

Title I, Part C – Education of Migratory Children School System 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 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, 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.

Requirement & ESSA Citation: Program Coordination/Integration [Section 1304 (b)(1) and (c)(4)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Unique Student Count Report from TX-NGS	Immediate prior year	TX-NGS school system report showing the number of migratory children.
1.2 Documentation of efforts to provide services to migratory children not being served by other sources.	Immediate prior year	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.
1.3 Documentation showing service coordination with other local, State, and Federal educational programs	Immediate prior year	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.
1.4 Documentation showing adequate provisions of services for preschool migratory children	Immediate prior year	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.
1.5 Documentation of efforts to provide services to Out-of-School (OSY) Youth	Immediate prior year	OSY Student Profile Report from TX-NGS. Or TX-NGS Out-of-School Youth Report showing no OSY were identified is acceptable.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>Sec. 1304 (b)(1) PROGRAM INFORMATION.—Each such application shall include— (1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through— (A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.</p> <p>Section 1304(c)(4) ASSURANCES. —In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school.</p>

TEA ESSA Program-Specific Provisions & Assurances

Program-Specific Assurances —

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

Assurance Related to Coordination [Section 1308(a)] —

The school system assures the following:

1. Consideration has been given to the development of this application, to any benefits available through public and private agencies and programs that would contribute toward meeting the special educational needs of eligible migratory children. Consideration is also given where suggestions and offers of assistance are timely and are made by such agencies that may aid in carrying out or making more effective the program or project for which the application is made.

- a. Continuous coordination with Title I, Part A, programs and personnel occurs so that eligible migratory students receive Title I, Part A, services, and that Title I, Part C funds are used to meet the unique needs of migratory students that result from their migratory lifestyles. In the case of eligible migratory students who are Emergent Bilingual (EB) or students with disabilities, it will provide maximum coordination between services provided under Title I, Part C and services provided to address children.

- b. who are Emergent Bilingual or students with disabilities in order to increase program effectiveness, eliminate duplication of services, and reduce fragmentation of the students' instructional programs.

2. In planning, implementing, and evaluating its Title I, Part C activities, the LEA or fiscal agent assures that local and regional data has been used to determine and provide services to eligible migratory children in coordination with other stakeholders.

TEA Compliance Report Program Compliance Self-Check Item

Part 3.A

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 a 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)]

Requirement & ESSA Citation: Priority for Service [Sections 1301(2), 1304(d)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Priority for Service (PFS) Report from TX-NGS	Immediate prior year	A maximum of two (2) monthly PFS Reports, redacting student identifiable information. Or TX-NGS PFS Report showing “No PFS students found” is acceptable.
1.2 School System PFS Action Plan	Immediate prior year	Copy of the school system PFS Action Plan.
1.3 Supplemental Program Count Report from TX-NGS, which lists supplemental services being provided to the PFS students	Immediate prior year	TX-NGS Supplemental Program Count Report listing supplemental services provided to the PFS students, redacting student identifiable information, and highlighting the unique student number.
1.4 Documentation that MEP-funded services are provided to the PFS students first	Immediate prior year	A maximum of two (2) forms of documentation that shows MEP-funded services were provided to PFS students first.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
Sec. 1301(2) PROGRAM PURPOSE. —To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
Sec. 1304(d) PRIORITY FOR SERVICES. —In providing services with funds under this part (Title I, Part C), each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or at most risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

TEA ESSA Program-Specific Provisions & Assurances
<p>Program-Specific Assurances —</p> <p>1. Priority for Service - In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) 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 challenging state academic standards; or (2) have dropped out of school. [Section 1304(d)] The LEA or fiscal agent will develop a Priority for Service Action Plan for serving PFS students. The LEA or fiscal agent will include the PFS Action Plan as a separate section labeled or identified (e.g., “MEP PFS Action Plan”) in the District Improvement Plan.</p> <p>a. The PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.</p> <p>b. The PFS Action Plan must include the following required strategies:</p> <ol style="list-style-type: none"> 1) Monitoring the progress of eligible migratory students who are PFS. 2) Communicating the progress and determining needs of eligible migratory who are PFS. 3) Providing services to eligible migratory children who are PFS. 4) For each required strategy, the LEA or fiscal agent must include the timeline, person responsible, and documentation available to meet the goals and objectives identified for serving eligible migratory students who are PFS. <p>c. The LEA or fiscal agent will conduct a PFS student progress review at least twice a year to determine student needs.</p> <p>d. The LEA or fiscal agent will run the PFS report on TX-NGS monthly to identify eligible migratory children who require priority services.</p>

TEA Compliance Report Program Compliance Self-Check Item

Part 3.B Priority for Service (PFS)
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)]

Requirement & ESSA Citation: Local Needs Assessment (LNA) [Section 1306(a)(1)(A)-(G)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 A completed version of the Texas MEP Local Needs Assessment (LNA) Tool	Immediate prior year	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.
1.2 A copy of the LNA Strategy Implementation Plan	Immediate prior year	A copy of the LNA Strategy Implementation Plan that shows that the Texas Title I, Part C SDP strategies were considered.
1.3 A copy of the District Improvement Plan describing MEP-funded activities	Immediate prior year	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.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
Sec. 1306 (a)(1) (A-G) COMPREHENSIVE PLAN.—(1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that— (A) is integrated with other programs under this Act or other Acts, as appropriate; (B) may be submitted as a part of a consolidated application under section 8302, if— (i) the unique needs of migratory children are specifically addressed in the comprehensive State plan; (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part; (C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet; (D) specifies measurable program goals and outcomes; (E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A of title III; and (G) provides for the integration of services available under this part with services provided by such other programs.

TEA ESSA Program-Specific Provisions & Assurances
Program-Specific Assurances — 6. Comprehensive Needs Assessment (CNA) - The Texas Migratory Education Program (TXMEP) has identified the unique educational and educationally related needs of migratory children through its Statewide Comprehensive Needs Assessment. The LEA or 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)] As part of the TXMEP Continuous Improvement Cycle, review the Texas Service Delivery Plan (SDP) for a comprehensive list of needs and plan for service delivery, including Measurable Program Outcomes (MPOs) that describe what every fiscal agent and LEA will be accounted for. The desired outcomes specific to migratory children and youth in Texas are, as outlined in the Texas Service Delivery Plan.

TEA Compliance Report Program Compliance Self-Check Item
Part 3.C Compliance Item 1: The LEA/fiscal agent identifies and addresses the unique educational needs of migratory children through a needs assessment and outline a comprehensive plan for the delivery of services. [Section 1306(a)(1)(A)-(G)]

Requirement & ESSA Citation: Parent and Family Engagement [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence of migratory parent advisory council meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program.	Immediate prior year	Documentation for a maximum of two (2) meetings: <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. Or 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 LEA/fiscal agent, etc., a PAC was not established i.e., TX-NGS Unique Student Count Report.
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.	Immediate prior year	A maximum of two (2) samples of communication regarding options for meeting times, dates, and modality; or meeting invitations.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>SEC. 1304(c) ASSURANCES.—Each such application shall also include assurances that—</p> <p>(3) In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school year in duration, and that all such programs and projects are carried out—</p> <p>(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and (B) in a format and language understandable to the parents.</p> <p>SEC. 1306(a) COMPREHENSIVE PLAN.—</p> <p>(1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—</p> <p>(B) may be submitted as a part of a consolidated application under section 8302, if—</p> <p>the comprehensive State plan is developed in collaboration with parents of migratory children;</p>

TEA ESSA Program-Specific Provisions & Assurances

Assurances Relating to Title I, Part C Parent Advisory Council (PAC) and Parental Engagement [Section 1304(c)(3)] —

1. The LEA or fiscal agent has established a parent advisory council (PAC) for the Title I, Part C Program and provides an opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's Title I, Part C program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]
2. To ensure parental participation in the Title I, Part C Program, the project LEA or fiscal agent with programs of one school year in duration will establish an LEA-wide migrant parent advisory council (PAC) which will be composed of a majority of such parents.
3. The LEA or fiscal agent will have meaningful consultation with parents of eligible migratory children including the Title I, Part C PAC in the planning and operation of the local Title I, Part C program. "Meaningful consultation" includes, but is not limited to both of the following:
 - a. LEA or fiscal agent shall have knowledge and understanding of the following:
 - 1) district improvement plans as to activities funded with Title I, Part C;
 - 2) Title I, Part C program requirements;
 - 3) TEA monitoring visits (if applicable);
 - 4) LEA needs assessment, service delivery plan, and evaluation;
 - 5) TX-NGS data for LEA and MSIX usage and functionality; and
 - 6) academic performance and service of migratory students for the LEA.
 - b. Providing empowerment training for PAC members at no cost to parents; said training includes but is not limited to, providing PAC members, in their dominant language, a clear understanding of the key issues and decision points from aforementioned data sources to facilitate informed input and advice to the LEA before program designs and decisions are finalized.
4. The planning and implementation of the LEA's Title I, Part C Program provides for the same parental involvement as required for programs and projects under Section 1116.
5. PAC meetings must be conducted in a format and language that is understandable to parents of eligible migratory children. To ensure full parent participation, PAC meetings should be held at times convenient for the parents of eligible migratory children, and transportation and childcare should be offered.
The LEA or fiscal agent coordinates, provides training and resources to parents of eligible 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)

TEA Compliance Report Program Compliance Self-Check Item

Part 3.D

Compliance Item 1: The LEA/fiscal agent has established a parent advisory council (PAC) for the migratory program and provides an opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's migratory program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

Requirement & ESSA Citation: Parent and Family Engagement [Section 1304 (c)(1) and (c)(6)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence of coordination with other school system programs for training and resources.	Immediate prior year	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.
1.2 Evidence of coordination with other programs that can benefit migratory children and their families.	Immediate prior year	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.
1.3 Evidence that training was offered to migratory parents and families.	Immediate prior year	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 LEA/fiscal TX-NGS Unique Student Count Report showing “No students found” is acceptable.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>SEC. 1304(c) ASSURANCES.—Each such application shall also include assurances that—</p> <p>(1) funds received under this part will be used only—</p> <p>(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and</p> <p>(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families.</p> <p>(6) such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services.</p>

TEA ESSA Program-Specific Provisions & Assurances

Assurances Relating to Title I, Part C Parent Advisory Council (PAC) and Parental Engagement [Section 1304(c)(3)] —

1. The LEA or fiscal agent has established a parent advisory council (PAC) for the Title I, Part C Program and provides an opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's Title I, Part C program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]
2. To ensure parental participation in the Title I, Part C Program, the project LEA or fiscal agent with programs of one school year in duration will establish an LEA-wide migrant parent advisory council (PAC) which will be composed of a majority of such parents.
3. The LEA or fiscal agent will have meaningful consultation with parents of eligible migratory children including the Title I, Part C PAC in the planning and operation of the local Title I, Part C program. "Meaningful consultation" includes, but is not limited to both of the following:
 - a. LEA or fiscal agent shall have knowledge and understanding of the following:
 - 1) district improvement plans as to activities funded with Title I, Part C;
 - 2) Title I, Part C program requirements;
 - 3) TEA monitoring visits (if applicable);
 - 4) LEA needs assessment, service delivery plan, and evaluation;
 - 5) TX-NGS data for LEA and MSIX usage and functionality; and
 - 6) academic performance and service of migratory students for the LEA.
 - b. Providing empowerment training for PAC members at no cost to parents; said training includes but is not limited to, providing PAC members, in their dominant language, a clear understanding of the key issues and decision points from aforementioned data sources to facilitate informed input and advice to the LEA before program designs and decisions are finalized.
4. The planning and implementation of the LEA's Title I, Part C Program provides for the same parental involvement as required for programs and projects under Section 1116.
5. PAC meetings must be conducted in a format and language that is understandable to parents of eligible migratory children. To ensure full parent participation, PAC meetings should be held at times convenient for the parents of eligible migratory children, and transportation and childcare should be offered.
The LEA or fiscal agent coordinates, provides training and resources to parents of eligible 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)

TEA Compliance Report Program Compliance Self-Check Item

Part 3.D

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)]

Requirement & ESSA Citation: Program Evaluation [Section 1304 (b)(1), (b)(2) and (c)(5)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence that a Title I, Part C evaluation was conducted	Immediate prior year	Copy of school system's Title I, Part C Evaluation.
1.2 Evidence of the Title I, Part C Evaluation Planning Meeting	Immediate prior year	Documentation for maximum of two (2) Title I, Part C Evaluation Planning meetings took place: <ul style="list-style-type: none"> • Meeting agenda; • Meeting minutes; and • Attendance. Or Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>SEC 1304(b) PROGRAM INFORMATION.—Each such application shall include—</p> <p>(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through—</p> <p>(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;</p> <p>(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under part A of title III;</p> <p>(C) the integration of services available under this part with services provided by those other programs; and</p> <p>(D) measurable program objectives and outcomes;</p> <p>(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet.</p> <p>SEC. 1304(c) ASSURANCES.—Each such application shall also include assurances that—</p> <p>(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;</p> <p>(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;</p>

TEA ESSA Program-Specific Provisions & Assurances
<p>Program-Specific Assurances —</p> <p>8. Program Evaluation - The LEA must conduct an annual evaluation of their Migrant Education Program. [Section 1306(a)(1)(C)]. Use the finding to modify and improve the MEP.</p> <p>In planning, implementing, and evaluating the MEP, there has been, and will be adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school, as well as the identification and recruitment of such children. [Section 1304(c)(4)]</p>

TEA Compliance Report Program Compliance Self-Check Item

Part 3.E

Compliance Item 1: The LEA/fiscal agent evaluates and improves the effectiveness of the migratory program 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)]

Requirement & ESSA Citation: Program Evaluation to Improve Services [Sections 1304 (b)(1), (b)(2) and (c)(5), 1306(a)(1)(C)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence that evaluation results were considered to improve services to migratory children.	Immediate prior year	District Improvement Plan 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.
1.2 Evidence of the Title I, Part C Evaluation Planning Meeting	Immediate prior year	Documentation for maximum of two (2) Title I, Part C Evaluation Planning meetings took place: <ul style="list-style-type: none"> • Meeting agenda; • Meeting minutes; and • Attendance. Or Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>SEC. 1304(b) PROGRAM INFORMATION.—Each such application shall include—</p> <p>(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through—</p> <p>(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;</p> <p>(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under part A of title III;</p> <p>(C) the integration of services available under this part with services provided by those other programs; and</p> <p>(D) measurable program objectives and outcomes; (2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet;</p> <p>(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet;</p> <p>SEC. 1304(c) ASSURANCES.—Each such application shall also include assurances that—</p> <p>(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;</p> <p>(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;</p>

Every Student Succeeds Act (ESSA) Citation & Statute Language (continued)

SEC. 1306(a) COMPREHENSIVE PLAN. — (1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

(C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;

TEA ESSA Program-Specific Provisions & Assurances

General Assurances —

The LEA or fiscal agent will evaluate and improve the effectiveness of the Title I, Part C Program to enable all eligible migratory children to meet the same challenging State academic standards that all Texas children are expected to meet. [Section 1304 (b)(1), (b)(2), (c)(5) and 1306 (a)(1)(C)]. Will use the information and needs identified to modify and improve the program to ensure the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school. [Section 1304 (b)(1) and (c)(5)]. Data for the evaluation is collected through the Texas New Generation System (TX-NGS), Migrant Student Exchange Systems (MSIX), compliance reports submitted annually by the LEA or fiscal agent to the TEA, and other resources (i.e. surveys).

TEA Compliance Report Program Compliance Self-Check Item

Part 3.E

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

Requirement & ESSA Citation: Identification and Recruitment (Quality Control) [Sections 1303(f), 1304(c)(7) and 1309(2)-(5)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evidence of ID&R Activities	Immediate prior year	A maximum of two (2) samples of documentation for the following: <ul style="list-style-type: none"> Recruiter logs clearly outlining the dates, times, and specific ID&R activities conducted by the recruiter; And <ul style="list-style-type: none"> Reviewer logs show quality control conducted by the reviewer. Or Other forms of supporting documentation that provide evidence of ID&R activities.
1.2 Identification and Recruitment Action Plan	Immediate prior year	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.
1.3 School System ID&R Quality Control Procedures	Immediate prior year	A copy of the school system's procedures outlining the quality control processes for recruiters and reviewers.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>SEC. 1303(f) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the identified number of migratory children residing in each State for purposes of this section, the Secretary shall— (1) use the most recent information that most accurately reflects the actual number of migratory children; (2) develop and implement a procedure for monitoring the accuracy of such information; (3) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs.</p> <p>SEC.1304(c) ASSURANCES. — (7) to the extent feasible, such programs and projects will provide for— (A) advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teachers and other program personnel; (C) family literacy programs; (D) the integration of information technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment.</p> <p>SEC. 1309 DEFINITIONS. — As used in this part: (2) MIGRATORY AGRICULTURAL WORKER.—The term ‘migratory agricultural worker’ means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.</p>

Every Student Succeeds Act (ESSA) Citation & Statute Language (continued)

(3) MIGRATORY CHILD.—The term ‘migratory child’ means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

(4) MIGRATORY FISHER.—The term ‘migratory fisher’ means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

(5) QUALIFYING MOVE.—The term ‘qualifying move’ means a move due to economic necessity— (A) from one residence to another residence; and (B) from one school district to another school district, except— ‘

(i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district;

(ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence

TEA ESSA Program-Specific Provisions & Assurances

Program-Specific Assurances —

11. Identification and Recruitment (ID&R) - The LEA identifies and recruits migratory children and youth, including Out-of-School Youth (OSY), according to the specific timelines and guidance provided in the *Texas Manual for the Identification and Recruitment of Migratory Children* to ensure the accuracy of such information. The Title I, Part C Migrant Coordinator or its equivalent must include the Identification and Requirement Plan as a separate section in the District Improvement Plan labeled or identified (e.g., “MEP Identification and Requirement Plan”). The plan must include a section that describes a quality control process.

a. Ensure district-wide ID&R activities are occurring year-round. In all project LEAs, including schoolwide programs, an adequate number of staff are assigned to carry out all identification and recruitment activities according to the Title I, Part C guidelines and policies as outlined in the Texas Manual for the Identification and Recruitment of Migratory Children.

[1304(c)(2) and 1309]

Title I, Part C, coordinator must coordinate with PEIMS/TSDS coordinator to ensure eligible migratory students are encoded with a Migrant Indicator Code.

TEA Compliance Report Program Compliance Self-Check Item

Part 3.F

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)]

Requirement & ESSA Citation: Interstate/Intrastate Coordination [Section 1304(b)(3)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 School system procedures for transferring and/or obtaining migratory student records via MSIX, including the process for data accuracy	Immediate prior year	A copy of the school system's procedures for utilizing MSIX when requesting or transferring migratory student records.
1.2 Evidence of Utilization of MSIX	Immediate prior year	<p>A maximum of two (2) samples of documentation for each of the following:</p> <p>Responses to MSIX Move Notifications.</p> <p>Or</p> <p>Statement that no migratory student move notices were received via MSIX during the school year.</p> <p>And</p> <p>Responses to MSIX Data Requests.</p> <p>Or</p> <p>Statement that no migratory student records were requested via MSIX during the school year.</p>

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
<p>Sec. 1304(b) PROGRAM INFORMATION.—Each such application shall include—</p> <p>(3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.</p>
TEA ESSA Program-Specific Provisions & Assurances
<p>Program-Specific Assurances —</p> <p>12. Interstate/Intrastate Coordination including TX-NGS and MSIX - The LEA or fiscal agent ensures interstate/intrastate coordination of services for migratory children to provide educational continuity through the timely transfer of pertinent student records. [Section 1304(b)(3) and 1308(A)]</p> <p>b. The LEA or fiscal agent has local policies and procedures in place to ensure that eligible migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]. This includes responding to MSIX notifications according to the required timelines (4 working days from the date of receipt on MSIX).</p>
TEA Compliance Report Program Compliance Self-Check Item
<p>Part 3.G</p> <p>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)]</p>

Requirement & ESSA Citation: Use of Funds [Section 1304(c)(1)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 District Improvement Plan showing the MEP-funded activities section	Immediate prior year	District Improvement Plan pages showing the MEP-funded activities section.
1.2 Documentation on Use of Equipment	Immediate prior year	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.
1.3 Evidence that only migratory children are the beneficiaries of MEP-funded supplies	Immediate prior year	A copy of the TX-NGS Supplemental Program Count Report. Or Statement that MEP funds were not used for purchase of supplies.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
Sec. 1304 (c) ASSURANCES.—Each such application shall also include assurances that— (1) funds received under this part will be used only— (A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and (B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families.

TEA ESSA Program-Specific Provisions & Assurances
General Fiscal Assurances — 1. Funds are used by a local education agency or other operating agency only in accordance with the project application. In general, funds available under the Title I, Part C Program may be used only to: a. Address the needs of eligible migratory children that are not addressed by services available from other federal or non-federal programs [1306(b)(2)]; and b. Provide educational and support services (including, but not limited to, preschool services, professional development, advocacy and outreach, parental engagement activities, and the acquisition of equipment) that address the identified needs of the eligible children. [1304(c)(7)] 2. It will conduct program operations of the Title I, Part C, in compliance with EDGAR as applicable, 2 CFR Part 200, and other applicable regulations. 3. It will comply with Title I, Part C, and Title VIII (General Provisions) as it pertains to uses of funds, assurances, and eligible children. 6. All Title I, Part C-funded supplies, materials, and equipment are used only for Title I, Part C activities and to benefit the eligible migratory students. [Section 1304(c)(1)]

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)]

Requirement & ESSA Citation: Records Transfer (Data Quality) [Section 1304(b)(3)]

Documentation Requested

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states	Immediate prior year	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> .
1.2 Evidence of Quality Control Procedures for ensuring data accuracy	Immediate prior year	A copy of the school system's Quality Control Procedures outlining the process to ensure migratory student data fidelity and accuracy. And Copy of the TX-NGS Quality Control Checklist completed by your ESC.

Statutory Requirement References

The requirement is referenced in the following documents.

Every Student Succeeds Act (ESSA) Citation & Statute Language
Sec. 1304(b) PROGRAM INFORMATION.—Each such application shall include— (3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

TEA ESSA Program-Specific Provisions & Assurances
<p>Program-Specific Assurances —</p> <p>12. Interstate/Intrastate Coordination including TX-NGS and MSIX - The LEA or fiscal agent ensures interstate/intrastate coordination of services for migratory children to provide educational continuity through the timely transfer of pertinent student records. [Section 1304(b)(3) and 1308(A)]</p> <ul style="list-style-type: none"> a. Data collection and data entry [Section 1308(A)] are district-wide activities occurring year-round. b. All required TX-NGS enrollments and student demographic, educational, and health data are collected and entered in TX-NGS following MEP required timelines and procedures as outlined in the TX-NGS/MSIX Manual (Texas-New Generation Systems & Migrant Student Information Exchange). c. The LEA or fiscal agent has local policies and procedures in place to ensure that eligible migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]. This includes responding to MSIX notifications according to the required timelines (4 working days from the date of receipt on MSIX). d. All project LEAs are to provide an appropriate number of staff to carry out the designated TX-NGS data collection and data entry activities in order to ensure that the required timelines are met as specified in the TX-NGS/MSIX Manual. State recommendations regarding TX-NGS personnel are as follows: one TX-NGS Data Specialist for every 150 migratory students, prorating the number of positions depending on the LEA's eligible migratory student enrollment and as funding allows. Project LEAs or fiscal agents are to designate, at minimum, one person to have MSIX access. <p>Records will be maintained to accurately document the number of eligible migratory students. The LEA or fiscal agent will securely transmit demographic, educational, and health data for all migratory children utilizing MSIX and participate fully in TX-NGS as required by the TX-NGS and MSIX Manual. The LEA or fiscal agent will report data as necessary for the function of the Title I, Part C Program.</p>

TEA Compliance Report Program Compliance Self-Check Item
Part 3.I 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)]

Resources

Each regional Education Service Center (ESC) is required to offer and provide technical assistance related to the program monitoring validation process. Please consult with ESC staff if there are questions or if additional information is needed. Regional ESC Federal Program staff information can be located at: [TEA Title I, Part C website](#).

The following resources are also available:

- [Federal Program Compliance Program Monitoring Validations Process Resources](#)

Contact Information

For assistance with questions and/or additional information, please contact the Federal Program Compliance Division at ESSAsupport@TEA.Texas.gov. A directory of TEA program-specific staff contacts is also available: [Federal Program Compliance Division Program Staff Contacts](#).