

The background of the slide features a large, faint, circular seal of the State of Texas. The seal contains a five-pointed star in the center, surrounded by a wreath of olive and live oak branches. The words "STATE OF TEXAS" are inscribed around the perimeter of the seal.

Title I, Part C Under Construction: Building Monitoring Protocols and Effective Self-Assessment

Presented by Idalia Ibáñez, TEA

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Presentation Check-in

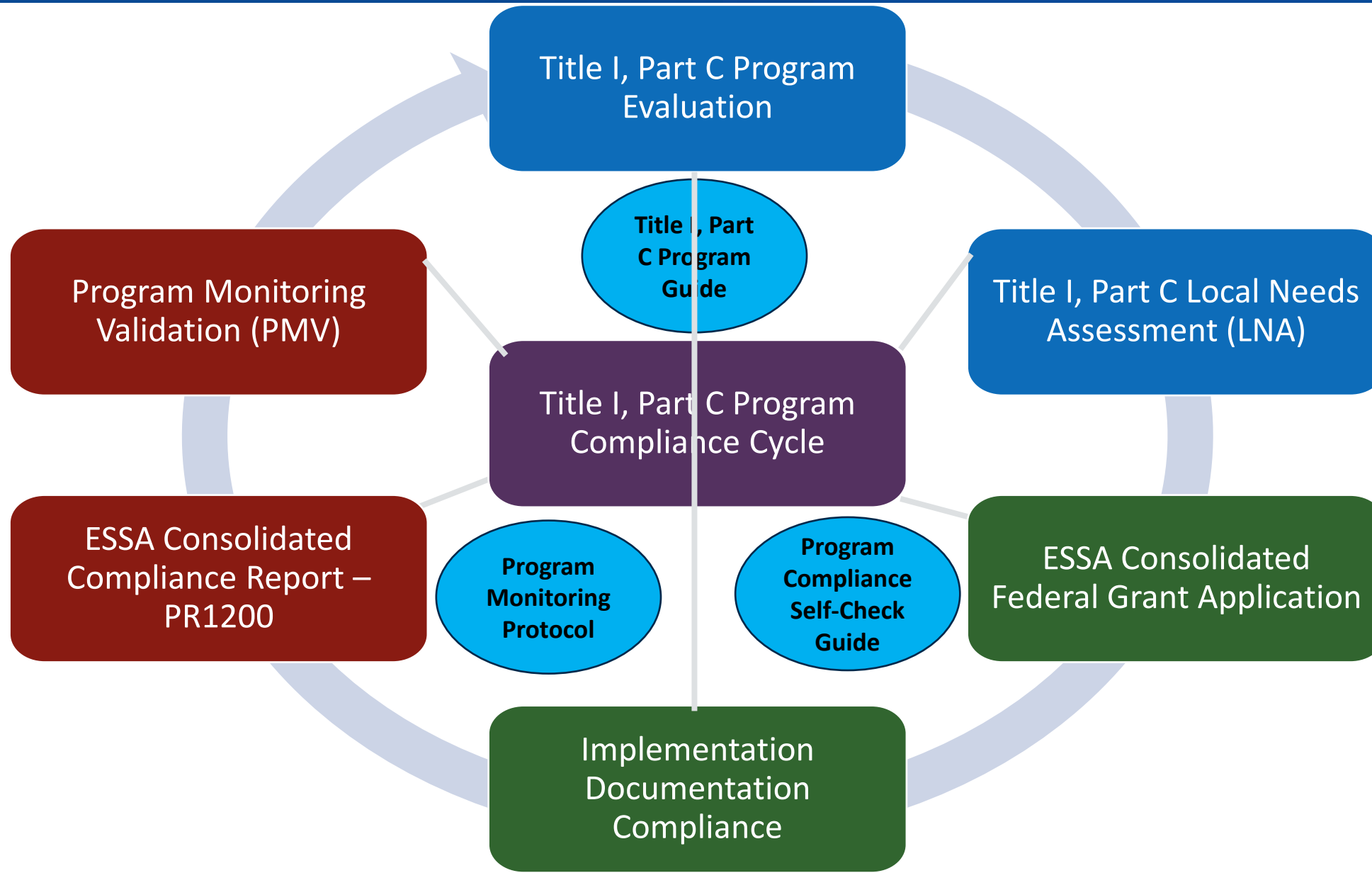


FPC - Check-In

- Select Event Name: 5/11/26 - Title I, Part C Under Construction: Building Monitoring Protocols and Effective Self-Assessment, presented by Idalia Ibañez
- Select Program: Title I, Part C
- Enter First Name and Last Name
- Enter Role (Position Title)
- Provide Email Address (Optional)
- Select LEA, ESC, or Other
 - LEA: Select LEA Name or Type LEA Name to find LEA Name
 - ESC: Select ESC Region Number
 - Other: Enter the name of your organization

<https://app.smartsheet.com/b/form/d522823a7cf34fd7ad3e1c905d4f28e6>

Road to Title I, Part C Compliance





- This document is intended to assist LEAs in completing the Program Compliance Self-check Sections.
- It can also assist LEAs as they implement their programs.
- Documenting overall compliance for a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor.
- The compliance items listed are a selection of program compliance requirements for compliance reporting purposes and not an all-inclusive listing of all the requirements for a particular program. For a complete listing of all the program compliance requirements, please see the Program Specific and ESSA Provisions and Assurances
- Additional guidance concerning program requirements can be found in the Title I, Part C Program Guide

Resources

TEA Federal Program Compliance (FPC) Webpage



Popular Applications ASKTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS Help Desk

TEA Texas Education Agency

Search Enter Keywords

A-Z Index Contact Employment State Board of Education Sign Up for Updates TEA Correspondence

About TEA Texas Schools Academics Finance & Grants Reports & Data Student Assessment Texas Educators

Home / Finance and Grants / Grant Compliance and Administration / Federal Program Compliance

Federal Program Compliance

TEA's ESSA program compliance functions are provided primarily by the Federal Program Compliance Division (FPC), which administers most programs of the Every Student Succeeds Act (ESSA). FPC is a division of the Department of Grant Compliance and Administration (GCA).

Program Information

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

- Title I, Part A—Improving Basic Programs
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth
- Title II, Part A—Supporting Effective Instruction
- Title IV, Part A—Student Support and Academic Enrichment
- Title V, Part A—Funding Transferability
- Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program
- ESSA Private School Equitable Services



The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).

- Texas Teacher ESSA Talent Plan

Related Content

- Texas Federal Programs Parent and Family Engagement State Plan
- Statewide Training Series
- Department of Grant Compliance and Administration
- Every Student Succeeds Act (ESSA) Statute
- ESSA Ed-Flex
- ESSA Program Monitoring Validations
- ESSA Consolidated Compliance Reports Resources
- ESSA State Plan
- Recommended Use of ESSA Funds - TEA Strategic Priorities
- Supplement, Not Supplant Handbook

Division Resources



Division Resources

[Division Resources](#)

[Collaborative Comprehensive Needs Assessment \(CCNA\) Toolkit](#)



The Federal Program Compliance Division administers an annual program monitoring validations (PMV) process for ensuring that School Systems comply with the requirements of the Title I, Part C – Education of Migratory Children Program. School systems can use this document as a guide to ensure compliance with the following statutory requirements.

- Program Coordination/Integration
- Priority for Service
- Local Needs Assessment
- Parent and Family Engagement
- Program Evaluation
- Program Evaluation to Improve Services

Federal Program Compliance Division



Title I, Part C – Education of Migratory Children Program Monitoring Validations Protocol

The Federal Program Compliance Division administers an annual program monitoring validations (PMV) process for ensuring that School Systems comply with the requirements of the Title I, Part C – Education of Migratory Children program.

School systems can use this document as a guide to ensure compliance with the following statutory requirements.

Requirements Referenced in this Protocol:

- [Program Coordination/Integration](#)
- [Priority for Services \(PFS\)](#)
- [Local Needs Assessment \(LNA\)](#)
- [Parent and Family Engagement](#)
- [Program Evaluation](#)
- [Program Evaluation to Improve Services](#)
- [Identification and Recruitment \(Quality Control\)](#)
- [Interstate/Intrastate Coordination](#)
- [Use of Funds/Supplement, Not Supplant](#)
- [Records Transfer \(Data Quality\)](#)

Documentation Requested

Documenting overall compliance with a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, school systems should refer to the



Continued -

- Identification and Recruitment (Quality Control)
- Interstate/Intrastate Coordination
- Use of Funds/Supplement, Not Supplant
- Records Transfer (Data Quality)

Federal Program Compliance Division



Title I, Part C – Education of Migratory Children Program Monitoring Validations Protocol

The Federal Program Compliance Division administers an annual program monitoring validations (PMV) process for ensuring that School Systems comply with the requirements of the Title I, Part C – Education of Migratory Children program.

School systems can use this document as a guide to ensure compliance with the following statutory requirements.

Requirements Referenced in this Protocol:

- [Program Coordination/Integration](#)
- [Priority for Services \(PFS\)](#)
- [Local Needs Assessment \(LNA\)](#)
- [Parent and Family Engagement](#)
- [Program Evaluation](#)
- [Program Evaluation to Improve Services](#)
- [Identification and Recruitment \(Quality Control\)](#)
- [Interstate/Intrastate Coordination](#)
- [Use of Funds/Supplement, Not Supplant](#)
- [Records Transfer \(Data Quality\)](#)

Documentation Requested

Documenting overall compliance with a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, school systems should refer to the

TEA Federal Program Compliance (FPC) Webpage Resources



Home / Finance and Grants / Grant Compliance and Administration / Federal Program Compliance

Title I, Part C — Education of Migratory Children

The Texas Title I, Part C Education of Migratory Children (MEP) enrolls eligible migratory students out of a total Texas public school enrollment of approximately 5,400,000 students. The state's migrant program is administered at the local level through local educational agencies (LEAs) and educational service centers (ESCs). Texas migratory students and their families migrate annually to 36 other states in the country, making Texas home to the largest interstate migrant student population in the United States. Texas also welcomes workers to the state to perform temporary and seasonal work in its agriculture and fishing industries. The largest concentration of Texas migrant families resides in the Rio Grande Valley. A large concentration of migratory families also reside in San Felipe-Del Rio, Eagle Pass, El Paso, and Hereford.

The purpose of the Migrant Education Program is to design and support programs that help migratory students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migratory students succeed in school and successfully transition to postsecondary education and/or employment.

The US Department of Education Office of Migrant Education [\(outside source\)](#) includes the latest updates and resources to administer the Title I, Part C Migrant Education Program.

Texas Migrant Education Program Web Portal

The Texas Migrant Education Program (TMEP) Web portal (outside source) provides direct access to resources and tools that support Texas migratory parents, families, and MEP staff. The portal was designed to meet the unique needs of parents and families of migratory children in grades K-12, to include out-of-school youth (OSY).

There are three main sections of the portal. Each unique and host links to initiative websites and resources.

1. Parents and Families - Resources in this section are available in Spanish and English and organized into three categories based on the service or support being offered.
 - Educational Support
 - Social Services
 - Support for Workers
2. MEP Staff - This section provides one easy-to-access location for resources utilized by MEP staff statewide. Some of these resources are included below. Visit this section to see the full collection available.
 - Office of Migrant Education
 - MSIX

Related Content

- Statewide Training Series
- Department of Grant Compliance and Administration
- Federal Program Compliance Division
- Every Student Succeeds Act (ESSA) Statute [↗](#)
- ESSA Ed-Flex
- ESSA Private School Equitable Services
- ESSA Program Monitoring Validations
- ESSA State Plan
- ESSA Unsafe School Choice Option
- Recommended Use of ESSA Funds - TEA Strategic Priorities
- Supplement, Not Supplant Handbook

Resources

- [Title I, Part C Frequently Asked Questions](#)
- [Title I, Part C Program Webinar](#) [↗](#)
- [Title I, Part C Program Guide](#)
- [Title I, Part C Monitoring Protocol](#)
- [MEP TX-NGS Summer Enrollment Guide](#)
- [MEP One Pager](#)

[Title I, Part C Monitoring Protocol pdf](#)



Resources

[Title I, Part C Frequently Asked Questions](#)

[Title I, Part C Program Webinar](#) [↗](#)

[Title I, Part C Program Guide](#)

[Title I, Part C Monitoring Protocol](#)

[MEP TX-NGS Summer Enrollment Guide](#)

[MEP One Pager](#)

[Title I, Part Education of Migratory of Migratory Children Webpage](#)



Federal Program Compliance Division



Title I, Part C – Education of Migratory Children Program Monitoring Validations Protocol

The Federal Program Compliance Division administers an annual program monitoring validations (PMV) process for ensuring that School Systems comply with the requirements of the Title I, Part C – Education of Migratory Children program.

School systems can use this document as a guide to ensure compliance with the following statutory requirements.

Requirements Referenced in this Protocol:

- [Program Coordination/Integration](#)
- [Priority for Services \(PFS\)](#)
- [Local Needs Assessment \(LNA\)](#)
- [Parent and Family Engagement](#)
- [Program Evaluation](#)
- [Program Evaluation to Improve Services](#)
- [Identification and Recruitment \(Quality Control\)](#)
- [Interstate/Intrastate Coordination](#)
- [Use of Funds/Supplement, Not Supplant](#)
- [Records Transfer \(Data Quality\)](#)

Documentation Requested

Documenting overall compliance with a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, school systems should refer to the [Title I, Part C Program Guide](#) and the most current version of the Program Compliance Self-Check Guide ([ESSA Consolidated Compliance Reports Resources](#)), which refer to the multiple forms of documentation required to be maintained locally. The documentation requested for submission during the validation process may not include all forms of documentation required to be maintained locally.

As part of the program monitoring validation process, school systems will be requested to include the selected documentation referenced in the tables below to demonstrate compliance with the program requirements described. TEA will utilize the following tables during the review of documentation to determine if the school system submitted sufficient documentation to support school system compliance.

Federal Program Compliance Division

V2.0 01/09/2026

1

Resources

Texas Migrant Education Portal (TMEP)



Texas Migrant Education Program (TMEP)
Web Portal

English

Subscribe Share Your Feedback

MEP Staff

TEA Migrant Education Information	Assisting Interstate/Intrastate Mobile Students (AIMS)	Texas Migrant Interstate Program (TMIP)
U.S. Migrant Education Information	A Bright Beginning Early Childhood Program	Scholarship Opportunities for Migratory Students
Title I, C Grant Requirements and Compliance	Education Resources for Parents of K-12 Migratory Children	High School Equivalency Program College Assistance Migrant Program (HEP/CAMP)
Migrant Student Information Exchange (MSIX)	Project SMART Summer Math Program	Instructional Services for Out-of-School and Secondary Youth
Texas New Generation System (TX-NGS)	Resources for Identification and Recruitment	Parent And Family Engagement

MEP Systems Initiative ESC-1 Statewide Systems Support

Best Practices Virtual Showcase

ESC MEP Staff Only Training Resources

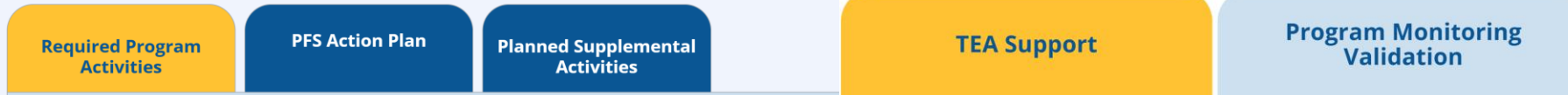
- Some of the resources referenced can be found at the TMEP Portal:
<https://txmigrant.net/mepstaff/>



Assisting Interstate/Intrastate Mobile Students (AIMS) Portal

PS3103: Parts of the ESSA Consolidated Federal Grant Application

The PS3103 section of the application is required when applying for Title I, Part C funds. It outlines additional required activities. In the PS3103 application, there is a distinction between required activities, which LEAs must provide to migratory children with Title I, Part C funds, and supplemental activities, which may be offered.



Part 1:

In this part, all the required activities are listed and must be checked for the application to be approved. LEA must maintain documentation of compliance for each required activity.

Required activities include: conduct ID&R, encode required data into TX-NGS, complete a local needs assessment, implement required strategies in the Texas SDP, promote interstate coordination, and conduct an evaluation.

[Learn More About Documentation Compliance](#)

TEA Support

The TEA provides a plethora of documentation forms, checklists, and other tools that give districts guidance in compliance documentation. These resources can be used exactly as they are provided, or they may be modified to fit the needs of the local MEP.

*This includes a Program Compliance Self-Check Guide that helps districts understand the required activities for program implementation and the strongest forms of documentation recommended as evidence of compliance when districts submit the annual compliance report.

[Program Compliance Self-Check Guide](#)



[Assisting Interstate and Intrastate Mobile Students Webpage ESSA Consolidated Application Resource Page](#)



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2025-2026 Program Monitoring Validations Process Program/Requirement-Specific Guidance Documents

Federal Program Compliance Division

TEA
Texas Education Agency

2025-2026 Program Monitoring Validation Guidance Document

Program: Title I, Part A
Requirement: Campus Allocations

Documentation Requested

Documenting overall compliance for a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, LEAs should refer to the Program Guide and/or other program-related resources that reference the multiple forms of documentation required to be maintained locally. The documentation requested for submission during the validation process may not include all forms of documentation required to be maintained locally.

Please include the following selected documentation referenced in the table below to demonstrate compliance with the program requirement described. TEA will utilize the following table during the review of documentation to determine if the LEA submitted sufficient documentation to support LEA compliance.

The documentation submitted for TEA review should show evidence of compliance in the 2024-2025 grant year for the program requirement selected.

The following documentation is requested to be submitted by 5:00 pm CST on or before December 19, 2025, via the Federal Program Compliance Division Program Monitoring Validations Snapshot Worksheet system.

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence showing amounts of Title I, Part A (TJA) Campus Allocations and how those amounts were determined	2024-2025	Spreadsheet showing campus name, campus number, enrollment, number of low-income students, low-income percentage, per-pupil amount, and amount of total Title I, Part A campus allocation for all Title I, Part A served campuses for the 2024-2025 school year. <small>Note: Campus status, enrollment, and low-income percentages should match what was reported on the 2024-2025 SC5000.</small>
1.2 Evidence that TJA campus allocations were actually budgeted for eligible campuses	2024-2025	Relevant pages from General Ledger showing TJA amounts budgeted to eligible campuses

Federal Program Compliance Division V1.0 07/14/2025 1

Guidance Document Topics

- **Documentation Requested**

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 <Documentation>	<Year of Documentation Requested>	<Documentation Specificity>
1.2 <Documentation>	<Year of Documentation Requested>	<Documentation Specificity>
1.3 <Documentation>	<Year of Documentation Requested>	<Documentation Specificity>
1.4 <Documentation>	<Year of Documentation Requested>	<Documentation Specificity>
1.5 <Documentation>	<Year of Documentation Requested>	<Documentation Specificity>

Collection Phase

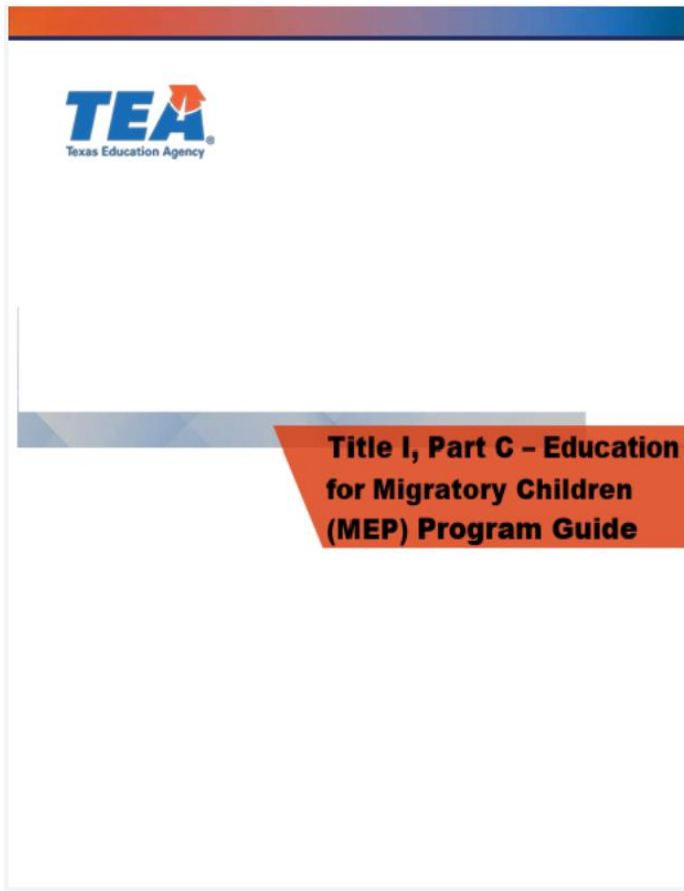
Collected samples from ESCs

Program Coordination/Integration ▼
Priority for Service (PFS) ▼
Local Needs Assessment (LNA) ▼
Parent and Family Engagement ▼
Evaluation ▼
Identification and Recruitment (ID&R) ▼
Interstate/Intrastate Coordination ▼
Use of Funds ▼
Records Transfer ▼

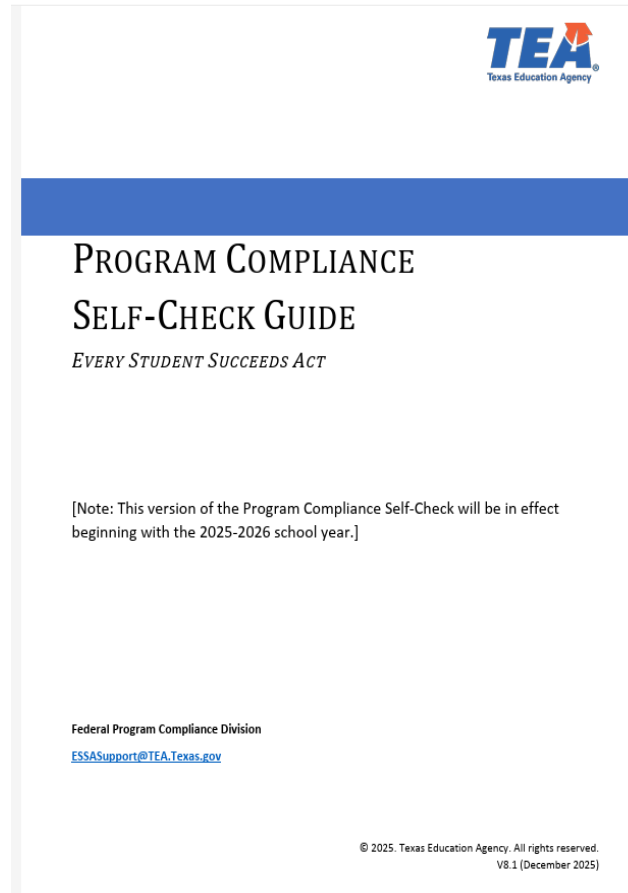


How to use the compliance resources

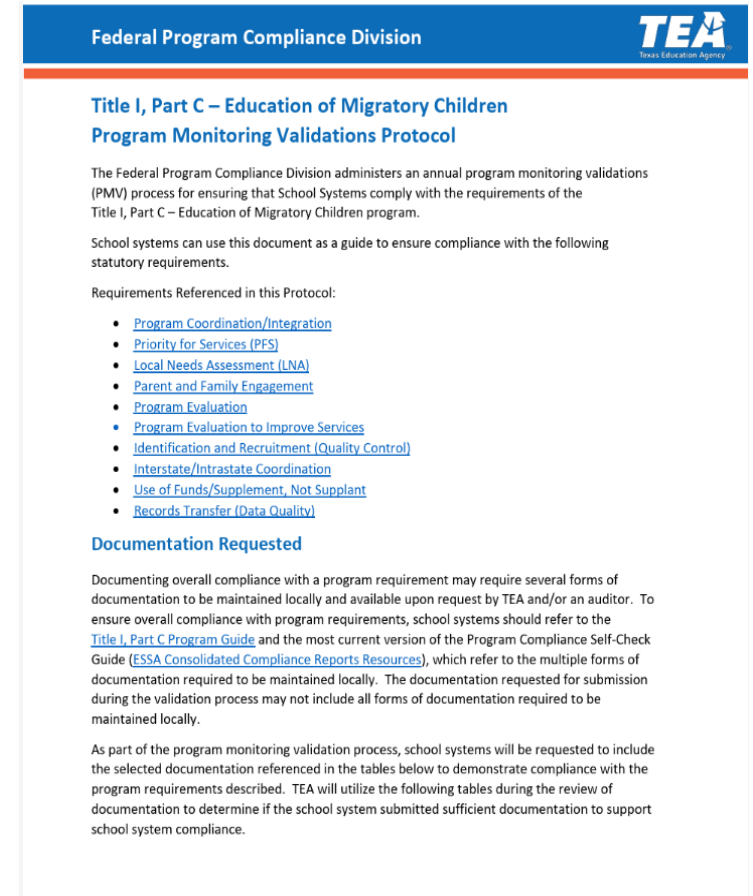




The cover features the TEA logo at the top left. A large orange banner at the bottom contains the title: **Title I, Part C - Education for Migratory Children (MEP) Program Guide**.



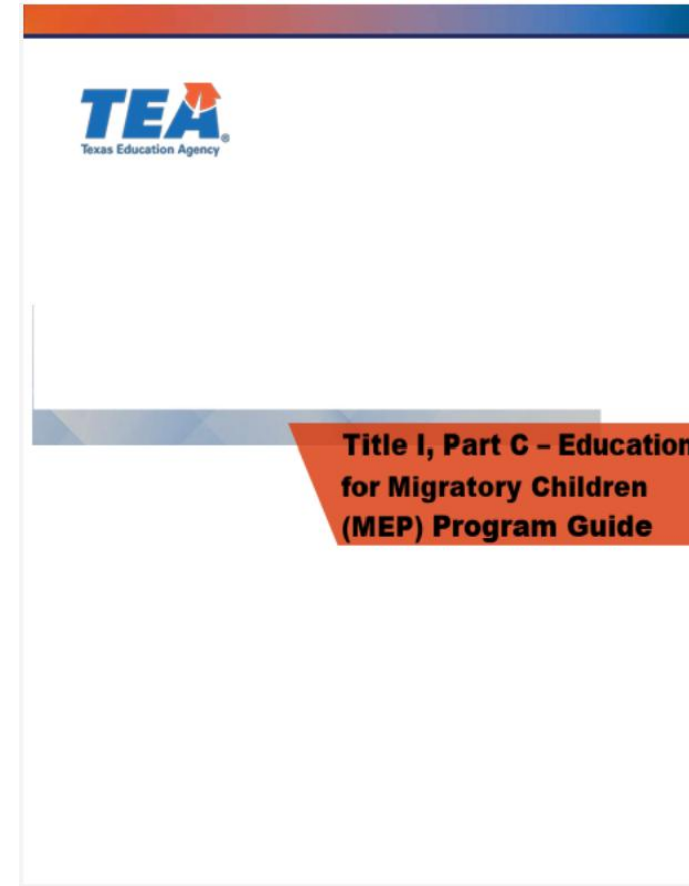
The cover features the TEA logo at the top right. The title is centered: **PROGRAM COMPLIANCE SELF-CHECK GUIDE**, with the subtitle *EVERY STUDENT SUCCEEDS ACT* below it. A note at the bottom states: [Note: This version of the Program Compliance Self-Check will be in effect beginning with the 2025-2026 school year.] The footer includes contact information for the Federal Program Compliance Division and a copyright notice: © 2025, Texas Education Agency. All rights reserved. V8.1 (December 2025).

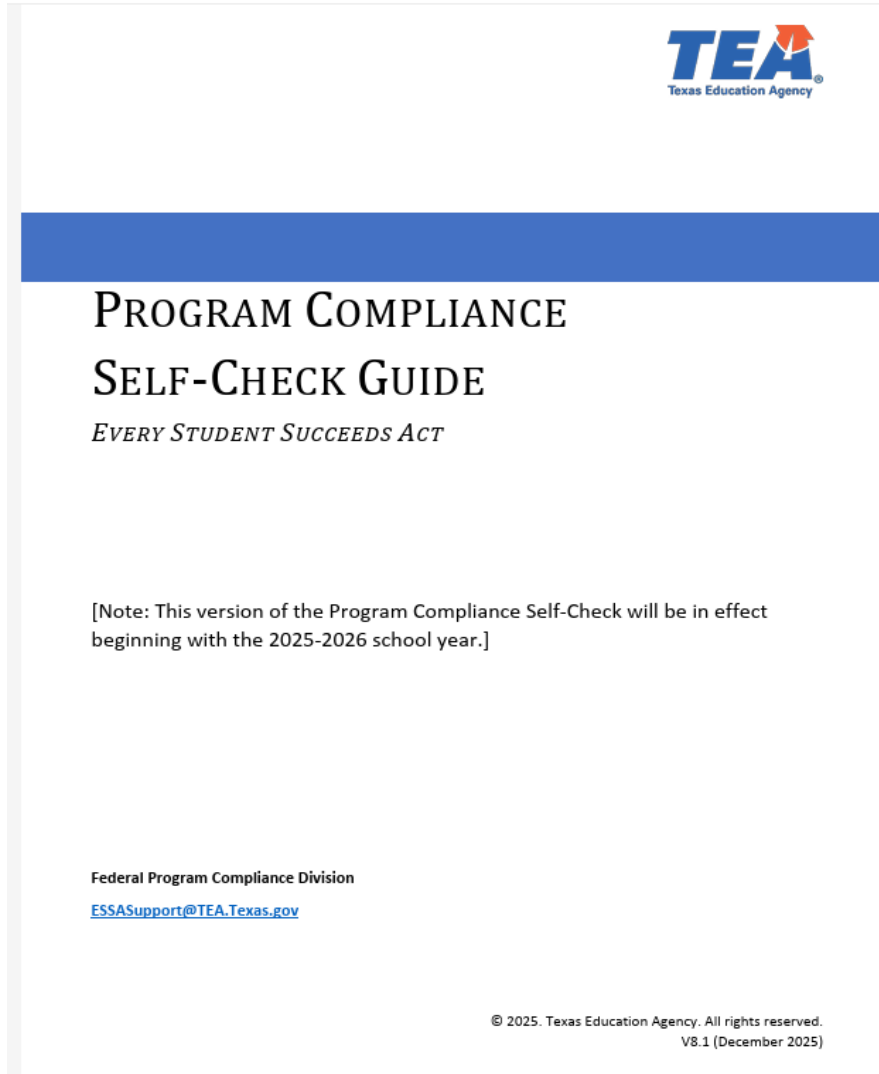


The table of contents is titled "Federal Program Compliance Division" and "Title I, Part C – Education of Migratory Children Program Monitoring Validations Protocol". It includes sections for the PMV process, statutory requirements, a list of referenced requirements (e.g., Program Coordination/Integration, Priority for Services (PFS), Local Needs Assessment (LNA), Parent and Family Engagement, Program Evaluation, Program Evaluation to Improve Services, Identification and Recruitment (Quality Control), Interstate/Intrastate Coordination, Use of Funds/Supplement, Not Supplant, Records Transfer (Data Quality)), documentation requested, and a note on the validation process.

Title I, Part C (MEP) Program Guide

- **Program Overview**
- **Program Description**
- **General Assurances**
- **Fiscal Requirements**
- **Use of Funds**
- **Carryover of Funds**
- **PNP**
- **Compliance Monitoring**
- **Ed-Flex**





- **Compliance Self Check Item**
- **Strongest Documentation Recommended**

Program Monitoring Validations Protocol

- **ESSA Statutory Requirement and Citation**
- **TEA ESSA Program Specific Provisions and Assurance**
- **TEA Compliance Report Program Compliance Self-Check Item**
- **Documentation Requested**
 - **Self-Assessment Compliance Questions**
 - **Probing questions for the documentation requested**
 - **Requested Documentation**
 - **Year of Documentation Requested**

Federal Program Compliance Division

**Title I, Part C – Education of Migratory Children
Program Monitoring Validations Protocol**

The Federal Program Compliance Division administers an annual program monitoring validations (PMV) process for ensuring that School Systems comply with the requirements of the Title I, Part C – Education of Migratory Children program.

School systems can use this document as a guide to ensure compliance with the following statutory requirements.

Requirements Referenced in this Protocol:

- [Program Coordination/Integration](#)
- [Priority for Services \(PFS\)](#)
- [Local Needs Assessment \(LNA\)](#)
- [Parent and Family Engagement](#)
- [Program Evaluation](#)
- [Program Evaluation to Improve Services](#)
- [Identification and Recruitment](#)
- [Interstate/Intrastate Coordination](#)
- [Use of Funds/Supplement, No](#)
- [Records Transfer \(Data Quality\)](#)

Requirement & ESSA Citation: <Requirement and citation>

Documentation Requested

Documenting overall compliance with documentation to be maintained locally ensure overall compliance with program requirements described. TE documentation to determine if the school system compliance.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
Click or tap here to enter text.
TEA ESSA Program-Specific Provisions & Assurances
Click or tap here to enter text.
TEA Compliance Report Program Compliance Self-Check Item
Click or tap here to enter text.

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
Click or tap here to enter text.	1.1 Click or tap here to enter text.	Click or tap here to enter text.

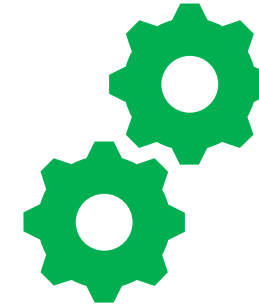
Program Compliance Resource Crosswalk

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Program Coordination/Integration	21/1	3.A.1	1.1 to 1.5
Priority for Services (PFS)	22/1	3.B.1	1.1 to 1.4
Local Needs Assessment (LNA)	23/1	3.C.1	1.1 to 1.3
Parent and Family Engagement	23/1	3.D.1	1.1 to 1.2
	24/2	3.D.2	1.1 to 1.3
Program Evaluation	24/1	3.E.1	1.1 to 1.2
Program Evaluation to Improve Services	25/2	3.E.2	1.1 to 1.2
Identification and Requirement (Quality Control)	25/1	3.F.1	1.1 to 1.3
Interstate/Intrastate Coordination	26/1	3.G.1	1.1 to 1.2
Use of Funds/Supplement, Not Supplant	26/1	3.H.1	1.1 to 1.3
Records Transfer (Data Quality)	27/1	3.I.1	1.1 to 1.2

What can documentation look like?

- The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.





Program Coordination/Integration

Compliance Item 1:

The LEA/fiscal agent makes adequate provisions for serving the unmet educational needs of migratory children, including preschool children and migratory children who have dropped out of school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs. [Section 1304(b)(1) and (c)(4)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Program Coordination/Integration	21/1	3.A.1	1.1 to 1.5

Title I C Program Monitoring Protocol

Program Coordination/Integration

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
How does the school system verify which students are eligible for MEP services?	1.1 Unique Student Count Report from TX-NGS TX-NGS school system report showing the number of migratory children.	Immediate prior year
What documentation does the school system maintain locally to demonstrate efforts to identify/evaluate the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs?	1.2 Documentation of efforts to provide services to migratory children not being served by other sources. A maximum of two (2) samples of documentation that show efforts to provide services not being provided by other sources i.e., local needs assessment, emails, or communication logs.	Immediate prior year
What documentation does the school system maintain locally to demonstrate the coordination of services for migratory children from other local, State, and Federal educational programs?	1.3 Documentation showing service coordination with other local, State, and Federal educational programs A maximum of two (2) samples of documentation showing efforts to coordinate services i.e., phone logs, sample emails, event invites, or agendas of meetings coordinated with other programs; and evidence of service outreach activities.	Immediate prior year
What documentation does the school system maintain locally to verify which preschool children are eligible for the MEP? How does the school system document that the needs of eligible migratory preschool children are considered?	1.4 Documentation showing adequate provisions of services for preschool migratory children Unique Student Count Report from TX-NGS showing the number of preschool-aged migratory children; Documentation showing number of preschool-aged migratory children served by early childhood programs (district-based, home-based, or community-based); and documentation of efforts to provide services to migratory children not being served through other sources. Or TX-NGS Unique Count Report showing no preschool-aged children were identified is acceptable.	Immediate prior year
What documentation does the school system maintain locally to verify which Out-of-School Youth (OSY) are eligible for the MEP? How does the school system document that the needs of eligible migratory Out-of-School Youth (OSY) are considered?	1.5 Documentation of efforts to provide services to Out-of-School Youth (OSY) OSY Student Profile Report from TX-NGS. Or TX-NGS Out-of-School Youth Report showing no OSY were identified is acceptable.	Immediate prior year

Strongest Documentation Recommended

Program Coordination/Integration

3.A. Compliance Item 1

- Unique Student Count Report from TX-NGS showing the number of migratory children **(PMV Protocol 1.1)**
- Documentation of efforts to provide services to migratory children not being served through other sources. **(PMV Protocol 1.2)**
- Documentation showing service coordination with other local, State, and Federal education programs **(PMV Protocol 1.3)**
- Documentation showing adequate provisions of services for preschool migratory children **(PMV Protocol 1.4)**
- Documentation of efforts to provide services to Out-of-School Youth (OSY) **(PMV Protocol 1.5)**

Example: 3.A.1 and PMV Protocol 1.1 Program Coordination/Integration

- Unique Student Count Report from TX-NGS showing the number of migratory children (PMV Protocol 1.1)

Reports

TX New Generation System Reports

Click on the name of the report that you want to generate.

Filter reports by name:

Worksheets	Student Reports	Data Management Reports	Program Reports
Multiple Withdrawal	Student Immunization	District	Unique Student Count
Multiple Enrollment	Student Health Screening	Campus	Unique Student Count for State By District
Student Designation	Student Graduation Plan and Year	Currently Enrolled Student List	Supplemental Program Count
Supplemental Programs	Formal/Informal Assessments	Max Enrollment History	Gender Count
Continuing Enrollment/Residency	Middle School/Jr. High Course History	End of Eligibility	Participants by Grade and Term
Transfer Documents	Secondary Credit for Mobile Youth	Grade/Age Distribution Summary	Continuation of Services
Residency Only	Partial Credit	Migrant Student Mobility	Schoolwide Program
Preschool & Kindergarten	Comprehensive Secondary Credit	Recently Mobile Migrant Students	EL/EB Count
Grades 1-8	Individual Supplemental Programs	Alternate Student ID Number	PFS Services Received
Grades 9-12	Retention	MSIX ID Number Report	EL/EB, NEP & FEP Count
State Assessments	Duplicate Student	Student Termination	Priority for Service (New)
Missing State Assessment	Migrant Continuing Enrollment/Residency	Facility	
State Assessment History Download	Qualifying Activity	Contact	
Exit Level State Assessment History Download	Current City	COE Family	
State Assessment History with Scores	Medical Alert	Unassigned Contact	
Other States Assessments	Special Needs	Student Monitoring	
	CAMP Recruitment	Bi-National	
	HEP Recruitment	NCES	
	Residency Verification Date	Short Duration Move	
	Two Year Olds Turning Three	PFS Tracking	
	Recruiter	Labels	

Example: 3.A.1 and PMV Protocol 1.2 and 1.3

Program Coordination/Integration

- Documentation of efforts to provide services to migratory children not being served through other sources. **(PMV Protocol 1.2)**
 - Local needs assessment
 - Emails
 - Communication logs
- Documentation showing service coordination with other local, State, and Federal education programs **(PMV Protocol 1.3)**
 - Phone logs
 - Emails
 - Event invites
 - Coordinated meeting agendas
 - Evidence of service outreach activities

Example: 3.A.1 and PMV Protocol 1.4 Program Coordination/Integration

- Documentation showing adequate provisions of services for preschool migratory children (**PMV Protocol 1.4**)
 - Unique Student Count Report from TX-NGS showing the number of preschool-aged migratory children
 - Documentation showing the number of preschool-aged migratory children served by early childhood program (district-based program, home-based program, community preschool program, Head Start, etc.)
 - Documentation of efforts to provide services to preschool-aged migratory children not being served through other sources
 - **If no preschool migratory children are identified** by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:
 - Unique Student Count Report from TX-NGS showing no preschool-aged children were identified.

Reports

TX New Generation System Reports

Click on the name of the report that you want to generate.

Filter reports by name:

Worksheets	Student Reports	Data Management Reports	Program Reports
Multiple Withdrawal	Student Immunization	District #13	Unique Student Count #13
Multiple Enrollment	Student Health Screening	Campus #13	Unique Student Count for State By District
Student Designation	Student Graduation Plan and Year #13	Currently Enrolled Student List	Supplemental Program Count
Supplemental Programs	Formal/Informal Assessments	Max Enrollment History	Gender Count
Continuing Enrollment/Residency	Middle School/High Course History	End of Eligibility	Participants by Grade and Term
			Continuation of Services
			Schoolwide Program
			EL/EB Count
			PFS Services Received
			EL/EB, NEP & FEP Count
			Priority for Service (New)

Unique Student Count Report
State: TX
Region: [REDACTED] County: [REDACTED] District: [REDACTED]
School Year: 2023/2024
As of Mar 20, 2024



No Students Found

Report Details:
Report ID: [REDACTED]
Description: Unique Student Count Report
Parameters: State = TX
Region = [REDACTED]
County = [REDACTED]
District = [REDACTED]
SSID = [REDACTED]
Grade Level = Pre School 3
Pre School 4
Pre School 5
Pre Kindergarten

Eligibility Criteria = Twelve Month Eligibility
School Year = 2023/2024
Options =

Example: 3.A.1 and PMV Protocol 1.4

Program Coordination/Integration – Cont'd

 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Parent/Guardian 2</th> </tr> <tr> <td style="width: 50%;">Last Name</td> <td style="width: 50%;">First Name</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Parent/Guardian 2		Last Name	First Name		
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"/> Head Start Program <input type="checkbox"/> Texas Migrant Head Start <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	Comments:
Parent Signature and Date <i>(Required)</i>	_____

Example: 3.A.1 and PMV Protocol 1.5 Program Coordination/Integration

■ Documentation of efforts to provide services to Out-of-School Youth (OSY) (PMV Protocol 1.5)

- OSY Student Profile Report from TX-NGS
- Out-of-school Youth Report from TX-NGS showing the number of OSY
- If no OSY are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:
 - Out-of-School Youth Report from TX-NGS showing no OSY were identified.


Filter reports by name:

Worksheets	Student Reports	Data Management Reports	Program Reports
Multiple Withdrawal	Student Immunization	District	Unique Student Count
Multiple Enrollment	Student Health Screening	Campus	Unique Student Count for State By District
Student Designation	Student Graduation Plan and Year	Currently Enrolled Student List	Supplemental Program Count
Supplemental Programs	Formal/Informal Assessments	Max Enrollment History	Gender Count
Continuing Enrollment/Residency	Middle School/Jr. High Course History	End of Eligibility	Participants by Grade and Term
Transfer Documents	Secondary Credit for Mobile Youth	Grade/Age Distribution Summary	Continuation of Services
Residency Only	Partial Credit	Migrant Student Mobility	Schoolwide Program
Preschool & Kindergarten	Comprehensive Secondary Credit	Recently Mobile Migrant Students	EL/EB Count
Grades 1-8	Individual Supplemental Programs	Alternate Student ID Number	PFS Services Received
Grades 9-12	Retention	MSIX ID Number Report	EL/EB, NEP & FEP Count
State Assessments	Duplicate Student	Student Termination	Priority for Service (New)
Missing State Assessment	Migrant Continuing Enrollment/Residency	Facility	
State Assessment History Download	Qualifying Activity	Contact	
Exit Level State Assessment History Download	Current City	COE Family	
State Assessment History with Scores	Medical Alert	Unassigned Contact	
Other States Assessments	Special Needs	Student Monitoring	
	CAMP Recruitment	Bi-National	
	HEP Recruitment	NCES	
	Residency Verification Date	Short Duration Move	
	Two Year Olds Turning Three	PFS Tracking	
	Recruiter	Labels	
	Drop Out	Recruiter/Reviewer	
	Project SMART	On Time for Graduation	
	Here to Work	Out of School Youth	
	At Risk Of Non-Promotion	Enrollment Comments	
	Homeschooled	Early Childhood Recruitment	
	Missed Enrollment	User Monitoring and Report Count	
	Potential Missed Students	Saved ECOEs	
		OS Re-Enrollment	
		iSOSY State	
		iSOSY Recruiter	
		TX Qualifying Work/Activities	

Resources

Program Coordination/Integration

Home Accessibility Contact Us Feedback




Process for Coordinating Services


Sharing Information

Agencies & Resources


Documentation




Identify Needs



Coordinate Referrals



Ensure Access



Document Referrals

[Assisting Interstate and Intrastate Mobile Students Service Coordination Page](#)



Priority For Service



Compliance Item 1:

The LEA/fiscal agent gives service priority to migratory children who 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. [Sections 1301(2), 1304(d)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Priority for Services (PFS)	22/1	3.B.1	1.1 to 1.4

Title I C Program Monitoring Protocol

Priority For Service (PFS)

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
What documentation does the school system maintain locally to verify the eligible migratory children who should be given priority for service?	1.1 Priority for Service (PFS) Report from TX-NGS A maximum of two (2) monthly PFS Reports, redacting student identifiable information. Or TX-NGS PFS Report showing “No PFS students found” is acceptable.	Immediate prior year
How does the school system plan for identifying and addressing the needs of PFS students?	1.2 School System PFS Action Plan Copy of the school system PFS Action Plan.	Immediate prior year
What documentation does the school system maintain locally to demonstrate that supplemental services are being provided to PFS students?	1.3 Supplemental Program Count Report from TX-NGS, which lists supplemental services being provided to the PFS students TX-NGS Supplemental Program Count Report listing supplemental services provided to the PFS students, redacting student identifiable information, and highlighting the unique student number.	Immediate prior year
What documentation does the school system maintain locally to demonstrate that PFS students are given service priority?	1.4 Documentation that MEP-funded services are provided to the PFS students first School system procedures for prioritizing services to PFS students. And A maximum of two (2) forms of documentation that shows MEP-funded services were provided to PFS students first.	Immediate prior year

Strongest Documentation Recommended

Priority for Service (PFS)

3.B. Compliance Item 1

- Priority for Service (PFS) Report from TX-NGS (**PMV Protocol 1.1**)
- School System PFS Action Plan (**PMV Protocol 1.2**)
- Supplemental Program Count Report from TX-NGS listing supplemental services being provided to the PFS students (**PMV Protocol 1.3**)
- Documentation that MEP-funded services are provided to the PFS students first (**PMV Protocol 1.4**)

Example: 3.B.1 and PMV Protocol 1.1 Priority for Service (PFS)

- Priority for Service (PFS) Report from TX-NGS (PMV Protocol 1.1)
 - PFS Report
 - If no PFS students, provide PFS Report from TX-NGS showing “No PFS students found”

Filter reports by name:

Worksheets	Student Reports	Data Management Reports	Program Reports
Multiple Withdrawal	Student Immunization	District	Unique Student Count
Multiple Enrollment	Student Health Screening	Campus	Unique Student Count for State By District
Student Designation	Student Graduation Plan and Year	Currently Enrolled Student List	Supplemental Program Count
Supplemental Programs	Formal/Informal Assessments	Max Enrollment History	Gender Count
Continuing Enrollment/Residency	Middle School/Jr. High Course History	End of Eligibility	Participants by Grade and Term
Transfer Documents	Secondary Credit for Mobile Youth	Grade/Age Distribution Summary	Continuation of Services
Residency Only	Partial Credit	Migrant Student Mobility	Schoolwide Program
Preschool & Kindergarten	Comprehensive Secondary Credit	Recently Mobile Migrant Students	EL/EB Count
Grades 1-8	Individual Supplemental Programs	Alternate Student ID Number	PFS Services Received
Grades 9-12	Retention	MSIX ID Number Report	Priority for Service (New)
State Assessments	Duplicate Student	Student Termination	
Missing State Assessment	Migrant Continuing Enrollment/Residency	Facility	

Priority for Service Report
State: TX
Region: [REDACTED]
School Year: 2024/2025
As of Feb 28, 2025

Priority for Services Regular Term Count	52
Priority for Services Summer/Intercession Term Count	0
Priority for Services Unduplicated Count	52

Priority for Services List of Unduplicated Students

Name	USID	SSID	School Name	Enr Birth Date	GL Type	Enrollment Date	Withdrawal Date	Residency Date	QAD	Generation Date	Priority Reason(s)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7	R	08/14/2024		10/17/2023	10/17/2023	08/15/2024	Approaches/At Risk of Failing Reading
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	K	P	08/14/2024		05/01/2024	05/01/2024	11/15/2024	Retained
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8	P	08/14/2024		05/01/2024	05/01/2024	11/15/2024	Missed Reading Test, Missed Math Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9	P	08/14/2024		05/01/2024	05/01/2024	11/15/2024	Missed Reading Test, Missed Math Test, Missed Science Test, Missed Social Studies Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5	P	08/14/2024		05/01/2024	05/01/2024	11/15/2024	Missed Reading Test, Missed Math Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5	R	08/13/2024		05/20/2024	05/20/2024	09/18/2024	Approaches/At Risk of Failing Reading, Failed Math
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5	R	08/07/2024		08/22/2023	08/22/2023	10/24/2024	Missed Reading Test, Missed Math Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9	R	08/14/2024		12/01/2009	06/06/2024	09/18/2024	Missed Reading Test, Missed Math Test, Missed Science Test, Missed Social Studies Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7	R	08/14/2024		12/21/2010	06/06/2024	09/18/2024	Missed Reading Test, Missed Math Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2	R	08/08/2024		08/01/2023	08/01/2023	08/15/2024	EL/EB
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10	R	08/08/2024		08/01/2023	08/01/2023	08/15/2024	Approaches/At Risk of Failing English I, Approaches/At Risk of Failing Biology
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5	R	08/08/2024		08/01/2023	08/01/2023	08/15/2024	Failed Reading, Failed Math
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4	R	08/14/2024		08/04/2023	08/04/2023	08/19/2024	Approaches/At Risk of Failing Math
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8	R	08/08/2024		11/12/2023	11/12/2023	08/15/2024	Missed Reading Test, Missed Math Test
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7	R	08/14/2024		11/03/2023	11/03/2023	08/15/2024	Failed Reading, Failed Math

Example: 3.B.1 and PMV Protocol 1.2

Priority for Service (PFS) Page 1

■ School System PFS Action Plan (PMV Protocol 1.2)



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p>OR</p> <ul style="list-style-type: none"> Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the **TMEP Portal**.

Example: 3.B.1 and PMV Protocol 1.2 Priority for Service (PFS) Page 2

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
21	012-345		Riley Andersen
District Name:		School Year	Date:
Newer New England ISD		2024-2025	8/3/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Riley Andersen	ESC Reviewer Signature	Mama Andersen
Date	8/3/24	Date Review Complete	8/3/24

Example: 3.B.1 and PMV Protocol 1.2 Priority for Service (PFS) Page 3

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
21	012-345	Newer New England ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
The goal for the PFS students is to provide the best learning opportunities to increase achievement, close academic gaps and increase academic growth.	<ol style="list-style-type: none">1. <u>100% of students will have access for supplemental instructional services.</u>2. <u>80% of PFS students will be on grade level within 2 years.</u>3. <u>80% of PFS students will meet state academic achieving standards.</u>



Sample

Example: 3.B.1 and PMV Protocol 1.2 Priority for Service (PFS)

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
21	012-345	Newer New England ISD

Sample

PFS Action Plan must address all the required strategies.



Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Sept 1 Jan 1 Oct 2 Feb 1 Nov 1 Mar 1 Dec 1 Apr 1 May 1	MEP staff	NGS-PFS Monthly Report, Sign-in Delivery Sheet will be placed on the Campus Folder
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 15, 2024	Migrant Contact	Local and Comprehensive Needs Assessment
Additional Activities			
<ul style="list-style-type: none"> Use Google drive file folders to organize a list of PFS students. The plan is to monitor the PFS students and to provide the list to different campuses to monitor progress. 	Sept 1 Jan 1 Oct 2 Feb 1 Nov 1 Mar 1 Dec 1 Apr 1 May 1	MEP Staff	Google Drive folder list of PFS and Non-PFS students will be placed on the campus drive folder.
<ul style="list-style-type: none"> Monitor Progress PFS reviews once every semester. Migrant staff will monitor and document the interventions for all PFS students and place them on the Google Drive for documentation purposes. 	Nov and Apr	MEP staff	Document Progress Review Forms will be placed on the Campus Google Drive Folder.

Example: 3.B.1 and PMV Protocol 1.2 Priority for Service (PFS) - Cont'd

Sample

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
21	012-345	Newer New England ISD	

PFS Action Plan must address all the required strategies.



Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Sept 1 Jan 1 Oct 2 Feb 1 Nov 1 Mar 1 Dec 1 Apr 1 May 1	MEP Staff	PFS Student Action Plans, Coordination meeting Logs, Student meeting logs, PFS services Logs. Documentation will be on the Google Drive Folder.
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Sept-May	MEP Staff	Phone logs and parent meeting agenda with parent signature
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Sept-May	MEP Staff	Visitation Documentation Form
Additional Activities			
<ul style="list-style-type: none"> Recruiters and students will use Google Forms to document the services for PFS students <u>in order to</u> increase communication with central office MEP staff. 	Sept-May	MEP staff	Shared Google form documentation log on Google Sheets spreadsheet.

Example: 3.B.1 and PMV Protocol 1.3 and 1.4 Priority for Service (PFS)

- Supplemental Program Count Report from TX-NGS listing supplemental services being provided to the PFS students (**PMV Protocol 1.3**)
 - TX-NGS Supplemental Program Count Report listing supplemental services provided to the PFS students
- Documentation that MEP-funded services are provided to the PFS students first (**PMV Protocol 1.4**)
 - School system procedures for prioritizing services to PFS students; and
 - School system documentation that shows services were provided to PFS students first.

Resources

Priority for Service (PFS)



Texas Migrant Education Program (TMEP)
Web Portal

English

Subscribe

Share Your Feedback



ESSA Title I, Part C Grant Requirements and Compliance

The Federal Program Compliance Division (FPC) of the Texas Education Agency administers most programs of the Every Student Succeeds Act (ESSA). For Title I, Part C, TEA contracts a vendor to assist with conducting the Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation. The resources compiled below are intended to support MEP Staff as they meet all of the compliance requirements each year.

ESSA Consolidated Federal Grant Support (Title I, Part C) ▾

MEP Continuous Improvement Cycle (CIC) ▾

Priority for Services (PFS) ▾

Program Monitoring Validation [↗](#)

ESSA Title I, Part C Grant Requirements and Compliance

The Federal Program Compliance Division (FPC) of the Texas Education Agency administers most programs of the Every Student Succeeds Act (ESSA). For Title I, Part C, TEA contracts a vendor to assist with conducting the Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation. The resources compiled below are intended to support MEP Staff as they meet all of the compliance requirements each year.

ESSA Consolidated Federal Grant Support (Title I, Part C) ▾

MEP Continuous Improvement Cycle (CIC) ▾

Priority for Services (PFS) ▾

- [PFS Implementation Process \(6/2024\)](#)
- [PFS Action Plan](#)
- [PFS Student Progress Review Form](#)
- [AIMS: PFS Action Plan](#)

Program Monitoring Validation [↗](#)





Local Needs Assessment (LNA)

Compliance Item 1:

The LEA/fiscal agent identifies and addresses the unique educational needs of migratory children through a needs assessment and outlines a comprehensive plan for the delivery of services. [Section 1306(a)(1)(A)-(G)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Local Needs Assessment (LNA)	23/1	3.C.1	1.1 to 1.3

Title I C Program Monitoring Protocol

Local Needs Assessment (LNA)

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>How does the school system identify the unique educational and educationally related needs of eligible migratory children?</p>	<p>1.1 A completed version of the Texas MEP Local Needs Assessment (LNA) Tool A completed version of the LNA Tool that includes: MEP student profile and LNA Action Plan. Or A copy of the school system’s Collaborative Comprehensive Needs Assessment (CCNA), if it includes a MEP-specific section.</p>	<p>Immediate prior year</p>
<p>How does the school system document that the Service Delivery Plan strategies are considered when completing the comprehensive needs assessment?</p>	<p>1.2 A copy of the LNA Strategy Implementation Plan A copy of the LNA Strategy Implementation Plan that shows that the Texas Title I, Part C SDP strategies were considered.</p>	<p>Immediate prior year</p>
<p>How does the school system ensure that the plan for addressing the identified needs of migratory children is incorporated as part of the school system DIP?</p>	<p>1.3 A copy of the District Improvement Plan describing MEP-funded activities A copy of the District Improvement Plan pages that describe the MEP-funded activities according to the strategies in the Service Delivery Plan to meet the Measurable Program Outcomes.</p>	<p>Immediate prior year</p>

Strongest Documentation Recommended

Local Needs Assessment (LNA)

3.C. Compliance Item 1

- Texas MEP Local Needs Assessment (LNA) Tool (**PMV Protocol 1.1**)
- LNA Strategy Implementation Plan (**PMV Protocol 1.2**)
- District Improvement Plan describing MEP-funded activities (**PMV Protocol 1.3**)

Example: 3.C. 1 (PMV Protocol 1.1) Local Needs Assessment (LNA)

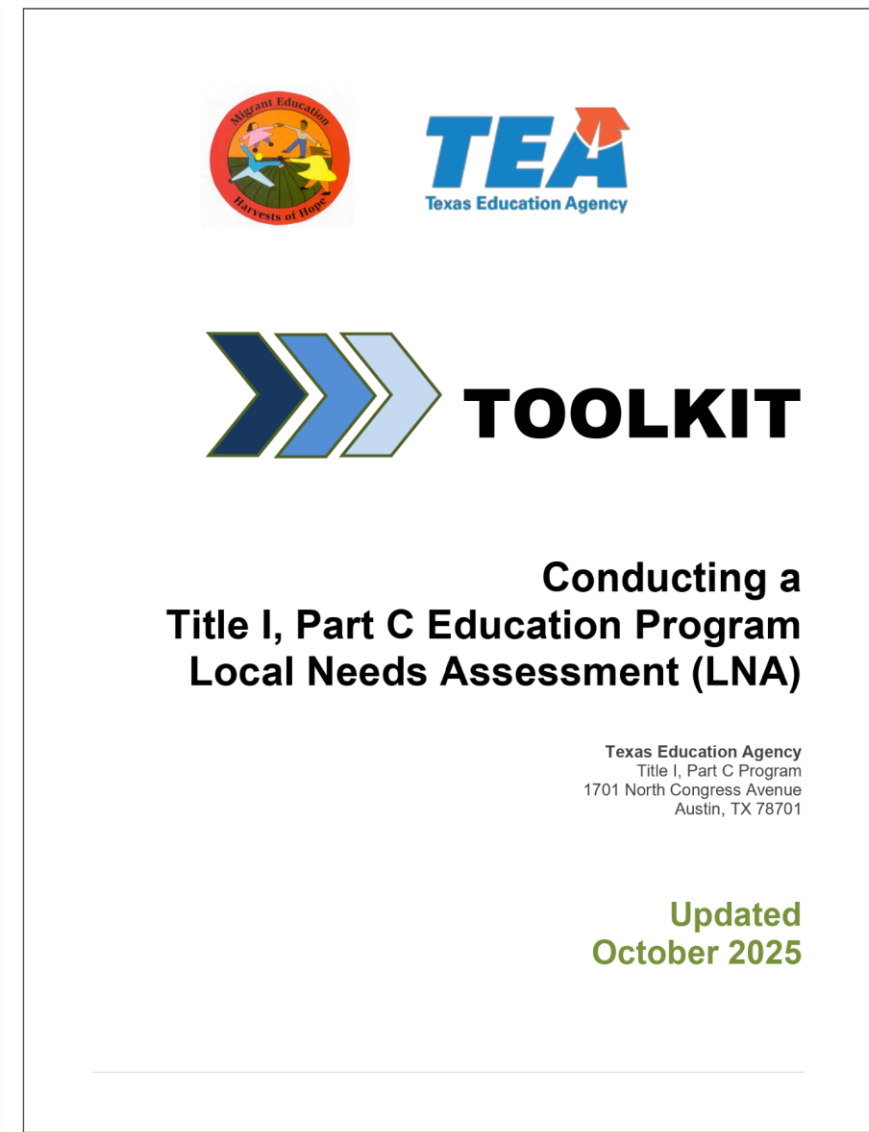
- Texas MEP Local Needs Assessment (LNA) Tool (PMV Protocol 1.1)

A completed version of the LNA Tool that includes:

- MEP student profile; and
- LNA Action Plan.

Or

- A copy of the school system's Collaborative Comprehensive Needs Assessment (CCNA), if it includes MEP.



Example: 3.C. 1 (PMV Protocol 1.1) Local Needs Assessment (LNA) – Cont'd

Tool 2-1 LNA Migratory Student Profile

School System/ESC Data from (Year):

Data Element	Source	Statistic (#/%)	Priority Area (V)	Comments/Follow-up
1 Total Number of Eligible Migratory Students (ages 0-21)				
2 Migratory Students Ages 0-2				
3 Migratory Students Ages 3-5 (not in kindergarten)				
4 Migratory Students in Grades K-5				
5 Migratory Students in Grades 6-8				
6 Migratory Students in Grades 9-12				
7 Migratory Out-of-School Youth (OSY)				
8 Migratory Students with Priority for Services (PFS)				
9 Migratory English Learners (EL)				
10 Migratory Students Eligible for Special Education				
11 Migratory Students with a Qualifying Arrival Date (QAD) within 12 months of the last day of the performance period				
12 Migratory Students Served during the Performance Period				
13 Instructional Services Received During the Performance Period				
14 Migratory Students Receiving Reading Instruction During the Performance Period (teacher or paraprofessional)				
15 Migratory Students Receiving Mathematics Instruction During the Performance Period (teacher or paraprofessional)				
16 Support Services Received During the Performance Period				
17 Counseling Services Received During the Performance Period				
18 Migratory Students Served during the Regular School Year				
19 PFS Migratory Students Served during the Regular School Year				
20 Migratory Students Served during the Summer				
21 PFS Migratory Students Served during the Summer				
22 Migratory Student Graduation Rate				
23 PFS Migratory Student Graduation Rate				
24 Migratory Student Dropout Rate				
25 PFS Migratory Student Dropout Rate				
26 Percent of Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments				
27 Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments				
28 Percent of Migratory Students in Grades 3-8 scoring at Grade Level or Above on STAAR Mathematics Assessments				
29 Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR Mathematics Assessments				
30 Percent of Migratory Students Scoring at Grade Level or Above on STAAR End-of-Course (EOC) English Assessments				
31 Percent of PFS Migratory Students Scoring at Grade Level or Above on STAAR EOC English Assessments				

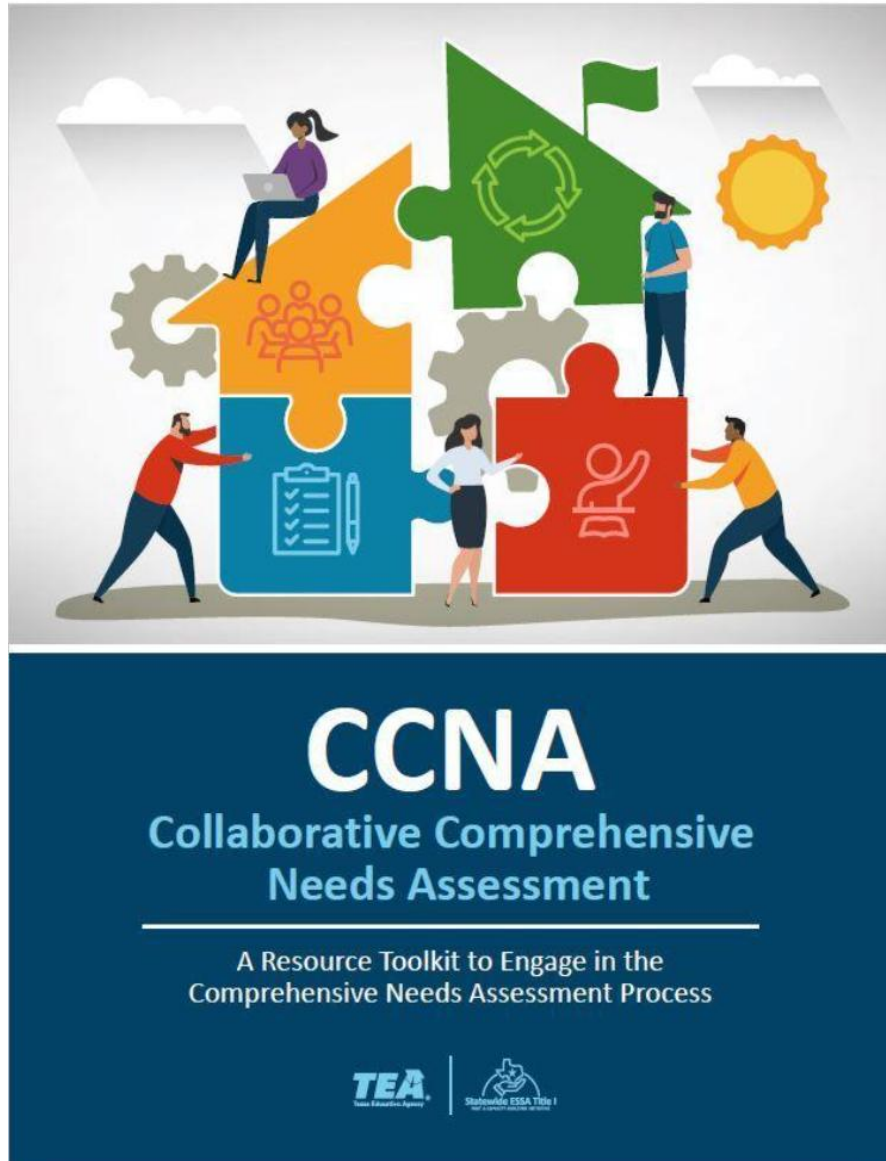
Tool 3-2 LNA Action Plan to Address Other Needs

If, during the LNA process, migratory student needs were identified that are not identified in the Texas Title I, Part C Comprehensive Needs Assessment (CNA), and therefore, are not addressed in the strategies in the Texas Title I, Part C Service Delivery Plan (SDP) [Tool 3-1: LNA Strategy Implementation Plan], use this Action Plan to identify the priority needs, possible solutions to address the needs, resources needed to implement the solutions, etc. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority levels (low, medium, or high) to assist with prioritizing implementation of the solutions.

Priority Need Identified Through the LNA	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H

Example: 3.C. 1 (PMV Protocol 1.1) Local Needs Assessment (LNA) Resource

- If applicable, a copy of the school system's Collaborative Comprehensive Needs Assessment (CCNA), if it includes a Title I, Part C specific component.



Example: 3.C. 1 (PMV Protocol 1.2)

Local Needs Assessment (LNA)

- LNA Strategy Implementation Plan (PMV Protocol 1.2)
 - LNA Strategy Implementation plan that shows that the Texas Title I, Part C SDP Strategies were considered

Tool 3-1 LNA Strategy Implementation Plan

The LNA Strategy Implementation Plan helps school systems/ESCs identify how to implement the strategies in the Texas Title I, Part C Service Delivery Plan (SDP) to address migratory student needs identified during the LNA process. To complete the Implementation Plan, the LNAC chooses from the Implementation Activities to address the needs identified during the LNA, resources needed to implement the activities, timelines for implementing the activities, and person(s) responsible for implementing the activities. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority levels (low, medium, or high) to assist with prioritizing implementation of the activities.

Reading Language Arts (RLA) and Mathematics Strategies in the TXMEP SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
Strategy 1-1: Coordinate/provide supplemental RLA instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).				<input type="checkbox"/> Coordinate to provide before/after school/Saturday tutorials/tutoring. <input type="checkbox"/> Coordinate to provide supplemental instructional services by a classroom/content area teacher. <input type="checkbox"/> Coordinate with other local/state/federal programs and community service providers. <input type="checkbox"/> Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students. <input type="checkbox"/> Educate all staff on the unique needs of eligible migratory students. <input type="checkbox"/> Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C-funded. <input type="checkbox"/> If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., technology, AP course, dual credit course). <input type="checkbox"/> Provide information and/or training to all staff (MEP and non-MEP) about instructional services and resources available to support eligible migratory students in reading (e.g., TMEP K-12 Portal, Consortium Incentive Grant [CIG] resources-IDRC, iSOSY). <input type="checkbox"/> Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone			

Example: 3.C. 1 (PMV Protocol 1.3)

Local Needs Assessment (LNA)

- District Improvement Plan describing MEP-funded activities **(PMV Protocol 1.3)**
 - District Improvement Plan pages that describe the MEP-funded activities according to the strategies in the Service Delivery Plan to meet the Measurable Program Outcomes.

Resources

Local Needs Assessment (LNA)



Texas Migrant Education Program (TMEP)
Web Portal

English

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ESSA Title I, Part C Grant Requirements and Compliance

The Federal Program Compliance Division (FPC) of the Texas Education Agency administers most programs of the Every Student Succeeds Act (ESSA). For Title I, Part C, TEA contracts a vendor to assist with conducting the Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation. The resources compiled below are intended to support MEP Staff as they meet all of the compliance requirements each year.

ESSA Consolidated Federal Grant Support (Title I, Part C) ▾

MEP Continuous Improvement Cycle (CIC) ▾

- [Statewide Service Delivery Plan \(2025\)](#)
- [SDP Decisions and Planning Chart](#)
- [Statewide Comprehensive Needs Assessment \(CNA\) Report \(Jun 2024\)](#)
- [Statewide Evaluation Report \(2023-24\)](#)
- [Texas MEP FSI Webpage](#)
- [CNA-SDP-Eval Alignment Chart](#)
- [Texas MEP LNA Toolkit \(Oct 2025\)](#)
- [Collaborative Comprehensive Needs Assessment Toolkit](#)

MEP Continuous Improvement Cycle (CIC) ▾

- [Statewide Service Delivery Plan \(2025\)](#)
- [SDP Decisions and Planning Chart](#)
- [Statewide Comprehensive Needs Assessment \(CNA\) Report \(Jun 2024\)](#)
- [Statewide Evaluation Report \(2023-24\)](#)
- [Texas MEP FSI Webpage](#)
- [CNA-SDP-Eval Alignment Chart](#)
- [Texas MEP LNA Toolkit \(Oct 2025\)](#)
- [Collaborative Comprehensive Needs Assessment Toolkit](#)
- [AIMS: Continuous Improvement Cycle \(CIC\)](#)





Parent and Family Engagement



Compliance Item 1:

The LEA/fiscal agent has established a parent advisory council (PAC) for the Title I, Part C - Migratory Education Program (MEP) and provides an opportunity for appropriate consultation in the planning, implementation, and evaluation of the school system's migratory program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Parent and Family Engagement	23/1	3.D.1	1.1 to 1.2
	24/2	3.D.2	1.1 to 1.3

Title I C Program Monitoring Protocol

Parent and Family Engagement

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>What documentation does the school system maintain locally to demonstrate that a parent advisory council has been established? If not, why?</p> <p>What documentation does the school system maintain locally to demonstrate that a parent advisory council meeting occurred?</p> <p>How does the school system document that meaningful consultation with migratory parents occurs during the PAC meeting(s)?</p>	<p>1.1 Evidence of migratory parent advisory council (PAC) meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program.</p> <p>Documentation for a maximum of two (2) meetings:</p> <ul style="list-style-type: none"> • Meeting agendas clearly outlining time for meaningful consultation to take place; • Meeting notes/minutes that show meaningful consultation and input from migratory parents occurred; and • Attendance i.e., sign-in sheets, electronic attendance rosters. <p>Or</p> <p>Documentation showing efforts were made to establish a PAC, but due to factors such as extreme geographical distance, low numbers of identified migratory families within the school system/fiscal agent, etc., a PAC was not established i.e., TX-NGS Unique Student Count Report.</p>	<p>Immediate prior year</p>
<p>What documentation does the school system maintain locally to demonstrate when and where a PAC meeting will occur?</p> <p>What documentation does the school system maintain locally that shows the announcement offers options on meeting times and dates?</p> <p>Are meetings held in a language parents understand or is translation provided?</p>	<p>1.2 Evidence that meetings are offered at times that parents of migratory children could attend, and that the meetings are conducted in a language that the parents could understand, or that translation is provided, as needed.</p> <p>A maximum of two (2) samples of communication regarding options for meeting times, dates, and modality; or meeting invitations.</p>	<p>Immediate prior year</p>

3.D. Compliance Item 1

- Evidence of migratory parent advisory council (PAC) meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program. **(PMV Protocol 1.1)**
- Evidence that meetings are offered at times that parents of migratory children could attend and meetings are conducted in a language that the parents could understand, or that translation is provided, as needed. **(PMV Protocol 1.2)**

3.D. 1 (PMV Protocol 1.1) Parent and Family Engagement

- Evidence of migratory parent advisory council (PAC) meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program. **(PMV Protocol 1.1)**
 - Meeting agendas clearly outlining time for meaningful consultation took place;
 - Meeting notes/minutes; and
 - Attendance, i.e., sign-in sheets, electronic attendance rosters.
 - **If no PAC** has been established due to no participation, evidence to show that efforts have been made to establish a PAC, but due to factors such as extreme geographical distance, low numbers of identified migratory families within the LEA, etc., a PAC was not established (i.e., Unique Student Count Report from TX-NGS).

3.D. 1 (PMV Protocol 1.2) Parent and Family Engagement

- Evidence that meetings are offered at times that parents of migratory children could attend and meetings are conducted in a language that the parents could understand, or that translation is provided, as needed. **(PMV Protocol 1.2)**
 - Communication regarding options for meeting times
 - Dates
 - Modality
 - Meeting invitations

Example: 3.D. 1 (PMV Protocol 1.1 and 1.2)

Parent and Family Engagement

PARENT ADVISORY COUNCIL (PAC)

Tuesday, November 5, 2019
OMNI San Antonio, Texas



EXAMPLE AGENDA

8:30 a.m. – 4:00 p.m.

- I. Welcome and Roll Call of Members
 - a) Introduction of New Grant Division / Organizational Chart
 - b) Welcome by Grant Division
- II. Review and Approval of State PAC Minutes
 - a) Meeting June 2019
 - b) State PAC Meeting Survey Results
- III. Break 10:00 a.m.
- IV. Service Delivery Plan – Spanish

ACTIVITY: Meaningful Consultation – What training / resources do you suggest are needed by parents in each of the SDP components,



Notes taken by: _____

Migrant PAC Minutes

Date _____

Call to Order

_____ called the meeting to order at: _____ for the Migrant Parent Advisory Council. A welcome was given to all of the members who came. The meeting was conducted in English and Spanish.

Officer Elections

Nominations for President (include district & vote totals)

Nominations for Vice-President (include district & vote totals)

Compliance Item 2:

The LEA/fiscal agent coordinates/provides training/resources to parents of migratory children on reading strategies; mathematics strategies; developmentally appropriate school readiness resources and strategies; and/or information and resources about college/career opportunities.

[Section 1304(c)(1) and (c)(6)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Parent and Family Engagement	23/1	3.D.1	1.1 to 1.2
	24/2	3.D.2	1.1 to 1.3

Title I C Program Monitoring Protocol

Parent and Family Engagement

Federal Program Compliance Division

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>What documentation does the school system maintain locally to demonstrate coordination with other programs on training and resources?</p> <p>What documentation does the school system maintain locally to demonstrate the communication on coordination efforts of training and resources with other programs, especially in areas of reading, mathematics, and school readiness?</p>	<p>1.1 Evidence of coordination with other school system programs for training and resources. A maximum of two (2) samples of documentation for meetings regarding coordination with other programs that include the meeting agenda and minutes between MEP school system staff and other program staff. And A maximum of two (2) samples of documentation of communication with other school systems programs requesting or coordinating training and resources for migratory parents.</p>	<p>Immediate prior year</p>
<p>What documentation does the school system maintain locally to demonstrate that coordination with other programs occurred, focusing on migratory children and their families?</p>	<p>1.2 Evidence of coordination with other programs that can benefit migratory children and their families. A maximum of two (2) copies of the coordination meeting agendas and minutes between MEP school system staff and other programs to discuss sharing needs and resources.</p>	<p>Immediate prior year</p>
<p>What documentation does the school system maintain locally to demonstrate that training is offered/provided to migratory parents and families? If none, why?</p>	<p>1.3 Evidence that training was offered to migratory parents and families. Documentation that training was offered to parents and families that includes a maximum of two (2) samples of supporting documentation, i.e., Training agendas, documentation of attendance (i.e., sign-in sheets, electronic attendance rosters), sample of material presented. Or If no migratory children were identified by the school system/fiscal agent, TX-NGS Unique Student Count Report showing “No students found” is acceptable.</p>	<p>Immediate prior year</p>

Strongest Documentation Recommended

Parent and Family Engagement

3.D. Compliance Item 2

- Evidence of coordination **with other school system programs** for training and resources. **(PMV Protocol 1.1)**
- Evidence of coordination **with other programs** that can benefit migratory children and their families. **(PMV Protocol 1.2)**
- Evidence that training was offered to migratory parents and families. **(PMV Protocol 1.3)**

Example: 3.D.2 (PMV Protocol 1.1 and 1.2)

Parent and Family Engagement

- Evidence of coordination **with other school system programs** for training and resources. **(PMV Protocol 1.1)**
 - Meeting agenda and minutes between MEP school system staff and other program staff; and
 - Communication with other school systems programs requesting or coordinating training and resources for migratory parents.
- Evidence of coordination **with other programs** that can benefit migratory children and their families. **(PMV Protocol 1.2)**
 - Coordination meeting agendas and minutes between MEP school system staff and other programs to discuss sharing needs and resources.

Example: 3.D.2 (PMV Protocol 1.3)

Parent and Family Engagement

- Evidence that training was offered to migratory parents and families. **(PMV Protocol 1.3)**
 - Training agendas;
 - Documentation of attendance (i.e., sign-in sheets, electronic attendance rosters); and
 - Sample of material presented; or
 - If no migratory children, a Unique Student Count Report from TX-NGS showing no migratory children were identified.

Resources in TMEP Portal Parent and Family Engagement



Texas Migrant Education Program (TMEP)
Web Portal

English

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MEP Staff

TEA Migrant Education Information	Assisting Interstate/Intrastate Mobile Students (AIIMS)	Texas Migrant Interstate Program (TMIIP)
OME U.S. Migrant Education Information	A Bright Beginning Early Childhood Program	Scholarship Opportunities for Migratory Students
ESSA Title I, C Grant Requirements and Compliance	Education Resources for Parents of K-12 Migratory Children	High School Equivalency Program College Assistance Migrant Program (HEP/CAMP)
MSIX Migrant Student Information Exchange (MSIX)	Project SMART Summer Math Program	OSY Instructional Services for Out-of-School and Secondary Youth
Texas New Generation System (TX-NGS)	ID&R Resources for Identification and Recruitment	PFE Parent And Family Engagement

TX MEP Systems
Statewide Systems Support

Best Practices Virtual Showcase



ESC MEP Staff Only
Training Resources



Program Evaluation

Compliance Item 1:

The LEA/fiscal agent evaluates and improves the effectiveness of the Title I, Part C – Migratory Education Program (MEP) to enable all migratory students to meet the same challenging State academic standards that all Texas children are expected to meet. [Section 1304 (b)(1), (b)(2) and (c)(5)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Program Evaluation	24/1	3.E.1	1.1 to 1.2

Title I C Program Monitoring Protocol

Program Evaluation

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>How does the school system verify that a program evaluation is conducted to determine the effectiveness of the MEP?</p>	<p>1.1 Evidence that a Title I, Part C evaluation was conducted Copy of school system’s Title I, Part C Evaluation.</p>	<p>Immediate prior year</p>
<p>What documentation does the school system maintain locally to demonstrate the coordination of efforts to evaluate the effectiveness of the MEP program?</p> <p>What documentation shows which stakeholders participated in the evaluation planning meeting?</p>	<p>1.2 Evidence of the Title I, Part C Evaluation Planning Meeting Documentation for maximum of two (2) Title I, Part C Evaluation Planning meetings took place:</p> <ul style="list-style-type: none"> • Meeting agenda; • Meeting minutes; and • Attendance. <p>Or Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.</p>	<p>Immediate prior year</p>

3.E. Compliance Item 1

- Evidence that a Title I, Part C Evaluation was conducted. **(PMV Protocol 1.1)**
- Evidence of the Title I, Part C Evaluation Planning Meeting **(PMV Protocol 1.2)**

Example: 3.E.1 (PMV Protocol 1.1 and 1.2)

Program Evaluation

- Evidence that a Title I, Part C Evaluation was conducted. **(PMV Protocol 1.1)**
 - Copy of the school system's Title I, Part C Evaluation
- Evidence of the Title I, Part C Evaluation Planning Meeting **(PMV Protocol 1.2)**
 - Meeting agenda;
 - Meeting minutes; **and**
 - Attendance;

or

 - Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

Compliance Item 2:

The LEA/fiscal agent uses the program evaluation results to improve services to its migratory students. [Section 1304 (b)(1), (b)(2) and (c)(5), 1306(a)(1)(C)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Program Evaluation to Improve Services	25/2	3.E.2	1.1 to 1.2

Title I C Program Monitoring Protocol

Program Evaluation to Improve Services

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>How does the school system use the results of the MEP evaluation to improve services for migratory children?</p>	<p>1.1 Evidence that evaluation results were considered to improve services to migratory children. District Improvement Plan pages addressing additional services offered to the migratory students based on the School System MEP evaluation. Or List of improved services offered to the migratory students. Or Other documentation showing how results were used to improve services to migratory students.</p>	<p>Immediate prior year</p>
<p>What documentation does the school system maintain locally to demonstrate the review of the MEP evaluation with vested stakeholders?</p>	<p>1.2 Evidence of the Title I, Part C Evaluation Planning Meeting Documentation for maximum of two (2) Title I, Part C Evaluation Planning meetings took place:</p> <ul style="list-style-type: none"> • Meeting agenda; • Meeting minutes; and • Attendance. <p>Or Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.</p>	<p>Immediate prior year</p>

3.E. Compliance Item 2

- Evidence that evaluation results were considered to improve services to migratory children. **(PMV Protocol 1.1)**
- Evidence of the Title I, Part C Evaluation Planning Meeting **(PMV Protocol 1.2)**

Example 3.E.2 (PMV Protocol 1.1)

Program Evaluation to Improve Services

- Evidence that evaluation results were considered to improve services to migratory children. **(PMV Protocol 1.1)**
 - District Improvement Plan (DIP) pages addressing additional services offered to the migratory students based on the LEA MEP evaluation; or
 - List of improved services offered to the migratory students; or
 - Other documentation showing how results were used to improve services to migratory students.

Objective: Support Migratory Students Through the Migrant Education Program (MEP) Strategies.

Sample

Expected Result/Impact: Migratory students will receive supplemental academic and support services that reduce barriers caused by mobility and improve academic progress, attendance, and graduation readiness. Address needs based on the MEP Comprehensive Needs Assessment and the program evaluation.

Staff Responsible for Monitoring Migrant Education Program Staff, Federal Programs Coordinator, Campus Principals, School Counselors, and ESC Migrant Education Program Staff

Example: 3.E.2 (PMV Protocol 1.2)

Program Evaluation to Improve Services

- Evidence of the Title I, Part C Evaluation Planning Meeting (PMV Protocol 1.2)
 - Meeting agenda;
 - Meeting minutes; and
 - Attendance; or
 - Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

PAC Agenda

April 2, 2025

Sample

- I. Welcome and Introductions
- II. Special Guest: School Website Resources
- III. Local Needs Assessment Special Discussions:
 - a. What do the LNA surveys tell us?
 - b. Next Steps for LNA
- IV. Evaluation Consultation:
 - a. Why the program evaluation is important?
- V. Meaningful Consultation: How are the resources we are currently providing our migratory children helping us support them? What is working and what is not working?



Texas Migrant Education Program (TMEP)

Web Portal

English

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Fidelity of Strategy Implementation (FSI)

This evaluation tool is designed to assess the implementation of strategies outlined in the Texas Migratory Education Program (MEP) Service Delivery Plan (SDP) for the performance period. It fulfills federal requirements from the U.S. Department of Education's Office of Migrant Education (OME) by measuring the fidelity of MEP service delivery across four goal areas: Reading Language Arts (RLA) and Mathematics, School Readiness, High School Graduation/Services to Out-of-School Youth (OSY), and Non-Instructional Support Services. Title I, Part C-funded projects are encouraged to use this tool as a self-assessment by assembling key staff to review, discuss, and rate each strategy on a 5-point scale.

FSI Resources

- [TX-MEP FSI Overview \(slides\)](#)
- [25-26 FSI Tool \(Word version\)](#)



Identification and Recruitment: Quality Control

Identification and Recruitment: Quality Control Compliance Item

Compliance Item 1:

The LEA/fiscal agent identifies and recruits migratory children and youth, including OSY, according to the specific timelines and guidance outlined in the Texas Manual for the Identification and Recruitment (ID&R) of Migratory Children to ensure the accuracy of such information. [Sections 1303(f), 1304(c)(7), 1309(2)-(5)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Identification and Requirement (Quality Control)	25/1	3.F.1	1.1 to 1.3

Title I C Program Monitoring Protocol

Identification and Recruitment (ID&R) Quality Control

TEA Compliance Report Program Compliance Self-Check Item
<p>Part 3.F</p> <p>Compliance Item 1: The LEA/fiscal agent identifies and recruits migratory children and youth, including OSY, according to the specific timelines and guidance outlined in the Texas Manual for the Identification and Recruitment of Migratory Children in order to ensure the accuracy of such information. [Sections 1303(f), 1304(c)(7), 1309(2)-(5)]</p>

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>What documentation does the school system maintain locally to demonstrate how Identification and Recruitment (ID&R) activities are conducted with fidelity?</p>	<p>1.1 Evidence of ID&R Activities A maximum of two (2) samples of documentation for the following:</p> <ul style="list-style-type: none"> Recruiter logs clearly outlining the dates, times, and specific ID&R activities conducted by the recruiter; <p>And</p> <ul style="list-style-type: none"> Reviewer logs show quality control conducted by the reviewer. <p>Or</p> <p>Other forms of supporting documentation that provide evidence of ID&R activities.</p>	<p>Immediate prior year</p>
<p>How does the school system document how ID&R activities are conducted effectively year-round and throughout the geographical are of the school system?</p>	<p>1.2 Identification and Recruitment Action Plan A copy of the school system’s ID&R Action Plan that shows identification and recruitment efforts took place during school year and summer within the school system and the community at large.</p>	<p>Immediate prior year</p>
<p>What is the school system's process to ensure quality control?</p>	<p>1.3 School System ID&R Quality Control Procedures A copy of the school system’s procedures outlining the quality control processes for recruiters and reviewers.</p>	<p>Immediate prior year</p>

Strongest Documentation Recommended

Identification and Recruitment (ID&R) Quality Control

INTERAGENCY COORDINATION		
<p>Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.</p>	<p>Staff: All ESC Recruiters and SEA Reviewers for the Migrant Education Program (MEP).</p>	<p>Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year</p>
<p>Other</p>		
QUALITY CONTROL		
<p>Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.</p>	<p>Staff: All ESC Recruiters and SEA Reviewers for the Migrant Education Program (MEP).</p>	<p>By August 29</p>
<p>Eligibility Review Review COEs with more than one required eligibility comment or other reasons specified under difficult determination. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p>	<p>Staff: All ESC Recruiters and SEA Reviewers for the Migrant Education Program (MEP).</p>	<p>Ongoing throughout the year</p>
<p>Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>Staff: All ESC Recruiters and SEA Reviewers for the Migrant Education Program (MEP).</p>	<p>As needed throughout the year</p>
<p>Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading</p>	<p>Staff: All ESC Recruiters and SEA Reviewers for the Migrant Education Program (MEP).</p>	<p>Ongoing throughout the year</p>

3.F. Compliance Item 1

- Evidence of ID&R activities (**PMV Protocol 1.1**)
- Identification and Recruitment Action Plan. (**PMV Protocol 1.2**)
- School System ID&R Quality Control Procedures (**PMV Protocol 1.3**)

Example: 3.F.1 (PMV Protocol 1.1)

Identification and Recruitment (ID&R) Quality Control

SAMPLE RECRUITER WORK LOG

The following is one sample of a resource that recruiters may use to assist them in documenting their recruiting efforts and communication with migrant families.

SAMPLE Daily Recruiter Work Log
TEXAS MIGRANT EDUCATION PROGRAM

Name: _____ Date: _____ Day: _____

	5 am	6	7	8	9	10	11	Noon	1pm	2	3	4	5	6	7	8	9	10	11	Midnight
Off																				
Driving																				
Site Work																				

Total Hours Worked _____

From: Station/Address	To: Camp (or Address if City)	City	# Miles	Activity/Notes

- Evidence of ID&R activities (PMV Protocol 1.1)

- Recruiter logs outlining the dates, times, and specific ID&R activities conducted by the recruiter;

and

- Reviewer logs showing quality control conducted by the reviewer.

or

- Other forms of supporting documentation that provide evidence of ID&R activities.

Example: 3.F.1 (PMV Protocol 1.2 and 1.3) Identification and Recruitment (ID&R) Quality Control

- Identification and Recruitment Action Plan. (PMV Protocol 1.2)
 - A copy of school system’s ID&R Action that shows identification and recruitment efforts took place
- School System ID&R Quality Control Procedures (PMV Protocol 1.3)
 - School systems procedures outlining the quality control processes for recruiters and reviewers

ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach

■ **Quality Control (QC) Purpose**

- The QC process ensures accurate eligibility reviews for migratory children, protecting program integrity and student access to services.

■ **Statewide Collaborative Scope**

- The process involves TEA and TXMEP Systems Initiative staff working together to review Certificates of Eligibility monthly statewide.

■ **Supportive Feedback Approach**

- QC acts as a support mechanism by providing structured feedback and targeted training to improve eligibility determinations.

■ **Continuous Improvement Outcome**

- The cyclical review model strengthens staff capacity, promotes consistency, and ensures proper resource allocation for migratory students.

Timeline

■ COE Submission Process

- COEs are submitted by ESC or LEA MEP staff following Texas ID&R Manual guidelines to ensure accurate data entry.

■ Sampling and Quality Review

- A selected percentage of COEs is reviewed within 10 business days using a standardized checklist for accuracy and compliance by TEA and TXMEP System staff.

■ Feedback and Correction

- Feedback is provided, and corrections are made within 5 business days to ensure compliance and data accuracy.

■ Final Documentation and Reporting

- By the 30th of the following month, all QC findings and corrections are documented in a report guiding assistance and training.

Review Criteria, Feedback Mechanism, and Recordkeeping

Standardized Quality Review

- Selected COEs undergo a thorough review focusing on data accuracy, completeness, and adherence to ID&R procedures.

Detailed Feedback Process

- QC Reviewers provide clear feedback on COEs, requiring timely responses and corrections from ESC MEP staff within five business days.

Comprehensive Recordkeeping

- All findings and resolutions are documented on a digital board, supporting transparency, accountability, and continuous improvement.

Statewide Quality Control Process: Identification and Recruitment (ID&R) Quality Control (4)

Using QC Findings to Strengthen ID&R Practices

■ Continuous Improvement Focus

- QC process emphasizes ongoing improvement, analyzing data quarterly to identify systemic challenges beyond individual cases.

■ Targeted Training Development

- Training and technical assistance are tailored based on QC findings to address eligibility, documentation, and common errors effectively.

■ Support and Monitoring Measures

- Additional support includes increased reviews, individualized assistance, and monitoring to ensure improvements over time.

■ Strengthening ID&R Quality

- The QC cycle enhances statewide ID&R consistency, upholds standards, supports staff, and ensures services for migratory children.

Resources in TMEP Portal Recruitment (ID&R) Quality Control



Texas Migrant Education Program (TMEP)

Web Portal

English

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TEA Migrant Education Information	Assisting Interstate/Intrastate Mobile Students (AIIMS)	Texas Migrant Interstate Program (TMIP)
OME U.S. Migrant Education Information	A Bright Beginning Early Childhood Program	Scholarship Opportunities for Migratory Students
ESSA Title I, C Grant Requirements and Compliance	Education Resources for Parents of K-12 Migratory Children	HEP/CAMP High School Equivalency Program College Assistance Migrant Program (HEP/CAMP)
MSIX Migrant Student Information Exchange (MSIX)	Project SMART Summer Math Program	OSY Instructional Services for Out-of-School and Secondary Youth
Texas New Generation System (TX-NGS)	ID&R Resources for Identification and Recruitment	PFE Parent And Family Engagement

TX MEP Systems Statewide Systems Support

Best Practices Virtual Showcase

ESC MEP Staff Only Training Resources



Interstate/Intrastate Coordination



Compliance Item 1:

The LEA/fiscal agent ensures interstate and intrastate coordination of services for migratory children to provide educational continuity through the timely transfer of pertinent school records. [Section 1304(b)(3)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Interstate/Intrastate Coordination	26/1	3.G.1	1.1 to 1.2

Title I C Program Monitoring Protocol

Interstate/Intrastate Coordination

TEA Compliance Report Program Compliance Self-Check Item

Part 3.G

Compliance Item 1: The LEA/fiscal agent utilizes the Migrant Student Information Exchange (MSIX) to provide educational continuity through the timely transfer of pertinent school records. [Section 1304(b)(3)]

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
<p>What is the school system’s procedure for sharing and/or obtaining migratory student records through MSIX?</p>	<p>1.1 School system procedures for transferring and/or obtaining migratory student records via MSIX, including the process for data accuracy A copy of the school system’s procedures for utilizing MSIX when requesting or transferring migratory student records.</p>	<p>Immediate prior year</p>
<p>Did the school system respond to MSIX Move Notifications?</p> <p>If yes, what documentation does the school system maintain locally to demonstrate the response to the MSIX Move Notification?</p> <p>Did the school system respond to MSIX Data Requests?</p> <p>If yes, what documentation does the school system maintain locally to demonstrate the response to the MSIX Data Requests?</p>	<p>1.2 Evidence of Utilization of MSIX A maximum of two (2) samples of documentation for each of the following: Responses to MSIX Move Notifications. Or Statement that no migratory student move notices were received via MSIX during the school year. And Responses to MSIX Data Requests. Or Statement that no migratory student records were requested via MSIX during the school year.</p>	<p>Immediate prior year</p>

3.G. Compliance Item 1

- School system procedures for transferring and/or obtaining migratory student records via MSIX, including the process for data accuracy. **(PMV Protocol 1.1)**
- Evidence of Utilization of MSIX **(PMV Protocol 1.2)**

3.G.1 (PMV Protocol 1.1 and 1.2) Interstate/Intrastate Coordination

- School system procedures for transferring and/or obtaining migratory student records via MSIX, including the process for data accuracy. **(PMV Protocol 1.1)**
- Evidence of Utilization of MSIX **(PMV Protocol 1.2)**
 - Responses to MSIX Move Notifications; or
 - Statement that no migratory student move notices were received via MSIX during the school year.

And

- Responses to MSIX Data Requests; or
- Statement that no migratory student records were requested via MSIX during the school year.

Example: 3.G.1 (PMV Protocol 1.1 and 1.2) Interstate/Intrastate Coordination

Migratory Moves from ABC School System:

Sample

1. Withdrawal forms will be completed for every migrant student leaving a district. Registrar and district migrant contact will communicate when a migrant student leaves.
2. The school system migrant contact will send the withdrawal form and documentation to the TX-NGS Data Specialist.
3. The TX-NGS Data Specialist will send a Move Notice within MISX to the State, City and School District as the information is available. This will be documented on the bottom of the withdrawal form submitted by the school system.

If No Move Notifications

There was no request for records during the 2025-2026 school year, since there was no mobility during that school year.

Written Procedures for Sharing/Obtaining Migratory Student Records for ABC School System

Migrant Student Records Data Processes Moves to ABC School System:

1. Enrollment forms will be completed by every student entering the district, including the Migrant Family Survey. The registrar will share enrollment information with the school system MEP contact.
2. Surveys will be sent to the school system Migrant Recruiter for initial contact and eligibility determination of the child.
3. Upon receipt of a completed ECOE, the Data Specialist will review migratory student records and request any needed data from the school system contact.
4. The school system migrant contact will request necessary data from the school system staff, including, but not limited to, the school nurse, registrar, and counselor.
5. If data is needed from outside of the school system, the Region TX-NGS Data Specialist will make a request through MISX for out-of-state data or direct contact via email or phone with any Texas Migrant contacts.
6. When updated data is received from outside the school system, the ABC School System Data Specialist will add the information in TX-NGS to the student's record.
7. The ABC Data Specialist will ensure all records of moves and required student data are updated as new data becomes available.
8. TX-NGS Data Specialist will provide updated student records to the district Migrant contact, Migrant Ed Specialist, and Migrant Counselor, as needed.
9. When an MSIX move notice is received by the TX-NGS Data Specialist, the school system migrant contact and recruiter will be notified, and they have **10 days** to respond with either a completed ECOE, documentation of attempted contact with the family, or documentation indicating why the family will not be identified

Resources in TMEP Portal Interstate/Intrastate Coordination

 **Texas Migrant Education Program (TMEP)**
Web Portal English

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 TEA Migrant Education Information	 Assisting Interstate/Intrastate Mobile Students (AIIMS)	 Texas Migrant Interstate Program (TMIP) ←
 U.S. Migrant Education Information	 A Bright Beginning Early Childhood Program	 Scholarship Opportunities for Migratory Students
 Title I, C Grant Requirements and Compliance	 Education Resources for Parents of K-12 Migratory Children	 High School Equivalency Program College Assistance Migrant Program (HEP/CAMP)
 Migrant Student Information Exchange (MSIX) ←	 Project SMART Summer Math Program	 Instructional Services for Out-of-School and Secondary Youth
 Texas New Generation System (TX-NGS)	 Resources for Identification and Recruitment	 Parent And Family Engagement

 TX MEP Systems Statewide Systems Support

 Best Practices Virtual Showcase

 **ESC MEP Staff Only**
Training Resources



Use of Funds



Compliance Item 1

The LEA/fiscal agent ensures all MEP-funded supplies, materials, and equipment are used only for MEP activities and to the benefit of MEP students. [Section 1304(c)(1)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Use of Funds/Supplement, Not Supplant	26/1	3.H.1	1.1 to 1.3

Title I C Program Monitoring Protocol

Use of Funds

TEA Compliance Report Program Compliance Self-Check Item

Part 3.H

Compliance Item 1: All MEP-funded supplies, materials, and equipment are used only for MEP activities and to the benefit of MEP students. [Section 1304(c)(1)]

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
How does the school system document MEP-funded activities?	1.1 District Improvement Plan showing the MEP-funded activities section District Improvement Plan pages showing the MEP-funded activities section.	Immediate prior year
What documentation does the school system maintain locally to demonstrate the inventory of all MEP-funded equipment?	1.2 Documentation on Use of Equipment Logs on use of MEP-funded equipment. Or Other supporting documentation showing use of equipment. Or Statement that MEP funds were not used for purchase of equipment.	Immediate prior year
What documentation does the school system maintain locally to track the migratory children that benefit from MEP-funded supplies?	1.3 Evidence that only migratory children are the beneficiaries of MEP-funded supplies A copy of the TX-NGS Supplemental Program Count Report.	Immediate prior year

3.H. Compliance Item 1

- District Improvement Plan pages showing the MEP-funded activities section. (**PMV Protocol 1.1**)
- Documentation on the use of equipment (**PMV Protocol 1.2**)
- Evidence that only migratory children are the beneficiaries of MEP-funded supplies (**PMV Protocol 1.3**)

3.H. Compliance Item 1

- District Improvement Plan pages showing the MEP-funded activities section. **(PMV Protocol 1.1)**
- Documentation on the use of equipment **(PMV Protocol 1.2)**
 - Logs on use of MEP-funded equipment; **or**
 - Other supporting documentation showing use of equipment; **or**
 - Documentation that MEP funds were not used for the purchase of equipment.

Example: 3.H.1 (PMV Protocol 1.3)

Use of Funds

- Evidence that only migratory children are the beneficiaries of MEP-funded supplies **(PMV Protocol 1.3)**
 - TX-NGS Supplemental Program Count Report; **or**
 - Documentation that MEP funds were not used to purchase supplies.



Title I, Part C – Education for Migratory Children (MEP) Program Guide

V. Use of Funds

This section provides information related to the Use of Funds associated with the Title I, Part C – Education of Migratory Children (MEP).

General Information

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

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

Title I, Part C statute requires the following:

1. The activities and services your organization funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan;
2. You must first use Title I, Part C funds to meet the identified needs of eligible migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school; and
3. You must use Title I, Part C funds to meet the unique needs of eligible migratory children that are not addressed by services available from other federal or nonfederal programs for which these students are eligible.
4. In providing services with Title I, Part C funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children before using Title I, Part C funds to address the needs of other migratory children. PFS students are defined as migratory children who have made a qualifying move within the previous 1-year period and (1) who are failing or most at risk of failing to meet the state's academic standards; or (2) have dropped out of school.

You must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address?
Explain how the capital expenditure addresses this need.



Records Transfer: Data Quality

Compliance Item 1:

The LEA/fiscal agent has local policies and procedures in place to ensure that migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]

Topic	Self-Check Guide (page #/compliance item)	ESSA Consolidated Compliance Report (PR1200 - Part 3)	Program Monitoring Protocol
Interstate/Intrastate Coordination	26/1	3.G.1	1.1 to 1.2

Title I C Program Monitoring Protocol

Records Transfer: Data Quality

TEA Compliance Report Program Compliance Self-Check Item
Part 3.1 Compliance Item 1: The LEA has local policies and procedures in place to ensure that accurate migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]

Documentation Requested

Self-Assessment Compliance Questions	Requested Documentation	Year of Documentation Requested
What is the school system's procedure for the sharing and/or obtaining migratory student records through MSIX?	<p>1.1 Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states</p> <p>A copy of the school system's procedures for utilizing MSIX when requesting or transferring migratory student records, following the guidelines outlined in the <i>TX-NGS/MSIX Manual</i>.</p>	Immediate prior year
<p>What is the school system's procedure for Quality Control for encoding data onto TX-NGS?</p> <p>What documentation does the school system maintain locally to demonstrate quality control processes on student data fidelity and accuracy?</p>	<p>1.2 Evidence of Quality Control Procedures for ensuring data accuracy</p> <p>A copy of the school system's Quality Control Procedures outlining the process to ensure migratory student data fidelity and accuracy.</p> <p>And</p> <p>Copy of the TX-NGS Quality Control Checklist completed by your ESC.</p>	Immediate prior year

Strongest Documentation Recommended

Records Transfer: Data Quality

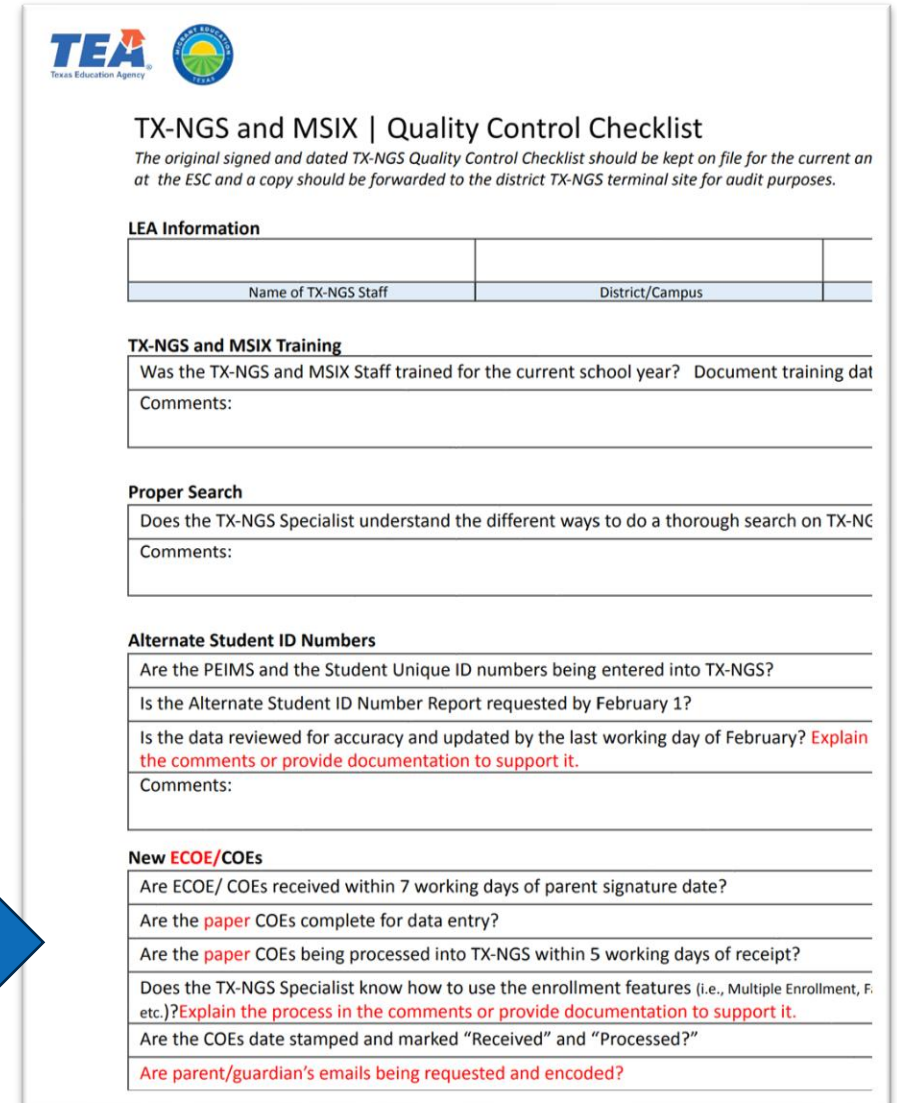
3.I. Compliance Item 1


- Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states. **(PMV Protocol 1.1)**
- Evidence of Quality Control Procedures for ensuring data accuracy. **(PMV Protocol 1.2)**

Example: 3.I.1 (PMV Protocol 1.1 and 1.2)

Records Transfer: Data Quality

- Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states. **(PMV Protocol 1.1)**
 - School system's procedures for utilizing MSIX when requesting or transferring migratory student records, following the guidelines outlined in the TX-NGS/MSIX Manual.
- Evidence of Quality Control Procedures for ensuring data accuracy. **(PMV Protocol 1.2)**
 - School system's Quality Control Procedures outlining the process to ensure migratory student data fidelity and accuracy, **and**
 - TX-NGS Quality Control Checklist completed by your ESC.



TEA 
Texas Education Agency

TX-NGS and MSIX | Quality Control Checklist

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

LEA Information

Name of TX-NGS Staff	District/Campus
----------------------	-----------------

TX-NGS and MSIX Training

Was the TX-NGS and MSIX Staff trained for the current school year? Document training date

Comments:

Proper Search

Does the TX-NGS Specialist understand the different ways to do a thorough search on TX-NGS?

Comments:

Alternate Student ID Numbers

Are the PEIMS and the Student Unique ID numbers being entered into TX-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? **Explain the comments or provide documentation to support it.**

Comments:

New ECOE/COEs

Are ECOE/ COEs received within 7 working days of parent signature date?

Are the **paper** COEs complete for data entry?

Are the **paper** COEs being processed into TX-NGS within 5 working days of receipt?

Does the TX-NGS Specialist know how to use the enrollment features (i.e., Multiple Enrollment, F, etc.)? **Explain the process in the comments or provide documentation to support it.**

Are the COEs date stamped and marked "Received" and "Processed?"

Are parent/guardian's emails being requested and encoded?

Resources in TMEP Portal

Records Transfer: Data Quality



Texas Migrant Education Program (TMEP)
Web Portal

English

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Texas New Generation System (TX-NGS)

The Texas New Generation System (TX-NGS) is an online database utilized by Title I, Part C (MEP) staff to communicate demographic, educational, and health data on migratory students to educators and migrant staff throughout the state.

TX-NGS is a secure web system requiring all users to have approval from the state MEP before access is granted. The available migratory student data provides Local Education Agencies (LEAs) with eligibility, academic, health, and program information that can be used by MEPs across Texas to better serve migratory students. In addition, the TX-NGS links the state's migratory student records directly into the Migrant Student Information Exchange (MSIX) national student database to facilitate the exchange of migratory students' information among all 50 states.



Request Access



Access TX-NGS
Here [↗](#)

TX-NGS / MSIX Resources



Questions?



Presentation Feedback



- Select Event Name: 5/11/26 - Title I, Part C Under Construction: Building Monitoring Protocols and Effective Self-Assessment, presented by Idalia Ibañez
- Select Program: Title I, Part C
- Select a response for the training evaluation statements.
- Provide feedback for the open-ended items.
- Optional: Provide email address if you would like a staff member to follow up with you regarding any additional feedback you may want to share.

<https://app.smartsheet.com/b/form/e1425a8ae38f4c869627ce01a91ec953>

Title I, Part C Contacts



Idalia Ibanez

Deputy Program Management
Director – Title I, Part C



Jaime Huerta

Division Director, Title I, Part C,
USDE Contact



Desk Phone Number

(512) 463-6911



Desk Phone Number

(512) 463-9310



Idalia.Ibanez@TEA.Texas.gov



Jaime.Huerta@TEA.Texas.gov

Email Address

Migrant.Ed@TEA.Texas.gov

Division Email Address:

ESSASupport@TEA.Texas.gov