit to terminal site for students enrolled in grades Pre-K and Kindergarten.

Student Information

Student Name	DOB	Grade Level	PEIMS or Student Unique ID

School Information

District	Campus

Affective Area (Mark the appropriate response.)

Accepts Change	<input type="checkbox"/> Easily	<input type="checkbox"/> Slowly	<input type="checkbox"/> With Difficulty	<input type="checkbox"/> Not Tested
Plays Cooperatively	<input type="checkbox"/> Easily	<input type="checkbox"/> Slowly	<input type="checkbox"/> With Difficulty	<input type="checkbox"/> Not Tested
Adapts to Routine	<input type="checkbox"/> Easily	<input type="checkbox"/> Slowly	<input type="checkbox"/> With Difficulty	<input type="checkbox"/> Not Tested
Strengths				

Cognitive (Mark the appropriate response.)

Skills Area	<input type="checkbox"/> Emerging	<input type="checkbox"/> Consistent	<input type="checkbox"/> Advance	<input type="checkbox"/> Not Tested
Strengths				

Psychomotor Area (Mark the appropriate response.)

Fine	<input type="checkbox"/> Emerging	<input type="checkbox"/> Consistent	<input type="checkbox"/> Advance	<input type="checkbox"/> Not Tested
Gross	<input type="checkbox"/> Emerging	<input type="checkbox"/> Consistent	<input type="checkbox"/> Advance	<input type="checkbox"/> Not Tested
Strengths				

Form Completed By

Name and Signature
Date

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Affected Staff: Migrant students enrolled in grades 6-8.

Submission to Terminal Site:

- (1) Within 2 working days after early withdrawal; or
- (2) Within 5 working days after end of school year.

Entry to NGS:

- (1) Within 1 working day after receipt of early withdrawal data; or
- (2) Within 10 working days after receipt of end of school year data.

Coursework for Grades 6-8

Coursework should be reported as completed final grades for the school year on the Grades 6-8 Reporting Form (see form).

- When reporting final grades, it is only necessary to enter end-of-year grades on the system.
- When reporting early withdrawal grades, enter partial work to date and hours taken.
- Graduation Plans are not required for grades 6-8.

Access to the student's schedule and early withdrawal grades will enable receiving schools to place the student in comparable courses so that the student will be able to continue with courses required at the junior high level to be promoted to the next grade.

Procedures for Entering Letter Grades

Districts are encouraged to use numerical format, when possible, to report both grades-to-date and final grades. However, if the district records a letter grade on the student's transcript, NGS Specialists should encode the information as closely as possible to the transcript. For encoding on NGS, the following are examples of letters that may be used as abbreviations:

P	Pass	INC	Incomplete	NG	No Grade
F	Fail	IC	Incomplete Coursework	NC	No Credit

For a complete list, please click on the NGS Screen Help found under the Add Student Course History screen.

Sort Process for NGS Course History:

- Grades with no credit granted are displayed under Incomplete Courses.
- Grades with credit granted are displayed under Completed Courses, Passed.
- Grades with 0 credit granted are displayed under Completed Courses, Failed.

Recommended Report

Middle School/Jr. High Course History

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Parent/Guardian 2	
Last Name	First Name

Grades 6-8 Form

Please complete and submit to terminal site for students enrolled in grades 6-8.

Student Current Information

Student Name	DOB	Grade Level	USID (if known)

School of Attendance

District	Campus	School ID (SSID)

Course Details

	Semester	Quarter	Trimester	Fall	Spring	Fall/Spring	Summer (Intersession)	
Grade Level	Type of Term (Please circle one)			Term (Please circle one)				School Year

#	Course Title	Course Type	Course Section	Subject	Grade to Date	Hours Taken	Final Grade	Credit

Course Comments:

--

Flags

<input type="checkbox"/> Early Withdrawal (specify date): _____

Form Completed By

Name
Date

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Affected Staff:

All identified migrant enrollees and non-enrollees.

Submission to Terminal Site:

For regular and year-round terms by June 30 or as soon as supplemental services are provided.

Entry to NGS: For regular and year-round terms by July 31 or as soon as supplemental data is provided.

Supplemental Services

In order to meet the unique needs of migratory children, the Migrant Education Program (MEP) may provide two kinds of supplemental services: 1) instructional and 2) support. When providing supplemental services, priority must be given first to migratory children who have been identified as Priority for Service (PFS) students.

Any supplemental services provided must be “above and beyond” the regular services that all students receive. Local Education Agencies (LEAs) must ensure that the use of MEP funds is in accordance with the “supplement, not supplant” requirement. **LEAs should have proper documentation on file for all supplemental services prior to encoding into NGS.**

Supplemental Program Data

Districts should collect supplemental program data for children who received instructional or support services provided in whole or in part with MEP funds for submission on the Annual State Performance Report. In addition, the supplemental program data is also used to measure the Statewide Service Delivery Plan (SDP) and Measurable Program Outcomes (MPOs).

Encode each supplemental program provided to children during the regular and summer/intersession terms and select whether it is MEP-Funded, Not MEP-Funded, or Both. It is not necessary to encode the number of service interventions per child in each term, such as the number of tutorial sessions in a given subject or dentist visits per child.

NGS Specialist may use the Supplemental Programs Worksheet from NGS to generate lists by grade of all students eligible for supplemental programs. Use this worksheet to follow the multiple encoding process for the instructional and support services in which each student participated in regular and summer terms.

Recommended Reports

Individual Supplemental Programs | Supplemental Program Count | Supplemental Programs Worksheet

Instructional Services

**Terms reported, as individual categories, on the Consolidated State Performance Report (CSPR).*

Term	Description
A Bright Beginning Center-Based	A research-based migrant early literacy program designed for 3- and 4-year old children identified in the migrant program with the goal of fostering children's oral language and early literacy development in a center-based setting. This program is aligned to the Revised Texas Prekindergarten Guidelines.
A Bright Beginning Home-Based	A research-based migrant early literacy program designed for 3- and 4-year old children identified in the migrant program with the goal of promoting at-home learning through instruction and strategies so parents can support their child's oral language and early literacy skills. This program is aligned to the Revised Texas Prekindergarten Guidelines.
Balanced Literacy	A comprehensive literacy program that combines teacher-directed instruction and student-centered activities; it involves a balance of phonics and whole language incorporating literature to deliver instruction. The program is designed to help all students learn to read and write effectively.
Bilingual	A supplemental service in which bilingual education is provided that is above and beyond the traditional Bilingual Program. Note: This need must first be addressed through the State Bilingual Education Program or through Title III.
Career Exploration	Instruction to help students become familiar with the professional, vocational and/or technical jobs that fit their interests and skills and learn about the different types of post-secondary educational options and training available. Note: This service is offered by the states of Illinois and Montana.
Distance Learning	Education obtained remotely via educational technologies where the student(s) and the instructor(s) are separated by physical distance and/or time; includes traditional correspondence courses.
English for LEP Children (ESL)	A supplemental service in which English is taught through a method that is above and beyond a traditional English teaching course. Note: This need must first be addressed through the State Bilingual Education Program or through Title III.
Even Start	This is a federally funded program that integrates early childhood education, parenting education and interactive parent and child literacy activities.
Family Literacy	A program that addresses that the literacy needs of the family by promoting parents' involvement in their children's education as their child's first teachers and continuing influence on their child's academic success. Note: This program is offered by the states of Illinois and Montana.
HSE/HEP	The High School Equivalency (HSE) and High School Equivalency Program (HEP) are LEA MEP-funded supplemental, instructional services that are intended to prepare a migrant student to obtain the equivalent of a high school diploma. Note: This supplemental is not commonly used in Texas.
Health Education (OSY)	Lessons for out-of-school youth around health related topics (e.g., pesticide safety, diabetes, oral hygiene, etc.)
iPad Pilot Project (Montana)	The Montana Migrant Education Program obtained iPads for educators, para-professionals and administrators to pilot use in administrative tasks (student portfolios and classroom management) and instructional services (supplemental reading, math and science) for migrant students.

Instructional Services

**Service reported as individual category on the Consolidated State Performance Report (CSPR).*



Term	Description
Life Skills (OSY)	Teaching skills to Out-of-School youth necessary for successful living, usually in the following five main areas: Self, Family, Job, Community, and Leisure.
Literacy (OSY)	Basic English language skills for Out-of-School youth.
MASTERY (Montana)	This program provides access to migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana Migrant Education Program and the Minnesota Migrant Educational Resource Center (MMERC).
Math Instruction by Teacher *	A supplemental service in which math is taught by a teacher through a method that is above and beyond a traditional math class.
Mini-PASS	An extension of PASS for middle school students (grades 6, 7 and 8) in need of course remediation or credits.
NovaNet	NovaNet is a comprehensive, online courseware system that meets countless needs. From delivering thousands of hours of research and standards-based, interactive curriculum, to integrated assessment and student management.
Other Credit Accrual (MEP-funded)	Refers to any MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation. Includes correspondence courses taken by a student under the supervision of a teacher.
Other Credit Accrual (Non-MEP-funded)	Refers to any Non MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation Includes correspondence courses taken by a student under the supervision of a teacher (e.g., Gear Up).
Other Math	Instructional math interventions aimed at improving fluency with math skills such as before, during or after school tutoring by paraprofessional, online programs, math academies.
Other Reading	Instructional reading interventions aimed at improving reading comprehension skills such as before, during or after school tutoring by paraprofessional, online programs, reading academies.
PASS (Portable Assisted Study Sequence)	A program which consists of self-contained, semi-independent study courses that enable students to earn secondary-level academic credits.
Picnic Table Math	This is a tutorial program which uses highly trained tutors to work with small groups of children in the orchards. It uses games to teach fundamental mathematical concepts and language, and to review critical math facts. This curriculum has seven levels and goes from preschool (pre number thinking) skills through pre-Algebra skills at the highest level.
PLATO	An older version of NovaNet; this program is for high school students; taken in a computer lab for credit recovery or remediation purposes.

Instructional Services

**Service reported as individual category on the Consolidated State Performance Report (CSPR).*

Term	Description
Post-Secondary Prep	Transition from high school to post-secondary education covering such topics as goal setting, college applications, admissions, financial aid options and college campus visitations. Note: This service is offered by the states of Illinois and Montana.
Pre-HSE (OSY)	Remediation lessons for OSY to prepare for entry into a formal HSE program.
Preschool/School Readiness	An MEP-funded program for preschool age children.
Project SMART	A Texas summer math migrant program. The overarching goal of the project is to improve the math skills of migrant student through scientifically-based instruction, technology integration, professional development, and parent involvement.
Reading Instruction by Teacher*	A supplemental service in which reading is taught by a teacher through a method that is above and beyond a traditional reading class.
Science	A supplemental service in which science is taught through a method that is above and beyond a traditional science course.
Social Studies	A supplemental service in which social studies is taught through a method that is above and beyond a traditional social studies course.
Technology Instruction	A supplemental service in which technology is taught through a method that is above and beyond a traditional technology course.
Test Prep	Assisting migrant students who have failed one or more of their state assessments by providing direct instruction which is focused on improving the students' basic math, reading, or writing skills. The materials used for the instruction are often provided through a sending state or district program. Instructors attempt to target the skill that is under study and provide practice sets in math, reading, and/or writing. HSE test preparation for out-of-school youth (OSY) is also provided.
Training on Math Tools/Resources	Training on tools and/or resources that will assist students to complete math assignments.
Training on Reading Tools/Resources	Training on tools and/or resources that will assist students to complete reading assignments.
Tutorial Elementary	Tutorials provided to elementary students in grades K-5.
Tutorial Secondary	Tutorials provided to secondary students in grades 6-12.
Work Study	A supplemental work study that is above and beyond the traditional work study.
Other 1	Any other MEP-funded instructional service not listed on NGS.
Other 2	Any other MEP-funded instructional service not listed on NGS.
Other 3	Any other MEP-funded instructional service not listed on NGS.



Support Services

**Service reported as individual category on the Consolidated State Performance Report (CSPR).*



Term	Description
Binational Transcript	A transfer document commonly used within migrant programs, which allows schools or districts to collect data on migrant students (e.g., the number of credits earned by students) who transfer between schools in Mexico and the US. Currently, the binational transcript is used for grades 1 through 9 in the US and through secundaria in Mexico.
Clothing	Providing clothing items to migrant children (e.g., basic pants, shirts, shoes).
Counseling Service*	Services designed to help students better identify and enhance their educational, personal, or occupational potential; to relate their abilities, emotions, and aptitudes to educational and career opportunities; to utilize their abilities in formulating realistic plans; and to achieve satisfying personal and social development. These activities take place between one or more MEP-funded counselors and one or more students as counselees, between students and students in MEP-funded peer-to-peer counseling activities, or between students and other MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.
Health, Dental and Eye Care	A supplemental health, dental or eye service provided only to migrant children.
Language Interpretation	Refers to the act of facilitating spoken language communication between two or more parties who do not share a common language by delivering, as faithfully as possible, the original message from source into target language without any omissions, additions, or distortion. This includes site language translation services, which refer to conversions from written material in one language to a spoken version in another language.
Leadership Academy/Migrant Club	<p>For Secondary Students: A migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to help students resolve issues and problems related to late entry and/or early withdrawal, provide leadership opportunities, and facilitate social engagement with school community.</p> <p>For Middle School/Junior High Students: An extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to help students develop effective learning and study skills; help students seek and receive help from parents, peers, and teachers with academically related and non-academically related problems or concerns; provide leadership opportunities; and facilitate social engagement with school community.</p>
Materials and Resources (OSY)	Instructional and/or supportive materials/resources provided to OSY.
Migrant Student Transfer Packet	A packet of information containing a child's educational and health records that is provided to students/parents upon withdrawal.
Nutrition	Services involving the serving of a light snack or meal in connection with school or MEP activities (e.g., snacks during tutorial sessions).
Parent Education	Refers to a MEP-funded instructional service provided to parents of migrant children. Note: This supplemental service is used by the other NGS Consortium states, not Texas. Texas tracks services provided to students not their parents.
Texas Gateway (Non-MEP-Funded)	Texas Gateway is an interactive learning environment that provides online resources to all K-12 educators and students in Texas public and open enrollment charter schools. Resources include professional development courses, student lessons, instructional materials, and collaborative tools. Add this service when a migrant student is participating in a lesson or an activity offered through Texas Gateway.
Reading on the Range	A supplemental reading instruction and book distribution program offered to all identified pre-school and K-12 migrant students.

Support Services

**Service reported as individual category on the Consolidated State Performance Report (CSPR).*



Term	Description
Referred Service*	<p>Instructional and support services provided to migratory children from a non-MEP-funded program or organization as a result of the coordinated efforts of MEP-funded personnel. The child must actually receive the service directly in order for it to be counted as a referral. Referred services cannot be MEP-funded and they cannot be school or district based services that the child is already entitled to receive (e.g., Title I Part A services, Title III services).</p> <p>Examples of referred services include: HSE or pre-HSE classes, adult basic education classes, computer literacy classes, job training programs, early childhood classes, nutrition and health education workshops, health and dental screenings, food (e.g., food stamps, WIC) and clothing assistance.</p>
School Supplies	A supplemental service which provides school supplies to migrant students.
Social Work, Outreach, or Advocacy	The act of identifying, coordinating, and collaborating with other agencies and organizations to strengthen the continuity of instructional and support services provided for migratory children. Social Work, Outreach, and Advocacy activities include assisting children and their families to gain access to other education, health, nutrition, and social services to the educational needs of the migrant child; disseminating materials such as informational letters, brochures, or briefs as part of outreach efforts to other organizations; and presentations to engage with other agencies and organizations to support the needs of migratory children. All other federal funds must be expended first prior to use of MEP funds.
Student Retreat	A full-day retreat or half-day workshop for migrant students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues the students may face.
Tools for Homework Assistance	Resources provided to migrant students for homework assistance such as a laptop, calculator, iPod, study buddy, etc. Note: This does not refer to school supplies such as pencils, paper, etc.
Transportation	A supplemental service that offers migrant children transportation to and from MEP or school activities (e.g., an educational trip to a university for migrant students only).
Other 1	Any other MEP-funded support service not listed on NGS.
Other 2	Any other MEP-funded support service not listed on NGS.
Other 3	Any other MEP-funded support service not listed on NGS.
Recovery into a High School Program (OSY)	The act of re-engaging a student who left school before graduating and re-enrolling the student into a school program leading to credit accrual and a high school diploma.
Recovery into a HSE Program (OSY)	Recovery into a HSE program.

Affected Staff: All migrant children who have a special need.

Submission to Terminal Site:

- (1) Within 2 working days after early withdrawal; or
- (2) By May 1.

Entry to NGS:

- (1) Within 1 working day after receipt of early withdrawal data; or
- (2) Within 5 working days after receipt of Special Need data.

Special Needs

Districts must use NGS to record individual student HSE, Gifted and Talented, HEP (High School Equivalency Program) and Special Education information for all affected students mentioned above.

- HSE or HEP should be entered on NGS when a student is attending a HSE or HEP program and has not received a certificate.
- An HSE termination reason should be entered on NGS when a student has received an HSE certificate.
- A Special Need is not linked to an NGS history line, but, rather, to the complete NGS record.
- A Special Need does not need to be entered on a yearly basis within the same district.
- When a student enrolls in another district, the same Special Need may be entered by that school district.
- Do not provide a Need End Date for any of the Special Needs unless the student has exited the program (Special Needs).



IEP on File Indicator

For all migrant students (including early withdrawals), NGS Data Specialists should mark the “*IEP on File*” checkbox on NGS only for a student who is served through the Special Education program. The MEP office does not need to have a copy of the IEP plan.

504 Indicator

Section 504 requirements include standards for physical accessibility to programs or activities and facilities. For all migrant students, as determined by the school district, as being 504, the NGS Data Specialists should mark the “504” checkbox on NGS.

Recommended Reports

Special Needs

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Parent/Guardian 2	
Last Name	First Name

Special Needs Form

Please complete and submit to terminal site for every migrant child who has a special need.

Student Current Information

Student Name	DOB	Grade Level	USID (if known)

School of Enrollment

District	Campus	School ID (SSID)

Special Need

<input type="checkbox"/> Special Education – IEP on File <input type="checkbox"/> 504	<input type="checkbox"/> Gifted and Talented	<input type="checkbox"/> HSE	<input type="checkbox"/> HEP
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Need Name	
Start Date	
End Date	
Contact ID	

Comments

Form Completed By

Name and Signature
Date

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Affected Staff: Migrant students in Grades P3-12 and non-enrollees receiving MEP-funded summer/intersession services.

Submission to Terminal Site:

Summer/Intersession Enrollments:

- Within 7 working days of parent signature date on new COE; or
- Within 2 working days after initial summer/intersession enrollment.

Summer/Intersession Withdrawals:

- Within 2 working days after early withdrawal; or
- Within 5 working days after completion of summer/intersession services.

Summer/Intersession Program Assessments (Project SMART):

- Within 2 working days after early withdrawal; or
- Within 5 working days after completion of summer/intersession services.

Summer/Intersession Supplemental Program Data:

- Within 5 working days after end of summer/intersession services.

Summer/Intersession Academic and Health Data:

- Within 5 working days after end of summer/intersession services; and
- For secondary students taking credit courses, within 2 working days after early withdrawal.

Entry to NGS:

Summer/Intersession Enrollments:

- Within 2 working day after receipt of new COE; or
- Within 2 working days after receipt of withdrawal data.

Summer/Intersession Withdrawals:

- Within 1 working day after receipt of early withdrawal data; or
- Within 5 working days after receipt of withdrawal data.

Summer/Intersession Program Assessments (Project SMART):

- Within 1 working day after receipt of early withdrawal data; or
- Within 5 working days after receipt of withdrawal data.

Summer/Intersession Supplemental Program Data:

- Within 2 working days after receipt of supplemental program data.

Summer/Intersession Academic and Health Data:

- Within 2 working days after receipt of academic and health data.



Summer/Intersession Program Data

1. All summer enrollments and withdrawals must occur after the last day of the current school year, but before the first day of the upcoming school year. Record the student's actual enrollment and withdrawal information. Children must be enrolled in the actual campus where they receive services.
2. A student must have at least one day of eligibility at the time of enrollment in a MEP-funded summer program in order for the NGS Data Specialist to encode a summer enrollment on NGS. Exception, a student may still be served in a MEP- funded summer program under the Continuation of Services provision.
3. Any child served in a MEP-funded summer or intersession program must be enrolled on NGS with an "S" or an "I" (year-round school) enrollment type, and all supplemental programs, academic and health data must be encoded onto NGS according to timelines.
4. Summer school enrollments, as well as withdrawals, may be accomplished on NGS through the Multiple Enrollment, Multiple Withdrawal, Family Enrollment, and/or through the Individual Student Enrollment.
5. All summer/intersession migrant projects should keep documentation on file reflecting the type of service given and the dates services were received for all migrant students enrolled in MEP-funded summer/intersession projects.
6. A summer program is defined as a service which provides an educational or educationally related activity to migrant student that directly benefits a migratory child; addresses a need of a migratory child consistent with Texas Comprehensive Needs Assessment (CNA) and State Delivery Plan (SDP); is grounded in scientifically-based research; and designed to enable the program to meet its measurable outcomes and contribute to achievement of the State's performance targets.
7. All summer programs must be approved by TEA and specified on the LEA's ESSA Federal Consolidated Application. Currently, Project SMART and A Bright Beginning are two summer programs that have been pre-approved for migrant students by the State MEP.
8. For year-round schools, only enroll students in Intersession term if students are attending a MEP-funded intersession program. Never enroll a student under an "S" enrollment type. These students should be withdrawn from the year-round program and enrolled in the intersession program and then withdrawn at the end of the intersession program. After withdrawing the students from the intersession program, re-enroll them in the year-round session (add another "Regular" enrollment line) and withdraw them at the end of the school year or whenever they have an early withdrawal. Since intersession programs can only be counted once for funding purposes, enroll students in the earliest one possible in order to ensure students are counted.

Recommended Reports

Campus | District | Unique Student Count



COMPLIANCE STANDARD | Summer/Intersession Program

Item	Did the LEA that operated a migrant-funded summer/intersession program encode summer/intersession enrollments in NGS?
Eligible Cohort	Eligible LEAs that operated a Title I, Part C independent project or is part of a shared services arrangement. Data Source: Regional ESC training participation lists reported to TEA.
Methodology	If LEA operated a Migrant-funded summer/intersession program as reported on their application, compare that LEA encoded summer/intersession enrollments in NGS as of August 1.
Data Sources	<ul style="list-style-type: none"> • New Generation System (NGS) • Compliance Report: Title I, Part C Migrant Education, Part 3 or Part 4.
Compliance Standard	<div> <input type="checkbox"/> Met Requirement- LEA indicated having a MEP funded summer/intersession program as reported in Part 3 or Part 4 of the PR1200 and one or more summer/intersession enrollments were encoded in NGS as of August 1; or LEA did not indicate having a MEP funded summer/intersession program in Part 3 or Part 4 of the PR1200 and did not encode summer/intersession enrollments in NGS. </div> <div> <input type="checkbox"/> Improvement Needed- LEA indicated having a MEP funded summer/intersession program as reported in Part 3 or Part 4 of the PR1200 and no summer/intersession enrollments were encoded in NGS as of August 1; or LEA encoded summer/intersession enrollments in NGS as of August 1 and did not report having a MEP funded summer/intersession program on the PR1200. </div>

Non-Project Districts

The Texas Education Agency requests that ESCs work collaboratively with LEAs who do not receive migrant funds to recruit all eligible migrant students residing in the district's attendance area. The ESC must encode on NGS all COE data including Enrollments, Residency Verification, Withdrawals, and Alternate Student IDs. In addition, if the ESC provides direct services to migrant children in a non-MEP district, the NGS Data Specialist should encode the supplement services into NGS. Note, districts with a significant percentage (5%) of migrant identified students could be allowed through Section 42.005 of the Texas Education Code to adjust the district average daily attendance (ADA).

ENROLLMENTS	RESIDENCY VERIFICATION
<p>Affected Students: (1) All continuing enrollees and non-enrollees who do not have a new QAD. (2) All enrollees and non-enrollees who have a new QAD.</p> <p>Submission to Terminal Site: (1) By October 1 for continuing enrollees and non-enrollees who do not have a new QAD. (2) Within 7 working days after the interviewee/recruiter signature date for new COEs.</p> <p>Entry into NGS: (1) Within 5 working days after receipt of enrollment data; or (2) Within 5 working days after receipt of new COEs.</p>	<p>Affected Students: All identified migrant enrollees and non-enrollees.</p> <p>Submission to Terminal Site: By November 1 for existing COEs with Section H. completed for the current reporting period.</p> <p>Within 5 working days of parent signature date, for new COEs completed during the current school year.</p> <p>Entry into NGS: Within 5 working days after receipt.</p>
WITHDRAWALS	STUDENT ALTERNATE IDs
<p>Affected Students: Migrant students enrolled in Grades P3-12.</p> <p>Submission to Terminal Site: Within 2 working days after early withdrawal or within 5 working days after end of school year.</p> <p>Entry into NGS: Within 1 working day after receipt of early withdrawal data</p> <p>Within 5 working days after receipt of end of school year withdrawal data</p>	<p>Affected Students: All identified migrant enrollees and non-enrollees</p> <p>Submission to Terminal Site: Request Alternate Student ID Number Report by February 1.</p> <p>Entry to NGS: Update all student records without a Student Unique ID/PEIMS number before the last working day of February.</p>
STATE ASSESSMENTS <i>(If available)</i>	SUPPLEMENTAL PROGRAMS
<p>Affected Staff: Migrant students enrolled in grades 3-12.</p> <p>Submission to Terminal Site: Request state assessment results by June 1.</p> <p>Entry to NGS: For all districts, within 10 working days after receipt of state assessment results.</p>	<p>Affected Staff: All identified migrant enrollees and non-enrollees.</p> <p>Submission to Terminal Site: For regular and year-round terms by June 30 or as soon as supplemental services are provided.</p> <p>Entry to NGS: For regular and year-round terms by July 31 or as soon as supplemental data is provided.</p>

Merging Procedures for Student Records in NGS and MSIX

If the LEA determines that a student is duplicated on NGS and/or MSIX (e.g., the same student has more than one NGS number), the LEA must email the NGS/MSIX numbers that need to be merge to the ESC NGS Data Specialist, who will in turn notify the NGS & MSIX Help Desk. The NGS & MSIX Help Desk will determine which number to keep and then merge the records into one. The affected school district(s) will be notified via email by the NGS& MSIX Help Desk regarding the merge.

Potentially Misidentified Students

NGS Data Specialists must **never** delete enrollment lines when a child has been misidentified as migrant. Quality control procedures outlined in the *Texas Manual for the Identification and Recruitment of Migrant Children* instruct districts to forward the COE to the regional ESC for review. The ESC staff will then forward the COE to the State MEP to determine if the child is misidentified. Changes on NGS will trigger an MSIX enrollment line update or student deletion. NGS Data Specialist must ensure to maintain proper documentation on file, including screenshots.

NGS Error Correction Procedures

Processes must be in place to ensure the documentation of student academic and health information is valid, accurate, complete, trustworthy, and timely. There will be times when mistakes occur and deletions, changes or clarifications will be necessary. Proper procedures must be followed in handling these situations.

When an error is identified in a student record entry, the NGS Data Specialist should:

1. Print a copy of the NGS record, report, or screen that contains the incorrect data.
2. Draw a thin line through the incorrect entry in red ink ensuring it is still legible. Do not alter or erase the original data with a black marker, white out, writing over an entry, etc.
3. Initial and date the entry.
4. State the reason for the error (i.e. wrong immunization was marked on NGS form).
5. Document the correct information, including a print copy of the final corrected NGS record.
6. Encode comments concerning eligibility, corrections to the COE, changes to grade level promotion in the comments section on NGS. If other comments exist, but there is no room in the comments box, the NGS Data Specialist can add the words "Additional comments on file" or "Changes Made to an Existing COE."
7. Include all supporting documentation including email approvals from TEA to proceed with the change or deletion.
8. File the documentation with the student's COE.

Correcting errors on the COE, SDF, NGS Forms, or other school documentation should follow similar principles.

Ultimate Responsibility

The final responsibility for data entry lies with the local education agency. In specific instances where the school districts are not capable of entering their own migrant student data into the NGS database (due to lack of personnel, equipment, internet service, etc.), the education service center may provide these services on an interim basis.

LEA as Terminal Site

The LEA should:

- Enter new Certificates of Eligibility (COEs) into the New Generation System within five working days of their receipt at the terminal site. **NOTE:** An extension may be granted by TEA for new COEs.
- Enter early withdrawal data into the New Generation System within 1 working day of its receipt at the terminal site.
- Refer to the Required School District/ESC Activities Chart to enter all other migrant student data into NGS.
- Date stamp in red ink all incoming migrant data on the date received from district personnel, as well as the date it is entered into NGS. When stamping a COE, you should stamp the copy to be maintained at the terminal site.
- Maintain original COE for seven years after end of eligibility (fiscal agents must maintain a copy of COE for seven years). COEs/files should be maintained in alphabetical order by current mother's last name.

The ESC should:

- Provide annual NGS/MSIX training and ongoing technical assistance, as needed, or at the request of the LEA.

ESC as Terminal Site

The LEA should:

- Provide the required migrant student data to the ESC within the specified timelines.
- Ensure that all submitted migrant student data is accurate and complete.
- Must maintain documentation of MSIX move notifications and data requests.

The ESC should:

- Complete the Recruiter component on NGS for every recruiter who is annually trained by the ESC. This process includes entering recruiter information, as well as encoding certification dates. All recruiters trained should have a recruiter ID before the NGS Data Specialist starts encoding history lines of the children identified by the recruiter(s). The State will add the certification dates on NGS for all ESC personnel who participate in the annual ID&R Training.
- Enter Certificates of Eligibility (COEs) into the NGS within 5 working days of their receipt at the terminal site. **NOTE:** An extension until the last working day in October is in place for data entry of new COEs.
- Enter early withdrawal data into the NGS within 1 working day of its receipt.
- Encode all data mentioned in the Required School District/ESC Activities Chart into NGS.
- Date stamp in red ink all incoming migrant data on the date received from district personnel as well as the date it is entered into the NGS database. When stamping a COE, you should stamp the copy to be maintained at the terminal site.
- Maintain files on all migrant student data (Shared Services Arrangements, non- project districts and districts for whom the ESC is the terminal site) received for entry into the NGS database. Files should be maintained in alphabetical order by current mother's last name. The fiscal agent should keep the auditable copy of the COE.
- Send to the LEA an enrollment/residency record for each enrollment/residency record completed and a Unique Student Count Report on a monthly basis.

Reminders for Maintaining Documentation

1. It is recommended that all data entry documentation related to the COE, including residency verification, be kept on file with the fiscal agent for two school years (current and previous). All other documentation (forms, reports, etc.) used for encoding data on NGS must be kept on file until the end of the current school year.
2. ESCs/LEAs should follow their local records retention policy when determining the retention and disposition of NGS records.
3. All discarded documentation should always be shredded because of confidentiality.
4. The original auditable COE must be maintained by the fiscal agent. In the case of non-project districts, the ESC is considered the fiscal agent and as such, must maintain the auditable COE. When a child resides in one district and enrolled in another district, the district of residency should maintain the original COE.
5. The fiscal agent should maintain both active and inactive files for the migrant families in the district. This includes all changes/corrections and residency verification documentation.
6. Please note that ongoing student enrollments (SSID, enrollment date and grade level) are not considered changes or corrections to the COE.
7. Ongoing enrollments may be documented by NGS multiple enrollment worksheets or any district database and recorded on NGS. The NGS enrollment screens may be printed out and attached to the COE to document each new enrollment.
8. Document on the NGS enrollment screen printout that the enrollment data was provided through the NGS multiple enrollment worksheet. If school records are provided for enrollment data, file them along with the COE.
9. For auditing and monitoring purposes, ESCs and project districts must ensure the proper documentation is kept on file.
10. NGS Data Entry Specialists should always encode comments concerning eligibility in the comments section on NGS. If other comments exist, but there is no room in the comments box, the Data Entry Specialist can add the words "Additional eligibility documentation on file." If there has been a grade change in the middle of the school year the DES can encode, "John has been promoted to the fifth grade." The comments section can also be used for any corrections that are added to the original copy of the COE for the current school year. Always remember that data entry on NGS is a reflection of the COE, and all changes to the COE should also be made on NGS.



11. Retain MSIX user access documentation for **three years after terminating user's access**.

Affected Staff: ESC MEP Contact/ESC and District NGS Data Specialist(s)

Time Requirements: Before the last working day of May; in addition, ESCs may conduct an additional face-to-face or remote visit.

Quality Control

The purpose of assessing the NGS/MSIX activities is to determine the extent to which these are being implemented in a manner consistent with the state's MEP guidelines and regulations. The ESC NGS Data Specialist should conduct a quality control visit yearly with every NGS Data Specialist at the project district(s). ESCs may edit the NGS/MSIX Quality Control Checklist to best serve their local needs as long as the revised checklist captures all of the required NGS data activities. The NGS/MSIX Quality Control visit should address the:

- General context within which the required activities are implemented;
- Overall organizational structure and design of the MEP program in coordination with NGS;
- LEA's NGS Data Specialists understanding and comprehension of NGS/MSIX;
- Resolutions of prior findings from former visits.

Annual review of the NGS/MSIX operations at the migrant-funded district will enable LEA/ESC staff to:

- Determine LEA staff training needs;
- Identify operational strengths and weaknesses, reallocate staff resources, if necessary, and correct deficiencies in a timely manner;
- Receive a satisfactory rating for NGS/MSIX implementation in a compliance-monitoring visit.

Quality Control Visit Guidelines

ESC Activities prior to a Quality Control Visit

- Coordinate with the LEA to arrange a meeting date and space appropriate for the scheduled visit;
- Ask the LEA to have all student documentation readily available (.i.e., COEs, NGS forms, etc.);
- Have the LEA print and review the NGS reports needed for the Quality Control visit;
- Review the prior quality control checklist.

ESC Activities during a Quality Control Visit

- Review district's data entry, documentation, and filing system;
- Have the NGS Data Specialist enter data on the NGS Train to demonstrate proper understanding;
- Conduct interview using the NGS Quality Control checklist

ESC Activities after a Quality Control Visit

- Organize and review the findings from the visit and provided a preliminary response that includes findings, recommendations, and required actions.

NGS and MSIX | Quality Control Checklist

The original signed and dated NGS Quality Control Checklist should be kept on file for the current and previous school year at the ESC and a copy should be forwarded to the district NGS terminal site for audit purposes.

LEA Information

Name of NGS Staff	District/Campus	Review Date

NGS and MSIX Training

Was the NGS and MSIX Staff trained for the current school year? Document training date(s).	
Comments:	

Proper Search

Does the NGS Specialist understand the different ways to do a thorough search on NGS and MSIX?	
Comments:	

Alternate Student ID Numbers

Are the PEIMS and the Student Unique ID numbers being entered into NGS?	
Is the Alternate Student ID Number Report requested by February 1?	
Is the data reviewed for accuracy and updated by the last working day of February?	
Comments:	

New COEs

Are COEs received within 7 working days of parent signature date?	
Are the COEs complete for data entry?	
Are the COEs being processed into NGS within 5 working days of receipt?	
Does the NGS Specialist know how to use the enrollment features (i.e., Multiple Enrollment, Family Enrollment, etc.)?	
Are the COEs date stamped and marked "Received" and "Processed"?	
Comments:	

Residency Verification

Are residency verification dates entered within 5 working days after receipt?	
Does the NGS Specialists know how to use the "Multiple Residency Verification" process?	
Comments:	

Early Withdrawals

Are Early Withdrawals being submitted within 2 working days of the child's move?	
Are Early Withdrawals processed into NGS within 1 working day after receipt?	
Is all required data being encoded on NGS? (e.g., partial/full grades, immunizations, state assessments, etc.)	
Comments:	

Withdrawals (End-of-Year)

Were withdrawal dates received within 5 working days after the end of school year?	
Were withdrawal dates processed within 5 working days after receipt?	
Does the NGS Specialist know how to use the Multiple Withdrawal process?	
Comments:	



MSIX Move Notifications and Data Request

Are move notifications being sent through MSIX for children who moved to and from your area?	
Are you responding to move notifications received from districts within your region or those districts from another region or state?	
Are MSIX Data requests being sent within the timelines?	
Comments:	

Regular Term Coursework for Grades 6-8

Is data received within 5 working days after the end of school year?	
Was the data processed within 10 working days after receipt?	
Does the NGS Specialist know how to delete and update coursework?	
Comments:	

Graduation Plans

Are Graduation Plans submitted by October 1 or 10 working days of student's initial enrollment?	
Are Graduation Plans processed within 5 working days after receipt?	
Do you know how to delete and update a graduation plan?	
Comments:	

Secondary Credits

Are grades submitted within 5 working days after end of fall semester? Spring semester?	
Does the NGS Specialist know how to delete and update grade information?	
Is MSIX used to verify the accuracy and completeness of grade information?	
Comments:	

Missing Credits and Partial Grades Consolidation

Is the information being submitted within 5 working days after enrollment, receipt of updated records, or completed partial work in designated school of graduation?	
Did you request the Partial Credit Report by January 15?	
Is this report given to the high school counselor or person in charge of grades?	
Did you get back the Partial Credit Report with the updates?	
Are these reports and/or updates being processed within 5 working days of receipt or by January 31?	
Do you know how to delete partial grades?	
Comments:	

Not On Time for Graduation

Did you receive data within 5 working days after end of school year?	
Is data processed within 10 working days after receipt?	
Was the On Time for Graduation Report requested and delivered at the end of the school year?	
Comments:	

Medical Alert/Immunization Data

Is data submitted by March 1?	
Is data processed by April 15?	
Is data received regarding any medications?	
Do you know how to enter and view medications?	
Do you know how to delete and update medical alerts, medications and immunizations?	
Comments:	



Transfer Document and MSIX Consolidated Student Record

Do you know how to get a transfer document from NGS? ...multiple transfer documents?	
Do you know how to get the Consolidated Student Record from MSIX?	
Is the data reflected on the Consolidated Student Record match with NGS?	
Did you share the Consolidated Student Record with parents? Anyone else with a need to know?	
Comments:	

Special Needs

Do you know how to add, update or delete a special need from a child's record?	
Do you know about the "IEP On File" checkbox and who will provide this data?	
Do you know how to encode children as "504" and who will provide this data?	
Comments:	

Supplemental Program Data

Is the supplemental data submitted by June 30 for regular and year-round terms?	
Is the supplemental data processed by July 25 for regular and year-round terms?	
Do you know how to add a supplemental program to a student's record?	
When a supplemental program is added, do you know where to view it and if necessary, how to delete it?	
Comments:	

Termination Reasons

Are the termination codes submitted within 10 working days after notification?	
Are the codes processed within 5 working days after receipt?	
Do you know how to use the "Multiple Termination" process?	
If necessary, do you know how to delete a termination code?	
Comments:	

Facility Updates and Contact Information

Does each facility/SSID have the correct information? (e.g., address, county/district number, etc.)	
Did you update all facilities with enrollments within 5 working days after receipt?	
Does each facility (SSID) have Migrant and Summer Migrant contact information?	
Have you checked all Contact IDs to be sure that the information is correct? (e.g., contact name, phone, etc.)	
Comments:	

NGS Reports

Do you know how to generate and when to request NGS reports?	
Do you know how to use reports to identify data inaccuracies and to use as supporting documentation?	
Comments:	

Summer/Intersession Program Data

Did the LEA operate an MEP-funded summer program?	
Did the NGS Specialist encode students attending the summer program with “S” type enrollment?	
Were all the required NGS activities for summer enrollments processed into NGS within the timelines?	
Comments:	

State Assessment Data

Review the state assessment data and timelines,	
Was the assessment data available to the NGS data specialist by July 15?	
If yes to question above, was the assessment data entered within 10 working days after receipt?	
Comments:	

Priority for Service (PFS)

Is the Priority for Service Report being requested and printed on a monthly basis, including the summer?	
Is it being delivered to the MEP Coordinator on a monthly basis?	
Comments:	

Continuation of Services

Is the Continuation of Services report being printed before the end of the school year?	
Is it being delivered to the MEP Coordinator?	
Comments:	

Limited English Proficient (LEP)

Are you receiving LEP information by the last working day of October or 20 school days after initial enrollment?	
Are you entering LEP information within 5 working days after receipt?	
Comments:	

Recommended Courses for Fall Schedule

Are you obtaining the recommended schedule (courses) for students in grades 8-11 who withdraw early?	
Are recommended courses for students in 8-11 encoded into NGS within the timeline?	
Comments:	

Documentation

Is incoming NGS data date stamped and marked received and processed?	
Does the LEA maintain documentation on the student file regarding NGS and MSIX activities?	
Are NGS records maintained for the previous and current school year?	

Overall Feedback

Comments:

ESC Reviewer

Name	Signature	Date

NGS Data Specialist

Name	Signature	Date

NGS Data Specialist

Name	Signature	Date

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Resources

The resource section provides additional information and materials that support the implementation of NGS required activities.

1. History of Records Exchange
2. Texas Regional Education Service Centers
3. NGS Reports
4. NGS and MSIX Related Terms
5. MSIX Minimum Data Elements
6. Common Migrant–Related Acronyms
7. Surnames with Similar Spelling
8. State Territories & Possessions
9. FERPA
10. NGS/MSIX Security and Privacy Awareness
11. Terminal Site Log (*optional*)
12. TEA Letter: Cancellation of STAAR Testing for 2019-2020

History of Records Exchange

The U.S. Department of Education (USDE) supported a system called the Migrant Student Record Transfer System (MSRTS) built in 1969 and operated by the Arkansas Department of Education in Little Rock, Arkansas. MSRTS provided the capability for State and local migrant personnel to enter student academic, health and assessment records. MSRTS was centrally hosted on a mainframe and states could transfer records among states. Forty-nine states used MSRTS and this central repository held data on over 600,000 students.

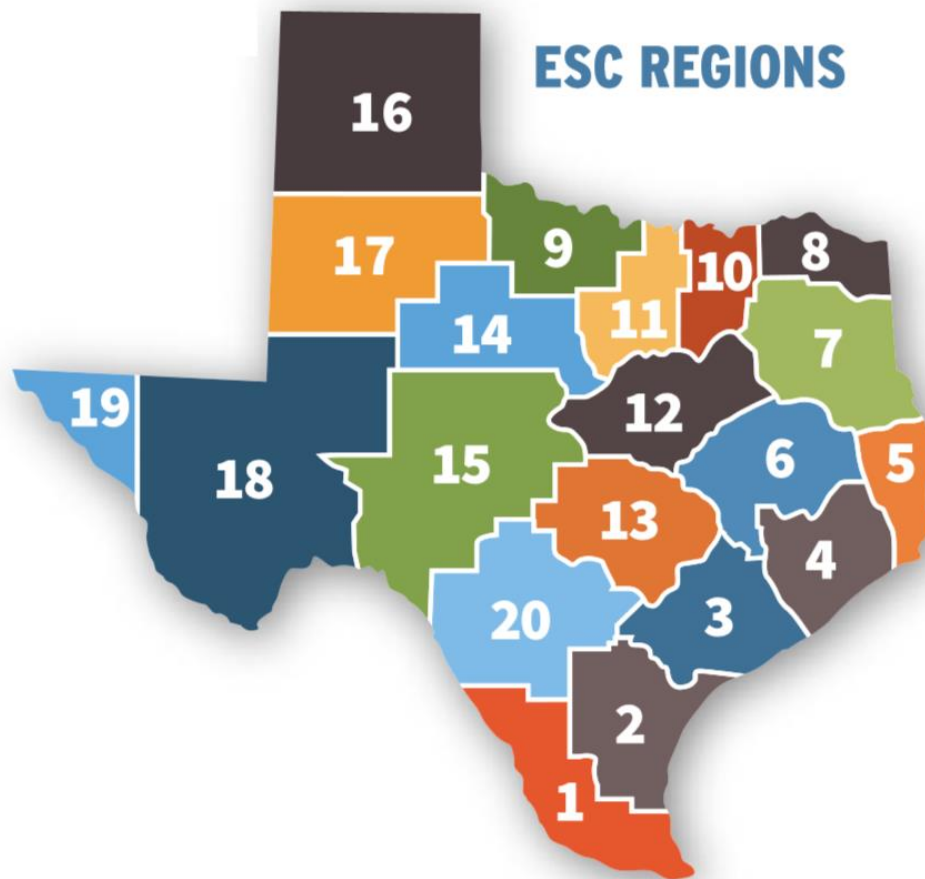
In 1988, a National Commission on Migrant Education (NCME) studied the function and effectiveness of MSRTS. In their report to Congress, the Office of Migrant Education (OME) provided the Commission's findings:

- As use of MSRTS expanded, it became mostly a reporting tool for State data management reporting rather than an instrument used for the exchange of student information.
- Because the reporting requirements that states established for the MSRTS became more complex and burdensome to local schools, educators became less responsive and timely in collecting data.
- Because MSRTS remained a paper-based system for collecting and reporting information, it did not reflect current technological advancements for sending and receiving information, the flow was impeded. Consequently, without access to timely information from MSRTS, local educators used MSRTS for validating decisions already made, rather than as a means to exchange student information.
- The type of information reported by each state and the format in which information was collected were never standardized across States nor widely accepted by local schools for making decisions about the academic or health status of a student.
- Migrant students and parents were not routinely notified of their MSRTS numbers nor trained in the importance and uses of the MSRTS record.

In 1994, a Government Accountability Office (GAO) report found that MSRTS was slow, incomplete and used infrequently. GAO recommended that USDE determine the feasibility of using electronic student record systems, such as those being used for all students, instead of MSRTS. A study was conducted with two objectives: describe available methods of transferring records in a timely and cost-effective manner, and describe the relevance of records transfer to school systems, highlighting the current experiences and views of experienced and knowledgeable individuals. The study found that school officials would use information if they had it, but that they did not expect prior schools to forward the information; therefore, the telephone was the most common method to transfer information. Because of the inefficiencies described in the GAO report, MSRTS was terminated in June of 1995.

Migrant Records Exchange Initiative - Migrant Student Information Exchange (MSIX)

The Migrant Student Information Exchange (MSIX) is a web-based consolidated database of minimum data elements that is populated from the existing state information systems. The state migrant information systems remain the authoritative sources of the migrant data for their state's students. However, the MSIX will make data on all migrant students available to any state nationwide that has a legitimate need to view the educational and health information on an interstate child. The development of the MSIX was completed and available to states in the 2008-2009 school year.



Texas Regional Education Service Centers

ESC Region 1—Edinburg	ESC Region 11—Fort Worth
ESC Region 2—Corpus Christi	ESC Region 12—Waco
ESC Region 3—Victoria	ESC Region 13—Austin
ESC Region 4—Houston	ESC Region 14—Abilene
ESC Region 5—Beaumont	ESC Region 15—San Angelo
ESC Region 6—Huntsville	ESC Region 16—Amarillo
ESC Region 7—Kilgore	ESC Region 17—Lubbock
ESC Region 8—Mt. Pleasant	ESC Region 18—Midland
ESC Region 9—Wichita Falls	ESC Region 19—El Paso
ESC Region 10—Richardson	ESC Region 20—San Antonio

NGS Reports

The NGS Reports screen allows you to select a variety of data reports. Below is a list of available reports and a brief description of their purpose.

Alternate Student ID Number

This report displays information on student alternate student IDs by State, Region, District or Facility. This report can be run to select students who have an alternate student ID, for students who do not have an alternate student ID or for both categories. Fields shown on this report are: Student Name, USID, Alternate ID, State, Birth Date, Sex, SSID, Enrollment Date, Grade Level, Enrollment Type, QAD and Generation Date.

At Risk of Non-Promotion

This report lists students who have the “*At Risk of Non-Promotion*” checkbox checked on an enrollment in the selected school year and locale. The fields shown on this report are: Student Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Enrollment Date, Withdrawal Date and Generation Date.

Bi-National

This report is a list of students who have made a move from Mexico or have a homebase in Mexico or both. The fields shown on this report are: Student Name, USID, Mexican ID, Birth Date, Birth Country, SSID, Homebase Country, Grade Level, Enrollment Date, Withdrawal Date, QAD, From City, From State, From Country, To City and To State.

CAMP Recruitment

This report shows a list of students who are potential candidates to participate in the College Assistance Migrant Program. CAMP provides funds to students and assists migratory and seasonal farm worker students during their first year at an institution of higher learning. The fields shown on this report are: Student Name, USID, History ID, Birth Date, Race, Sex, SSID, Residency Date, Enrollment Date, Withdrawal Date, Grade Level, Enrollment Type, QAD, Generation Date, Current Address, Current City, Current State, Current Zip Code, Current Phone Number, Homebase Address, Homebase City, Homebase State and Homebase Zip Code.

Campus

This report displays a detailed listing of students enrolled at a specified campus given the criteria entered on selection screen. This information helps verify students enrolled in a specific campus or facility. Fields shown on this report are: Student Name, USID, Birth Date, Grade Level, Enrollment Date, Enrollment Type, Withdrawal Date, QAD and Generation Date.

COE Family

This report is used to verify students and enrollment information for students. This information will allow you to verify that all children listed on a COE have been entered in the system under the correct parent. Most information displayed comes straight from the COE form for a family. Fields shown on this report are: Mother’s Name, USID, History ID, Birth Date, Race, Sex, SSID, Residency Date, Enrollment Date, Withdrawal Date, Grade Level, Enrollment Type, QAD, Generation Date, Current Address, City, State, Zip, Phone Number, Homebase Address, City, State and Zip Code.

Comprehensive Secondary Credit

This report provides a detailed listing of courses taken by a student for grade levels 9-12. This information is used to monitor a student's progress towards graduation. Fields shown on this report are: Student Name, USID, Birth Date, SSID, Subject, Course Title, Course Type, Grade Level, Term, Year, Partial Grade, Credit Hours, Final Grade and Credit Granted.

Contact

This report displays shows all the contacts, e.g., HSE, Gifted and Talented, Health, High School Counselor, Migrant, Special Needs, Summer Migrant and All Contact Types for a facility. There should be only one of each contact type at a facility in the database. This report allows users to see the information listed in the database for future editing of the information and to maintain a current list of contacts. Fields shown on this report are: SSID, Contact ID, Position, Contact Type, Phone, Fax and Email Address.

Continuation of Services

This report displays an unduplicated count and list of students whose eligibility has expired and who are still receiving services. Fields shown on this report are: Student Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Race, Enrollment Date, Withdrawal Date, Residency Date, QAD and Generation Date.

Current City

This report is used to verify address information for students. The fields shown on this report are: Student Name, USID, Birth Date, Address, City, State, Zip Code, Phone Number and Legal Parent 2.

Currently Enrolled Student List

This report creates an online report showing students currently enrolled at a particular facility. This information helps verify enrollments at a facility. This report is created instantly and the data is displayed in the Internet Browser window, ready for printing. Fields shown on this report are: Student Name, USID, Sex, Gender, Birth Date and Grade Level, Enrollment Date and Enrollment Type.

District

This report displays all enrollment lines within a specified period and allows users to verify information on student enrollments for a specified district. Fields shown on this report are: Student Name, USID, Birth Date, Grade Level, Enrollment Date, Enrollment Type, Withdrawal Date, SSID, QAD and Generation Date.

Drop Out

This report shows either a count of students who have dropped out and a detailed listing for these students including enrollment and drop out dates or just a count of students who have dropped out. The fields shown on the detailed listing of dropped out students are: Student Name, USID, Birth Date, SSID, Grade Level, Enrollment Date, Withdrawal Date and Drop Out Date.

Duplicate Student

This report displays a detailed listing of all students who may be listed in the system more than once. This report is used to verify the information for these students and to allow for consolidating the students who appear to have more than one record. Fields shown on this report are: Student Name, USID, Birth Date, Sex and Parent 2.

Early Childhood Recruitment

This report displays information from the COE Family Report. This report includes children ages P0 through P5 and can be used to verify the student addresses and phone numbers. The information on this report will provide a list of current or legal parents to contact for recruiting eligible migrant children into an early childhood program. The fields displayed on this report include: Legal Mother, Current Mother, Current Address, Current City, Current State, Current Zip Code, Current Phone Number, Homebase Address, Homebase City, Homebase State, Homebase Zip, Homebase Phone Number, Student, DOB, Enrollment Date and School Name.

End of Eligibility

This report displays eligible students who are nearing the end of their eligibility at the end of the current school year or school year selected on the report. Fields shown on this report are: Grade level, USID, Student Name, SSID, Birth Date, QAD and Generation Date.

Enrollment Comments

This report displays all enrollment comments within a specified period and is to be used to review comments being entered on NGS. The fields displayed on this report are: Student Name, USID, History ID, SSID, Enrollment Date, Enrollment Type, Generation Date and Comment. For the Residency-only student reports, NGS uses the generation date for an enrollment record if an enrollment date does not exist.

Facility

This report is used to verify demographic information for facilities. Fields listed on this report are: Facility Name, SSID, Region, County, District, Plant Number, Address, City, Zip Code and School Wide Indicator.

Formal/Informal Assessments

This report displays a detailed listing of any assessments assigned to a student. Fields shown on this report are: Student name, USID, Birth Date, SSID, Grade Level, Assessment Type, Formal Type, Assessment Name, Assessment Result and Assessment Date.

Gender and Race/Ethnicity Count

This report shows an unduplicated count of migrant children enrolled or who participated in services at a facility based upon their gender and race/ethnicity. This report can be generated by State, Region or District.

Grade/Age Distribution Summary

This report allows users to check students for incorrect grade level and/or incorrect age entries for a particular facility. Fields displayed on 'Include Names on Report' version of this report are: Student Name, USID, Birth Date, Grade Level, Age, Enrollment Date, Enrollment Type, Withdrawal Date, QAD and Generation Date.

HEP Recruitment

This report helps identify a list of potential candidates who are 16 years or older and not currently enrolled in school. These candidates are students who may be eligible to obtain the equivalent of a secondary school diploma and subsequently to gain employment or to begin postsecondary education or training. This program provides funds to students and assists migratory and seasonal farm worker's students. The fields shown on this report are: Student Name, USID, History ID, Birth Date, Race, Sex, SSID, Residency Date, Enrollment Date, Withdrawal Date, Grade Level, Enrollment Type, QAD, Generation Date, Current Address, Current City, Current State, Current Zip Code, Current Phone Number, Homebase Address, Homebase City, Homebase State and Homebase Zip Code.

Here to Work

This report lists students who have the "Here to Work" checkbox checked on the enrollment screen of an enrollment in the selected school year and locale. The fields shown on this report are: Student Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Enrollment Date, Withdrawal Date, Qualifying Arrival Date and Generation Date.

Homeless

This report shows the “students” who have been designated as homeless during a given school year for a specific State, Region, District or Facility. The fields shown on this report are: Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Enrollment Date, Withdrawal Date, Residency Verification Date, QAD and Generation Date. (Note: This report is used by our Consortium States and is not an option in Texas.)

Homeschooled

This report lists students who have the "*Homeschooled*" checkbox checked on the enrollment screen of an enrollment in the given school year and locale.

Individual Supplemental Programs

This report is used to verify information in the system and enable the users to ensure proper assignment of supplemental services. The fields shown on this report include: Supplemental Name, Student Name, USID, Birth Date, Sex, SSID, Enrollment Date, Enrollment Type, QAD and Supplemental Generation Date.

Labels

This report gives a list of students and address information that can be used to create labels by specific state, region, district or facility. The fields listed on the report are: Last Name, First Name, Middle Name, Address, City, State, Zip Code and Type. The type field tells you whether the address is a physical, mailing or homebase address.

LEP Count

This report shows the migrant children who have been assigned the student designation of LEP (Limited English Proficient). This designation is also used to tie students to the ‘Priority for Service’ report on NGS. Fields shown on this report are: Student Name, USID, SSID, Grade Level, Enrollment Type, Enrollment Date and Generation Date.

LEP, NEP & FEP Count

This report shows the migrant children who have been assigned the student designation of LEP, NEP and/or FEP. These designations are also used to tie students to the 'Priority for Services' report on NGS. The fields shown on this report are: Student Name, USID, SSID, Grade Level, Enrollment Type, Enrollment Date and Generation Date.

Max Enrollment History

This report displays the latest or most current enrollment line for a student within the enrollment year and grade selected. Fields shown on this report are: Student Name, USID, Birth Date, SSID, Enrollment Date, Withdrawal Date, Grade Level, Enrollment Type, QAD and Generation Date.

Medical Alert

This report is used to verify medical alert records assigned to students. The fields shown on this report are: Student Name, USID, SSID, Alert ID, Alert Name, Medication Name, Alert Date, Medication Date, Alert Type, Alert Level and Contact ID.

Middle School/Jr. High Course History

This report shows all courses for a student in a given facility for a specified school year. It helps verify information in the system and show a student’s progression towards graduation. The fields shown on this report are: Student name, USID, Birth Date, QAD, Enrollment type, SSID, Subject, Course Title, Course Type, Grade Level, Term Year, Partial Grade, Course Hours, Final Grade and Credit Granted.

Migrant Continuing Enrollment/Residency

This report includes current enrollment information and blank fields for the COE number and term year information. Included on this report are the fields From City and To City, showing the city information included with the current enrollment. The fields shown on this report are: Student Name, Sex, Birth Date, Residency Date, SSID, Enrollment Date, Enrollment Type, Grade Level, USID, QAD, Family ID number, From City and To City for current enrollment line. (This report was created specifically for Illinois.)

Migrant Student Mobility

This report allows users to view information pertaining to where students are migrating to and from for a specified district or facility. This report provides a list of students by geographical areas of migration for a campus or district by the enrollment year requested. The enrollment, withdrawal and arrival dates are also included on this report. The data is sorted by the 'From State' and 'From City' field information. Fields displayed on this report are: Student Name, USID, Birth Date, SSID, Grade Level, Enrollment Date, Withdrawal Date, QAD, From City, From State, To City and To State.

NCES

This report shows the unique student counts for every facility within the state that has any students. The report lists the counts by region, county, district and SSID. The fields shown on this report are: State, SSID, Region, County, District, Plant, School Name and Student Count.

On Time for Graduation

This report shows students who are On Time for Graduation, Not on Time for Graduation or both, within the enrollment year and grade selected. Fields shown on this report are: SSID and Grade Level.

Out of School Youth

This report shows students who currently have their latest enrollment set as out of school for the school year chosen. The fields displayed on this report are: Student Name, USID, SSID, Birth Date, Enrollment type, Enrollment date, Withdrawal date, Residency date, QAD and Generation Date.

Partial Credit

This report displays information for students who have earned credits for a particular course, but who have not completed the course. The report shows how many course hours have been completed for each course, as well as, any partial grade and credits granted. This report helps users identify which students, if any, require consolidation of partial credits. Fields shown on this report are: Student Name, USID, Enroll SSID, Enroll Date, Withdraw Date, Course Title, Credit SSID, Grade, Enrollment Type, Course Section, Course Type, Session Type, Term Year, Partial Grade and Course Hours.

Participants by Grade and Term

This report shows an unduplicated count of participating students by grade level within a term. The definition of a "participant" is a student who receives migrant funded supplemental services. This report shows the count of students by regular and summer/intersession terms. If a student participates in both a regular and summer enrollment, NGS counts the student once for each term. In order for this report to work correctly, supplemental services must first be entered for every child in your program. This report can be generated for an academic year for State, Region or District counts. The fields shown on this report are: Grade Level, Regular Term and Summer Term.

PFS Tracking

This report is used to verify whether Priority for Service Reports have been run. Fields shown on the report are: Region, County, District, SSID and a column for each month of the school year.

Priority for Service

This report displays a list of students who are either failing or at risk of failing to meet the State's academic standards and whose education has been interrupted during the regular school year. Fields shown when running this report are: Student Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Race, Enrollment Date, Withdrawal Date, Residency Date, QAD, Generation Date and Priority Reason.

Project SMART

This report shows students' Pre, Mid and Post Test results along with State Math Assessment results and participation in Project SMART and MASTERS. The fields shown on this report are: Name, USID, Grade, Pre, Mid and Post Test results, State Math Assessment, Project SMART and MASTERS.

Qualifying Activity

This report is used to verify the information for these students and double check the qualifying activity data being stored in NGS. The fields shown on this report are: Student Name, USID, Birth Date, Enrollment Date, Enrollment Type, Withdrawal Date, QAD, Generation Date, From City, From State, To City, To State and Qualifying Activity.

Recently Mobile Migrant Students

This report shows migratory patterns for students by State, Region, District or Facility. This report uses the QAD to qualify the data retrieved for the report. If a date is entered in the QAD field, then students with a QAD after that date will be included in the report. If the QAD field is left blank, then students with a QAD after 8/1 of the previous school year will be retrieved. This report lists the student's information according to the "from" and "to" data for each student. The fields displayed on this report are: Student Name, USID, Birth Date, USID, Enrollment Date, Grade Level, Withdrawal Date, QAD, From City, From State, To City, To State and Generation Date.

Recruiter

This report displays the "students' enrollment records" during a given school year who have a recruiter assigned to them, no recruiters assigned to them or both. Fields shown on this report are: Student's Name, USID, History ID, SSID, Recruiter ID, Recruiter Name, Recruiter School, Grade, Enrollment Type, Enrollment Date and QAD.

Recruiter/Reviewer

This report shows the "recruiters/reviewers" during a given school year for a specific State, Region, or District. The fields shown on this report are: Name, Recruiter ID, State, Region, County, District, SSID, Certification ID, Training Date and Certification School Year.

Retention

This report is used to verify information for these students and measure the percentage of retention for a given area or facility. The fields shown on this report are: Supplemental Name, Student Name, USID, Birth Date, Sex, SSID, Enrollment Date, Enrollment Type, QAD and Supplemental Generation Date.

Residency Verification Date

This report is used to verify whether students have been assigned residency verification dates within a specific reporting period. Fields shown on this report are: Name, USID, History ID, SSID, Birth Date, Grade Level, Enrollment Type, Enrollment Date, Withdrawal Date, Residency Verification Date and Generation Date.

Secondary Credit for Mobile Youth

This report shows students who are not receiving credits or have unresolved credits. This information can be used to reconcile students for a facility. The fields shown on this report are: Student Name, USID, Birth Date, QAD, Enrollment Type, SSID, Subject, Course Title, Course Type, Grade Level, Term Year, Partial Grade, Course Hours, Final Grade and Credit Grant.

Schoolwide Program

This report shows a Schoolwide count for participating students. This report shows a count of campuses which have had a student participate in one of the Schoolwide campus types. The report can be run by State, Region or District for an academic year. The fields shown on this report are: School Wide Type and the count for each type.

Short Duration Move

This report shows students selected by State, District or Facility entered. The students have to have made a move for less than 7 days and across school district boundaries. The fields included on this report are Parent, Student, USID, History ID Number, SSID, Grade, Residency Date, Enrollment Date, QAD, Generation Date and the Span (total number of days in move).

Special Needs

This report is used to verify students who have a special needs record. The fields shown on this report are: Student Name, USID, Grade Level, Need Name, Need Start Date, Need End Date, Need Type, SSID and Contact ID.

Student Graduation Plan and Year

This report is used to verify whether students have been assigned a graduation plan. Fields shown on this report are: Student Name, USID, Grade Level, Graduation SSID, Graduation State, Graduation Plan and Graduation Year.

Student Immunization

This report shows immunization information for students. Students will appear on this report if he/she has received at least one immunization. The data on the report includes the immunization type, immunization name and immunization date for each student. This report is used to verify which students have the required immunizations needed for admission to a facility or district. The fields shown on this report are: Student Name, USID, Birth Date, Grade Level, Immunization Date and Immunization Date.

Student Health Screening

This report shows health information for students in a specific State, Region, District or Facility. This report is used to review the health exams performed on the students. The fields shown on this report are: Student Name, USID, Birth Date, Grade Level, Exam Type, Exam Result, Exam Year and Contact ID. (Not required in Texas)

Student Monitoring

This report shows a list of students and several components in their file. The components shown for each student are Course Histories, Immunizations, State Assessments, Graduation Plans and Alternate IDs. This report shows a snapshot of records existing for each student. It is used to determine where insufficient data exists in selected student records. The fields shown on this report are: Student Name, USID, Birth Date, Enrollment Date, Enrollment Type, Withdrawal Date, QAD, Generation Date, Course History Subject, Course History Title, SSID, Grade Level, Partial Grade, Course Hours, Final Grade, Credits Granted, State Assessment, Assessment Date, District, Grade Level, Reading Met Minimum, Math Met Minimum, Writing Met Minimum, Science Met Minimum, Social Studies Met Minimum, Immunizations, Immunization Type, Immunization Date, SSID, Graduation Plan State, Graduation Plan School Name, Plan Title, Graduation Year, Alternate ID State and Alternate ID.

Student Termination

This report shows a summary count of terminated students with a detailed listing for the students including enrollment and termination dates or a summary count of terminated students categorized by the termination reason. The report is used to verify proper assignment of termination codes and dates. The fields shown on the detailed listing of terminated students are: Student Name, USID, Birth Date, SSID, Grade Level, Enrollment Date, Withdrawal Date, Termination Type and Termination Date.

Supplemental Program Count

This report displays a count of migrant students receiving supplemental programs (instructional programs or support services) that are MEP (Migrant Education Program) funded. This report can be generated by enrollment terms for district or state counts. Fields shown on the detailed report are: SSID, Student Name, USID, Grade Level, Enrollment Type, Enrollment Date, Generation Date and Supplemental Type.

Two Year Olds Turning Three Report

This report displays the “students” who are turning three years old during a given school year. Fields shown on this report are: Name, USID, History ID, SSID, Birth Date, Grade Level, Enrollment Type, Enrollment Date, Withdrawal Date, Residency Verification Date and Generation Date.

Unassigned Contact

This report shows facilities that do not have a particular contact assigned to that facility. The types of assignable contacts for a facility include Gifted and Talented, Migrant, Special Need, HSE, Health and High School Counselor. Each facility in the database can have one of each contact type listed above. Thus, the facility TXBTGS can have one Migrant contract, one Special Need contact and so forth. This report allows users to see which facilities do not have the appropriate contact types listed in the system. The fields listed on this report are: Facility Name, SID, Region, County, District, Plant Name, Address, City, State, Zip Code and Schoolwide Indicator Number.

Unique Student Count Report

This report displays an unduplicated count of students by district based on a 12-month eligibility count. Fields shown on the this report are: Student Name, USID, SSID, Birth Date, Grade Level, Enrollment Type, Race, Enrollment Date, Withdrawal Date, Residency Verification Date, QAD and Generation Date.

User Monitoring and Report Count

This displays a summary of reports requested by NGS users during the specified time period. The fields displayed on this report are: Region, County, District, User ID, User Name, Report Name and Requested Date. (Note: This report is only accessible to regional level users and above.)

NGS and MSIX Related Terms



Term	Definition
Activities Chart	A diagram showing the time requirements for data submission and data entry on required NGS activities.
Alternate ID	The alternate ID refers to the PEIMS/Student Unique ID number that is assigned to the student by the school district.
At Risk of Non-Promotion	Refers to migrant students enrolled in grades P3-12 (including early withdrawals), who are required to attend summer school in order to be promoted to the next grade level.
Category 1 Count	See Federal Performance Count.
Category 2 Count	See Federal Performance Count.
Consolidated Student Record	The MDEs for a migratory child that have been submitted by one or more SEAs and consolidated into a single, uniquely identified record available through MSIX.
Continuation of Service	Under Continuation of Services migrant students may continue to be served by the MEP, refer to the section for additional COS information
Education Service Center (ESC)	An ESC receives funds to provide technical assistance to school districts that receive migrant funds and to serve as fiscal agent in regional Shared Services Arrangements (SSAs) with districts that receive migrant funds but prefer to have their programs overseen by the ESC.
Every Student Succeeds Act (ESSA)	The Every Student Succeeds Act (ESSA) is a reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), which established the federal government's expanded role in public education.
Federal Performance Count	The reporting window for federal performance counts is from September 1 – August 31 of each year. The Texas Migrant Education Program (MEP) reports two unique counts to the Office of Migrant Education (OME). These are the Year-Round Count, known as the “Category 1” and the Summer/Intersession count, known as the “Category 2.” On NGS these counts are calculated from the history lines.
Family Educational Rights and Privacy Act of 1974 (FERPA)	This Act provides each family the right to access their child’s records, and requires that the privacy of such records be protected.
Gifted and Talented (GT)	All school districts are mandated by the Texas Legislature to formally identify and serve gifted students in compliance with the Texas State Plan for the Education of Gifted/Talented Students at all grade levels. A Gifted/Talented student is a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field.

NGS and MSIX Related Terms

Term	Definition
Head Start Programs	Head Start is a federally sponsored preschool program primarily for children from low-income families.
Individualized Education Program (IEP)	An Individualized Education Program is mandated by the Individuals with Disabilities Education Act and requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. A student receiving special education services, who successfully completes the requirements for an individualized education program, shall receive a high school diploma.
Limited English Proficient (LEP)	Refers to students who have limited English language skills.
Local Education Agency (LEA)	The LEA receives funds from the Texas Education Agency to operate independent projects or to participate in Shared Services Arrangement with its regional Education Service Center.
Medical Alert	Warnings of conditions and/or allergies pertaining to the student that are professionally diagnosed.
MEP–Funded	Any service funded in whole or in part with Migrant funds.
Merging Procedure	When duplicated records are merged and consolidated into one.
Migrant Education Program (MEP)	A State-operated formula grant program, authorized in Title I, Part C of the ESEA under which SEAs receive funds to help improve the academic achievement of migratory children who reside in their States.
 Migrant Student Information Exchange (MSIX)	The nationwide system administered by the Department for linking and exchanging specified educational and health information for all migratory children.
 Minimum Data Elements (MDEs)	The educational and health information for migratory children that the Secretary requires each State that receives a grant of MEP funds to collect, maintain, and submit to MSIX, and use under this part.
Multiple Enrollment	An NGS feature used to enter batch enrollments.
Multiple Withdrawal	An NGS feature used to enter batch withdrawals.
Multiple Termination	An NGS feature used to enter batch terminations.
National Center for Education Statistics (NCES)	The primary federal entity for collecting & analyzing educational data.
New Generation System (NGS)	A web-based interstate information network that communicates demographic, educational and health data on migrant students to educators throughout the nation.
New Family Enrollment	An NGS feature which allows you to create a new family record with up to ten existing or new students.
NGS Data Specialist	Specialist who enters information into NGS at the terminal site.
NGS Number	A unique student identifier automatically assigned by NGS.
NGS Oath of Student Record	An Oath of Student Record Security and Confidential Integrity required for all NGS users to comply with the requirements concerning the New Generation System security and confidential integrity of migrant student record data entry, maintenance and transference in compliance with the Family Educational Rights Privacy Acts of 1974 (FERPA).
Non-Project District	A public school district that does not receive MEP funding.

NGS and MSIX Related Terms

Term	Definition
Not On Time for Graduation	For all migrant students enrolled in grades 9-12 (including early withdrawals), NGS Data Specialists should mark the “ <i>Not On Time for Graduation</i> ” checkbox on NGS only for each student who the counselor has indicated is not on track for on-time graduation. This information may be obtained from campus counselors.
PEIMS Number	See Alternate Student ID Number.
Priority for Service (PFS)	§1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) defines Priority for Services (PFS) as migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.
Project District	A district that receives MEP funding to operate a migrant program. A project district can be either an independent district or the member of a Shared Services Arrangement (SSA).
Public Education Information Management System (PEIMS)	PEIMS contains student demographic and academic performance, personnel, financial and organizational information.
Qualifying Arrival Date (QAD)	The QAD is the qualifying arrival date at the place where the worker obtained or sought qualifying employment.
Quality Control Procedures	The process in which the states ensure that migrant children are correctly identified and recruited into the Migrant Education Program.
Recruiter	An annually trained staff person responsible for identifying eligible migrant children for enrollment in the MEP.
Regular Enrollment (R)	Students enrolled in the regular school term or in a year-round school.
Residency Only Enrollment (P)	Non-enrolled migrant children (ages P0 and up to the age of 22, who have not graduated from a U.S. high school or who have not received an HSE certificate.
Residency Verification	The process conducted by an ESC or MEP-funded school district to verify that each child listed on the COE resides in the district. Residency Verification must be conducted between September 1 and November 1.
Shared Services Arrangement (SSA)	This is an agreement between two or more local education agencies (LEA's) and/or education service centers (ESCs) that provide services for the entities involved.
Summer Enrollment (S)	Students enrolled in a MEP-funded summer school program.
Texas Education Agency (TEA)	The Texas Education Agency guides and monitors activities and programs related to public education in Texas.
Title I	The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.



MSIX Minimum Data Elements

Data Element		Definition	Category
1	MSIX Identification Number	A unique, system generated identification number assigned to identify a migrant child's consolidated record.	Student Demographic
2	State Student Identifier	A unique identification number assigned to a child by a State.	Student Demographic
3	State Student Identifier Type	Identifies the origin of the State Student Identifier.	Student Demographic
4	First Name	A name given to a child at birth, baptism, etc.	Student Demographic
5	Middle Name	A name given to a child at birth, baptism, etc.	Student Demographic
6	Last Name 1	Student's legal last name (paternal).	Student Demographic
7	Last Name 2	If appropriate, child's legal last name (maternal).	Student Demographic
8	Suffix	A child's generation in his family (e.g., Jr., Sr., III, 3 rd).	Student Demographic
9	Sex	The concept describing male or female.	Student Demographic
10	Birth Date	The calendar date on which a child was born.	Student Demographic
11	Multiple Birth Flag	Yes indicates the child is a twin, triplet, etc.	Student Demographic
12-14 No Longer Collected			
15	Birth Date Verification	The evidence by which a child's date of birth is confirmed.	Student Demographic
16	Parent 1 First Name	The term 'parent' includes a legal guardian or guardian.	Student Demographic
17	Parent 1 Last Name	The term 'parent' includes a legal guardian or guardian.	Student Demographic
18	Parent 2 First Name	The term 'parent' includes a legal guardian or guardian.	Student Demographic
19	Parent 2 Last Name	The term 'parent' includes a legal guardian or guardian.	Student Demographic
20	Qualifying Arrival Date	The Qualifying Arrival Date (QAD) is the calendar date that both the child and the worker completed the qualifying move to the school district associated with MDE 24.	Qualifying Move
21	Qualifying Move From City	The name of the city that was the child's last place of residency immediately prior to the qualifying move.	Qualifying Move
22	Qualifying Move From State	The postal abbreviation code for the State (within the United States) or Outlying Area that was the child's last place of residency immediately prior to the qualifying move.	Qualifying Move
23	Qualifying Move From Country	The abbreviation code for the country (other than the US) that was the child's last place of residency immediately prior to the qualifying move.	Qualifying Move
24	Qualifying Move To City	The name of the city in which the child resided immediately following the qualifying move as the worker, or with or to join, the worker.	Qualifying Move
25	Qualifying Move To State	The 2 letter postal abbreviation code for a State (within the United States) in which the child resided immediately following the qualifying move as the worker, or with or to join, the worker.	Qualifying Move
26	Eligibility Expiration Date	The calendar date on which the child is no longer eligible for the MEP. This date should initially be a date equal to 36 months from the QAD to indicate the end of MEP eligibility.	Qualifying Move

Data Element		Definition	Category
27	Immunization Record Flag	Yes indicates the school or MEP program has immunization records on file for the child.	Enrollment
28	Enrollment Date	The calendar date on which a child is enrolled in a school.	Enrollment
29	Enrollment Type	The type of school/MEP project in which instruction and/or support services are provided.	Enrollment
30	School or Project Name	The full name of a school in which the child was enrolled.	Enrollment
31	MEP Project Type	Indicates the type of MEP project.	Enrollment
32	School Identification Code	A unique code assigned by the National Center of Education Statistics (NCES) to each school providing educational services.	Enrollment
33	Facility Name	The name of a building where the school activity/ project was conducted.	Enrollment
34	Facility Address 1	Line 1 of the mailing address. The street number and name or post office box number of a facility's address.	Enrollment
35	Facility Address 2	Line 2 of the mailing address. The building, office, department, room, suite number of a facility's address.	Enrollment
36	Facility Address 3	Line 3 of the mailing address for a facility.	Enrollment
37	Facility City	The name of the city in which a facility is located.	Enrollment
38	School District Name	The full legally or popularly accepted name of a local educational agency (i.e., school district or local operating agency).	Enrollment
39	Facility State	The postal abbreviation code for a State	Enrollment
40	Facility Zip	The five or nine digit zip code portion of a facility's address.	Enrollment
41	Telephone Number	The telephone number of the school or MEP project contact person including the area code and extension, if applicable.	Enrollment
42	Grade Level	The grade level in which a school/MEP project enrolls a child.	Enrollment
43	EL Indicator	Child meets the State's definition of English Learner (EL) as defined in Section 8101(20) of ESSA.	Enrollment
44	IEP Indicator	Child has an individualized education program (IEP) because the child meets the definition of Children with Disabilities (section 614(d) of ESSA).	Enrollment
45	Continuation of Services Reason	Reason why child, who ceases to be a migratory child, is being served under the continuation of services provision of the MEP (section 1304(e) of ESSA).	Enrollment
46	Med Alert Indicator	Alert indicator for a medical/health condition	Enrollment
47	PFS Flag	Indicates whether the child is being served under the priority for services provision for the duration of the enrollment period (section 1304(d) of ESSA).	Enrollment
48	Designated Graduation School	The NCES school identification number that identifies the school or facility from which a student expects to graduate.	Enrollment
49	Withdrawal Date	The calendar date on which a child withdrew from a school.	Enrollment
50	Assessment Title	The title or description that identifies a particular assessment.	Assessment
51	Assessment Content	The description of the content or subject area (e.g. mathematics, reading) of an assessment.	Assessment
52	Assessment Type	The category of an assessment based on format and content.	Assessment
53	Assessment Administration Date	The month and year on which an assessment is administered.	Assessment

Common Migrant–Related Acronyms

ADA	Average Daily Attendance	MSIX	Migrant Student Information Exchange
CAMP	College Assistance Migrant Program	NCES	National Center for Education Statistics
CFR	Code of Federal Regulations	NGS	New Generation System
CNA	Comprehensive Needs Assessment	NRG	Non-regulatory Guidance
COE	Certificate of Eligibility	OME	Office of Migrant Education
CSPR	Consolidated State Performance Report	PEIMS	Public Education Information Management System
EDGAR	Education Department General Administrative Regulations	PFS	Priority for Service
EOC	End of Course	PII	Personally Identifiable Information
ESC	Education Service Center (“Service Center”)	QAD	Qualifying Arrival Date
ESEA	Elementary and Secondary Education Act	SDF	Supplemental Documentation Form
FERPA	The Family Educational Rights and Privacy Act	SDP	Service Delivery Plan
HEP	High School Equivalency Program	SEA	State Education Agency
HHSC	Health and Human Services Commission	STAAR	State of Texas Assessments of Academic Readiness
ID&R	Identification and Recruitment	SSA	Shared Services Arrangement
LEA	Local Education Agency	SSID	Short School Identifier
LEP/EL	Limited English Proficient /English Language Learner	TEA	Texas Education Agency (or “Agency”)
LNA	Local Needs Assessment	TEC	Texas Education Code
LOA	Local Operating Agency	TMIP	Texas Migrant Interstate Program
MEP	Migrant Education Program	USDE	United States Department of Education
MDE	Minimum Date Element	USID	Unique Student Identifier

Surnames with Similar Spellings

Surname	Alternate Spelling(s)	Surname	Alternate Spelling(s)	Surname	Alternate Spelling(s)
A		G		S	
Abeldano	Aveldano	Gamez	Games	Saavedra	Savedra, Sabedra
Aguirre	Aquirre	Godinez	Godines	Sandoval	Sandobal
Alaniz	Alanis	Gomez	Gomes	Sauceda	Sauseda, Saucedo
Alonzo	Alonso	Gonzalez	Gonzales	Serrato	Zerrato
Alvarado	Albarado	Govea	Govella	Soliz	Solis
Alvarez	Albarez, Alvares	Gutierrez	Gutierres	Sosa	Soza
Ambriz	Ambris	H-L		T	
Anciso	Ancizo, Ansizo	Hernandez	Hernandes	Tamez	Tames
Arevalo	Arebalo	Ibarra	Ybarra	Tavarez	Tabarez
Armendariz	Armindaris	Jaimes	Jaime	Telles	Tellez
Arreaga	Ariaga	Jimenez	Jimenes	Torres	Torrez
Arvizu	Arvisu	Ledesma	Ledezma	Tovar	Tobar
Arzola	Arsola	Llanes, Llanez	Yanes, Yanez	Trujillo	Truxillo
Avila	Abila	Lopez	Lopes	Turrabiate	Turrivate
B		M		U-Z	
Barboza	Barbosa	Mandes	Mandez	Uvalle	Ovalle
Barraza	Beraza	Manzano	Mansano	Valadez	Valades
Barron	Baron	Mares	Marez	Valdez	Valdes
Bazaldua	Basaldua	Marroquin	Maroquin	Valdivez	Valdiviez, Baldibiez
Bazan	Basan	Mendez	Mendes	Vasquez	Vasquez, Vazquez
Benitez	Benites	Mendoza	Mendosa	Velasquez	Velasquez, Velazquez
C		Meza	Mesa	Villarreal	Villareal
Caballero	Cavallero	Moncibaiz	Monsibais, Moncivaiz	Villalobos	Villalovos
Cardoza	Cardosa	Montalvo	Montalbo	Ybarra	Ibarra
Carranza	Caransa, Caranza	Munoz	Munos	Zamabrano	Sambrano
Carrizales	Carrisalez	Musquiz	Musquis	Zaragoza	Saragoza
Casarez	Cazares, Caceres	N-O			
Ceballos	Cevallos	Narvaiz	Narvais, Narvaez		
Cepeda	Zepeda	Navarez	Nevarez, Nevares		
Cerrillo	Cirelos	Nunez	Nunes		
Cervantes	Servantes	Olivarez	Olivares		
Cortez	Cortes	Orozco	Orosco		
Covarrubias	Cobarruvias	Ortis	Ortiz		
D		P			
De La Cruz	Dela Cruz, Delacruz	Pacheco	Pachero, Pechero		
De La Fuente	Dela Fuente, Delafuente	Paez	Baez		
De La Garza	Dela Garza, Delagarza	Paredes	Paredez		
De La Pena	Dela Pena, Delapena	Pecina	Pesina		
De La Torre	Dela Torre, Delatorre	Pedraza	Pedrasa		
Delgadillo	Delga Dillo	Pena	Pina		
Delgado	Del Gado	Peralez	Perales		
De Leon	Deleon	Perez	Peres		
Del Bosque	Delbosque	Picasso	Picazo		
Diaz	Dias	Pizana	Pizano		
E-F		Q-R			
Echaverria	Echebarria	Quezada	Quesada		
Eguia	Equia	Quiroz	Quiros		
Elizondo	Elisondo	Ramirez	Ramires		
Esparza	Esparsa	Resendez	Rezendez		
Esperiqueta	Espiriqueta	Rincon	Rincones		
Espinosa	Espinoza	Riojas	Rojas		
Esquibel	Esquivel	Rivas	Ribas		
Eureste	Uresti	Rodriguez	Rodriguez		
Fernandez	Fernandes	Rosalez	Rosales		
Figuerola	Figeroa	Rubalcada	Rubalcaba, Rubalcava		
Flores	Florez	Ruiz	Ruis, Reese		

State Territories & Possessions: Codes & Abbreviations

USA

Alabama.....	AL
Alaska.....	AK
Arizona.....	AZ
Arkansas.....	AR
California.....	CA
Canal Zone.....	CZ
Colorado.....	CO
Connecticut.....	CT
Delaware.....	DE
District of Columbia.....	DC
Florida.....	FL
Georgia.....	GA
Guam.....	GU
Hawaii.....	HI
Idaho.....	ID
Illinois.....	IL
Indiana.....	IN
Iowa.....	IA
Kansas.....	KS
Kentucky.....	KY
Louisiana.....	LA
Maine.....	ME
Maryland.....	MD
Massachusetts.....	MA
Michigan.....	MI
Minnesota.....	MN
Mississippi.....	MS
Missouri.....	MO
Montana.....	MT
Nebraska.....	NE
Nevada.....	NV
New Hampshire.....	NH
New Jersey.....	NJ
New Mexico.....	NM
New York.....	NY
North Carolina.....	NC
North Dakota.....	ND
Ohio.....	OH
Oklahoma.....	OK
Oregon.....	OR
Pennsylvania.....	PA
Puerto Rico.....	PR
Rhode Island.....	RI
South Carolina.....	SC
South Dakota.....	SD
Tennessee.....	TN
Texas.....	TX
Utah.....	UT
Vermont.....	VT
Virginia.....	VA
Virgin Islands.....	VI
Washington.....	WA
West Virginia.....	WV
Wisconsin.....	WI
Wyoming.....	WY

CANADA

Alberta.....	AB
British Columbia.....	BC
Manitoba.....	MB
New Brunswick.....	NB
Newfoundland.....	NF
Northwest Territories.....	NT
Nova Scotia.....	NS
Ontario.....	ON
Prince Edward Island.....	PE
Province of Quebec.....	PQ
Saskatchewan.....	SK
Yukon Territory.....	YT

MEXICO

Aguascalientes.....	AG
Baja California Norte.....	BN
Baja California Sur.....	BS
Campeche.....	CM
Chiapas.....	CS
Chihuahua.....	CH
Coahuila.....	CU
Colima.....	CL
Distrito Federal.....	DF
Durango.....	DG
Guanajuato.....	GT
Guerrero.....	GR
Hidalgo.....	HG
Jalisco.....	JA
Mexico (State).....	MX
Michoacan.....	MC
Morelos.....	MR
Nayarit.....	NA
Nuevo Leon.....	NL
Oaxaca.....	OA
Puebla.....	PU
Querétaro.....	QE
Quintana Roo.....	QI
San Luis Potosí.....	SL
Sinaloa.....	SI
Sonora.....	SO
Tabasco.....	TB
Tamaulipas.....	TM
Tlaxcala.....	TL
Vera Cruz.....	VE
Yucatán.....	YU
Zacatecas.....	ZA

FERPA and the Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law which:

- Protects the privacy of student education records (20 U.S.C. 1232g; 34 C.F.R. Part 99);
- Applies to all schools and educational agencies that receive funds under an applicable program of the U.S. Department of Education.
- Gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These students are referred to as “eligible students.”
- Requires that educational agencies and institutions adopt a policy regarding how they meet the requirements of FERPA (34 CFR 99.6), and how they notify parents and eligible students annually of the above- mentioned rights (34 CFR 99.7).

The Family Educational Rights and Privacy Act (FERPA) permits SEAs, LEAs, and other local operating agencies to use MSIX to exchange personally identifiable information from education records on migratory children, without written parental consent, so long as the information is used only for official MEP purposes in accordance with these Rules of Behavior.

See U.S. Department of Education Memorandum to State Directors of Migrant Education on FERPA and MSIX dated April 2, 2008, available at <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>. In addition, as a system of records under the federal Privacy Act, authorized users may use and disclose information from MSIX only for the “routine uses” published by the Department in its MSIX system of records notice, which allows disclosure to facilitate a student’s:

1. Participation in the MEP;
2. Enrollment in school;
3. Grade or course placement;
4. Credit accrual; and
5. Unique student match resolution.

See 72 Fed. Reg. 68572-76 (Dec. 5, 2007). No other disclosures of a student’s name or other personally identifiable information may be made from MSIX without the prior written consent of the parent or student.

NGS/MSIX Security and Privacy Awareness

PRIVACY PROTECTION

1. Lock your computer when leaving computer unattended.
2. Media (including reports) containing MSIX information should be stored in locked container during non-business hours.
3. Do not leave paper media with MSIX information in public areas.
4. Store digital information in an encrypted format where technically possible.
5. Media containing MSIX information should be properly cleansed or destroyed.
6. If the access which you have been granted within MSIX is more than required to fulfill your job duties, it should be reported to your MSIX User Administrator.
7. Do not disclose MSIX information to individuals without a “need-to know” of the information in the course of their business.

ACCOUNT MANAGEMENT DO’S AND DON’TS

1. DO register with official work email; not unofficial/free email accounts.
2. DO follow the MSIX Password Policy.
3. DON’T share your user ID and password with anyone else.
4. DON’T write your password down or keep it in an area where it can be easily discovered.
5. DON’T use the “remember password” feature.
6. DO remember that user accounts are disabled after three(3) consecutive invalid attempts.

EMAIL BEST PRACTICES

1. Do not open unexpected attachments.
2. Do not click on suspicious links within emails.
3. Install and update anti-virus software on all devices.
4. Learn how to recognize phishing:
 - Messages that contain threats to shutdown accounts or devices;
 - Requests for personal information (passwords or Social Security Numbers);
 - Words like “Urgent”;
 - Forged email addresses; and
 - Poor writing or bad grammar.
5. Don’t give your email address to sites you don’t trust.
6. Suspicious emails must be reported as an incident to your IT office and to NGS/MSIX Help Desk.

Terminal Site Log of Incoming NGS Data (Optional)

The Terminal Site Log may be completed on a daily or on a weekly basis by the NGS Data Specialist for all data received. This form may be used for tracking the accuracy, completeness and timeliness of all incoming migrant student data, as well as for documenting the volume of data entry.

Terminal Site Information

NGS Data Entry Staff Name	District/Campus	Month/Year

NGS Required Activities	Daily Data Entry Date (i.e., Sept 3-7)					Accuracy & Completeness	Timeliness	Type of Activity
New COEs								
Enrollees and Non-Enrollees								
Residency Verification								
Withdrawals								
At Risk of Non-Promotion								
PFS								
Continuation of Services								
Terminations								
OSY and Dropouts								
LEP								
Graduation Plans								
Secondary Credits								
Missing Credits								
Alternate Student ID								
Facility Updates								
Immunizations								
Recommended Courses								
State Assessments								
Grades 6-8 Coursework								
Supplemental Data								
Summer Enrollments								
Other								
Totals								

Monthly Summary

	Accuracy and Completeness	Timeliness	Type of Required Activity
Week 1			
Week 2			
Week 3			
Week 4			

Comments:

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DATE:	March 18, 2020
SUBJECT:	Cancellation of STAAR Testing for the Remainder of the School Year
CATEGORY:	Student Assessment
NEXT STEPS:	Share with Appropriate Staff

The Texas Education Agency (TEA) continues to work with the Office of the Governor, Texas Department of State Health Services (DSHS), and the Texas Division of Emergency Management (TDEM) to coordinate and plan the state's response to COVID-19.

Given the impact of COVID-19, Governor Greg Abbott is using his statutory authority as the governor of Texas under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. TEA will work with the United States Department of Education to request waivers from federal testing and accountability requirements for the 2019–2020 school year.

The Texas Assessment Program serves as an invaluable tool to accurately and reliably diagnose how well students have learned their grade-level and course content. Parents use this information to support the academic growth of their children, and educators use the assessment data to adjust how they approach teaching to maximize student learning. While the typical state assessment data will not be available this year due to the cancellation of testing, TEA will continue to support schools by making other tools available to diagnose student learning. More information will be provided as these tools become available.

STAAR Grades 3–8 Assessments

All State of Texas Assessments of Academic Readiness (STAAR®) administrations scheduled for April, May, and June 2020 are cancelled. Student Success Initiative promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 are waived for the 2019–2020 school year. Districts will have local discretion on whether students in grades 5 and 8 should advance to the next grade, just like students in all other grades. In alignment with TEC, §28.021, criteria that should be considered include the following:

- The recommendation of the student's teacher,
- The student's grade in each subject or course, and
- Any other necessary academic information, as determined by the district.

STAAR End-of-Course (EOC) Assessments

Most students have already completed courses that have corresponding EOC assessments before their senior year. Normally, a student who has not passed up to two of his or her required STAAR EOC assessments may graduate through the individual graduation committee (IGC) process. For students who are still working to meet assessment graduation requirements as seniors in the 2019–2020 school year, required performance on academic assessments to graduate under TEC, §28.025(c) and §39.025(a) are being waived for spring 2020. Effectively, this means that current seniors may graduate through the IGC process regardless of the number of EOC assessments they still need to pass. Districts will need to determine if a student has met all other graduation requirements under TEC, §28.025(c), including successfully completing curriculum requirements or successfully completing an individualized education program.

In waiving the required performance on academic assessments under TEC, §28.025(c) and §39.025(a) for spring 2020, the following applies:

- If a student is on schedule to complete instruction in the entire curriculum in spring 2020 for a course that has a corresponding STAAR EOC assessment, the student is not required to pass that specific test to fulfill graduation requirements.
- If a student is on schedule to complete graduation requirements in spring 2020 but does not have the opportunity to retake a STAAR EOC assessment prior to graduation, the student is not required to pass that specific test to fulfill graduation requirements but will need to complete the IGC process.

For students graduating in future years but taking one of the five courses with a corresponding STAAR EOC assessment this year, those students will not be responsible for meeting that EOC assessment graduation requirement if they earn course credit this year.

STAAR Alternate 2

The STAAR Alternate 2 administration window required under TEC, §39.023(b) and scheduled for March 30 through April 21, 2020 is cancelled. For all students receiving special education services, the admission, review, and dismissal committee will continue to make educational decisions, including decisions related to required performance on academic assessments.

TELPAS and TELPAS Alternate

The Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate administration windows are currently open and are being extended to remain open through May 29, 2020, for a district to complete optionally if it chooses. Scoring data will be provided for each TELPAS domain a student completes. TEA is looking at exit criteria for English learners to determine what adjustments may be made this year for this determination. These discussions are ongoing, and more information will be provided as it develops.

STAAR Interim Assessments

Both testing windows for the STAAR Interim Assessments are currently open and will continue to be open through May 29, 2020, for districts to use as a resource to monitor student progress. As a reminder, the interim assessments are available at no cost to districts and charter schools, and they are not tied to accountability.

The decisions outlined in this communication are based on the state's commitment to our districts and students, with the priority of ensuring that those impacted by this virus can make instructional decisions that are in the best interest of students.

Thank you for the work you do for the school children of Texas.

Notes

