# *Texas Manual for New Generation System (NGS) Data Management Requirements*

## *For School Districts and Education Service Centers*



## School Year 2013-2014

**Texas Education Agency**
**Curriculum Division**
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Requests regarding the *Texas Manual for New Generation System (NGS) Data Management Requirements for School Districts and Education Service Centers* for School Year 2013-2014 may be directed to the Texas Education Agency's Curriculum Division by telephone at (512) 463-9581 or by email at curriculum@tea.state.tx.us.

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The Texas Migrant Education Program (MEP) wishes to thank the following individuals for their invaluable contributions towards the enhancement of the *Texas Manual for New Generation System (NGS) Data Management Requirements for School Districts and Education Service Centers* for School Year 2013-2014.

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# I. Introduction

## Overview of NGS Manual

The following policies, procedures and requirements have been developed to assist Local Education Agency (LEA) and/or Education Service Center (ESC) staff in implementing New Generation System (NGS) activities. This NGS manual outlines the *minimum* requirements and procedures for project LEAs and Shared Services Arrangement (SSA) member districts, and for non-project districts where noted. If necessary, a project LEA and/or SSA fiscal agent may develop alternate procedures (consistent with federal regulations and Texas Education Agency policies) to facilitate performance of NGS activities. LEAs should contact their ESCs for further clarification of the following requirements whenever necessary.

LEAs that operate independent migrant projects and ESCs/LEAs that operate SSAs are responsible for NGS data entry efforts. SSA member districts should check with their fiscal agents (ESC or LEA) regarding the data entry of their NGS data.

The Texas MEP has developed NGS policies to be in alignment with the reauthorized Elementary and Secondary Education Act (ESEA) entitled the No Child Left Behind Act of 2001 (NCLB), Title I, Part C of Public Law 107-110, §1308(2)(A)(I)–(IV) and §1304(b)(3).

## National Migrant Records Exchange Initiative

Section 1304(b)(3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB) requires SEAs to promote interstate and intrastate coordination of services for migratory children, and to 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. In order to accomplish this task, Congress required the Secretary in Section 1308(b)(2), in consultation with the states, to "ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students." Thus, the Migrant Student Information Exchange (MSIX) national database was created.

## Maintaining Documentation

Forms that will help the LEA/ESC perform the NGS activities are included in this manual and are considered optional. The LEA/ESC may use other forms as long as the forms capture all of the required data fields on NGS. It is recommended that all data entry documentation related to the COE, including residency verification, be kept on file with the fiscal agent for two school years (current and previous). All other documentation (forms, reports, etc.) used for encoding data on NGS must be kept on file until the end of the current school year. **LEAs/ESCs should also follow their local records retention policy when determining the retention and disposition of NGS records.** All discarded documentation should always be shredded because of confidentiality. The original auditable COE must be maintained by the fiscal agent. In the case of non-project districts, the ESC is considered the fiscal agent and as such, must maintain the auditable COE. The fiscal agent should maintain both active and inactive files for the migrant families in the district. This includes all changes/corrections and residency verification documentation. Please note that ongoing student enrollments (SSID, enrollment date and grade level) are not considered changes or corrections to the COE. Ongoing enrollments may be documented by NGS multiple enrollment worksheets and recorded on NGS. The NGS enrollment screens should be printed out and attached to the COE to document each new enrollment. Document on the NGS enrollment screen printout that the enrollment data was provided through the NGS multiple enrollment worksheet. For auditing and monitoring purposes, ESCs and project districts must ensure the proper documentation is kept on file.

## Resources

Maximum benefit can be derived from the use of the *Texas Manual for New Generation System (NGS) Data Management Requirements* when supplemented by:
- The NGS Screen Help (accessed at http://ngsmigrant.com);
- *The 2013-2014 Texas Manual for the Identification and Recruitment of Migrant Children* (accessed at the Curriculum Division's website http://www.tea.state.tx.us/index4.aspx?id=4761&menu_id=798 from the main menu under Title I, Part C–Migrant); and
- The Migrant Student Information Exchange (MSIX) (accessed at https://msix.ed.gov).

## Statewide NGS Help Desk

The NGS Help Desk is available to Texas LEA and ESC staff, in addition to NGS member states, to answer questions regarding data entry for NGS and the NGS required activities. **LEAs should first call their ESC NGS contacts before communicating with the NGS Help Desk.**

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NGS Help Desk
Hours of Operation: Monday – Friday, 8:00 a.m. – 5:00 p.m. (CST)
Telephone (toll-free): (866) 326-9468   Fax: (206) 426-6472
Email: helpdesk@ngsmigrant.com

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# II. Required School District/ESC Activities Chart

# II. Required School District/ESC Activities for the New Generation System

*Year-round*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| A. NGS Training (p.11)*** | All personnel sharing responsibility for implementing NGS activities | | By November 15 |
| B. Enrollments | | | |
| (1) Enrollment for Children with Existing COEs (p.13) | All continuing enrollees and non-enrollees who do <u>not</u> have a new QAD | By October 1 | Within 5 working days after receipt of enrollment data |
| (2) Enrollment for Children with New COEs (p.13) | All enrollees and non-enrollees who have a new QAD | Within 5 working days of parent signature date for new COEs | Within 5 working days after receipt of new COEs  **NOTE:** There is an extension in place for data entry of new COEs until October 11, 2013 |
| C. Residency Verification (p.19) | All identified migrant enrollees and non-enrollees | By November 1 for existing COEs with Section H completed; For new COEs completed during the 2013-2014 school year, within 5 working days of parent signature date | Within 5 working days after receipt |
| D. Priority for Service*** (PFS) (p. 21) | Migrant students who appear on the Priority for Service Report. | Request and print Priority for Service Report for school year 2013-2014 on a monthly basis beginning July 1 | Deliver report to MEP Coordinator for dissemination to appropriate personnel |
| E. Continuation of Services (p. 23) | Migrant students who appear on the Continuation of Services Report | Request and print Continuation of Services Report before end of school year | Deliver report to MEP Coordinator for review to ensure that only those students who are eligible under the provision are listed and file with appropriate documentation |
| F. NGS Quality Control (p. 25) | ESC Migrant Contact/ ESC and District NGS Data Specialist(s) | | Before May 30 |
| G. Withdrawals and At Risk of Non-Promotion Indicator (p. 37) | For withdrawals: Migrant students enrolled in grades P3-12;  For the At Risk of Non-Promotion Indicator: Migrant students enrolled in grades K-12 | Within 2 working days after early withdrawal including, if available, the At Risk of Non-Promotion data; or within 5 working days after end of school year | Within 1 working day after receipt of early withdrawal data and if available, the At Risk of Non-Promotion data; or within 5 working days after receipt of end of school year withdrawal data and the At-Risk of Non-Promotion data |
| H. Termination Reasons and Drop Out Indicator (p. 41) | Migrant children of any age | Within 10 working days after notification | Within 5 working days after receipt |

**\*\*\* MEP Compliance Indicator**

*October*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| I. Limited English Proficient (LEP) (p. 45) | Migrant students enrolled in grades K-12 | By October 25 or 5 working days after initial enrollment | Within 5 working days after receipt of LEP information |
| J. Graduation Plans*** (p. 47) | Migrant students enrolled in grades 9-12 | By October 1 or 10 working days after initial enrollment | Within 5 working days after receipt of graduation plan information |

*January – February*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| K. Secondary Credit – **Fall** Semester Grades (p. 49) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal; or within 5 working days after end of semester for fall grades | Within 1 working day after receipt of early withdrawal data; or by February 28 for fall grades |
| L. Missing Credits and Partial Grades Consolidation (p. 57) | Migrant students enrolled in grades 9-12 | Within 5 working days after enrollment, receipt of updated records or completed partial work in designated school of graduation. Request Partial Credit Report by January 15 | Within 5 working days after receipt. Update all missing credits and partial grades by January 31 |
| N. Alternate Student ID Number*** (p. 63) | Migrant students enrolled in grades K-12 | Request Alternate Student ID Number Report by February 10 | Update all student records without a PEIMS number by February 28 |

*March*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| O. Facility Updates and Contact Information (p. 65) | NGS Data Specialists | Submit completed Campus Designation forms and the "Migrant" and "Summer Migrant" contact information for the 2013-2014 school year after March 1, 2014, but before June 2, 2014 | Update all facilities with migrant enrollments within 5 working days after receipt |
| P. Medical Alert and Immunization Data (p. 69) | Migrant students enrolled in grades P3-12 | Within 2 working days after early withdrawal or by March 3 | Within 1 working day after receipt of early withdrawal data; or by April 15 |

*** **MEP Compliance Indicator**

*May through August*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| K. Secondary Credit – **Spring** Semester Grades (p. 49) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal; or within 5 working days after end of semester for spring grades | Within 1 working day after receipt of early withdrawal data; within 10 working days after receipt of spring grades |
| M. Not On Time for Graduation Indicator (p. 61) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal or within 5 working days after end of school year. (For 12th grade students, submit data only for those who did not graduate.) | Within 1 working day after receipt of the Not On Time for Graduation data for early withdrawals; or within 10 working days after receipt of the Not On Time for Graduation data.

Required Report: Request and print the On Time for Graduation Report at the end of the school year after all grades have been encoded in NGS and deliver report to MEP Coordinator. |
| Q. State Assessments (p. 75) | Migrant students enrolled in grades 3-12 | Request state assessment results by June 2; For ESCs with SSA member districts: Request state assessment results by July 11 | For all districts: within 10 working days after receipt of state assessment results |
| R. Regular Term Coursework for Grades 6-8 (p. 81) | Migrant students enrolled in grades 6-8 | Within 2 working days after early withdrawal; or within 5 working days after end of school year | Within 1 working day after receipt of early withdrawal data or within 10 working days after receipt of end of school year data |
| S. Supplemental Program Data and Drop Out Recovery (p. 87) | All migrant children, P0-grade12 and non-enrollees for Supplemental Program Data | For regular and year-round terms by June 27 or as soon as supplemental services are provided | For regular and year-round terms by July 25 or as soon as supplemental data is provided |
| | All out of school youth who receive a Drop Out Recovery service | For Drop Out Recovery as soon as services are provided | For Drop Out Recovery as soon as data is received |
| T. Special Needs and IEP On File Indicator (p. 98) | All migrant children who have a special need | Within 2 working days after early withdrawal; or by May 1 | Within 1 working day after receipt for early withdrawals or within 5 working days after receipt of Special Needs and IEP data |

*Summer/Intersession Program Data*

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---|---|---|---|
| U. Summer/Intersession Enrollments*** (p. 102) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days of parent signature date on new COE; or within 2 working days after initial summer/intersession enrollment | Within 5 working days after receipt of new COE; or within 2 working days after receipt of initial summer/ intersession multiple enrollment worksheet |
| V. Summer/Intersession Withdrawals (p. 102) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 2 working days after early withdrawal; or within 5 working days after completion of summer/intersession services | Within 1 working day after receipt of early withdrawal data; or within 5 working days after receipt of withdrawal data |
| W. Summer/Intersession Program Assessments (Project Smart) (p. 102) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 2 working days after early withdrawal; or within 5 working days after completion of summer/intersession services | Within 1 working day after receipt of early withdrawal data; or within 5 working days after receipt of withdrawal data |
| X. Summer/Intersession Supplemental Program Data (p. 102) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days after end of summer/intersession services | Within 2 working days after receipt of supplemental program data |
| Y. Summer/Intersession Academic and Health Data (p. 102) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days after end of summer/intersession services; and for secondary students taking credit courses, within 2 working days after early withdrawal | Within 2 working days after receipt of academic and health data |

*** **MEP Compliance Indicator**

# III. Required School District/ESC Activities

**Affected Staff:**
All personnel sharing responsibility for implementing NGS activities

**Time Requirements:**
By November 15

## NGS Training

The **annual** training must consist of a review of the *Texas Manual for New Generation System (NGS) Data Management Requirements*, including:
- Required School District/ESC Activities Chart;
- Documentation Procedures;
- Uses of NGS data by school personnel (teachers, counselors, registrars, nurses, etc.);
- Role of the ESC and the ESC NGS Data Specialist;
- Review of system updates and data entry procedures;
- NGS reports usage (including formatting reports);
- Review the 2013-2014 MEP Compliance Indicators;
- Hands-on training as needed (Training should be conducted on the training site: train.ngsmigrant.com); and
- Assessing the effectiveness of the implementation of the required NGS activities.

**NOTE:** It is strongly recommended that NGS Data Specialists receive annual ID&R training.

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

**ESC staff:**
- Should conduct additional training for their LEAs as new features and capabilities become available on NGS; and
- Will provide additional technical assistance as needed or upon request by LEA personnel.

**\*\*\* MEP Compliance Indicator** (see p. 154)

**NGS Password Accounts**

NGS accounts showing inactivity for nine consecutive months will automatically be deactivated and affected NGS Users will not be notified. To obtain a new password, a current NGS Oath of Student Record form must be submitted.

School districts must notify their ESC (Education Service Center) immediately when a staff member, with an NGS and/or an MSIX account, is no longer working with the Migrant Education Program in their district. ESCs must notify the TEA MEP staff as soon as they are contacted by the school district.

ESCs must also notify the TEA MEP staff when an ESC staff member, with an NGS and/or an MSIX account, is no longer working with the Migrant Education Program.

**Affected Students:**
(1) All continuing enrollees and non-enrollees who do <u>not</u> have a new QAD.
(2) All enrollees and non-enrollees who have a new QAD.

**Submission to terminal site:**
(1) By October 1.
(2) Within 5 working days of parent signature date for new COEs.

**Entry into NGS:**
(1) within 5 working days after receipt of enrollment data; or
(2) within 5 working days after receipt of new COEs.

**NOTE:**
There is an extension in place for data entry of new COEs until October 11, 2013.
After this date regular timelines apply.

## Enrollment Types for NGS

**Regular (R)** enrollment – Students enrolled in the regular school term or in a year-round school;
**Summer (S)** enrollment – Students enrolled in a MEP-funded summer school program;
**Intersession (I)** enrollment – Students enrolled in a MEP-funded intersession program, in conjunction with a year-round school;
**Residency Only (P)** enrollment – Non-enrolled migrant children (ages P0 and up to the age of 22, who have not graduated from a U.S. high school or who have not received a GED).

## NGS Enrollments

1. The reporting window for federal performance counts falls between September 1 – August 31 of each year. The Texas Migrant Education Program (MEP) reports two unique counts to the Office of Migrant Education (OME). These are the Year-Round Count, known as the "Category 1 Count" and the Summer/Intersession Count, known as the "Category 2 Count." On NGS these counts are calculated from the history lines.

2. Enrollments are ongoing priorities because they are tied to funding for the district. Since NGS is a mirror image of the COE, there is no room for error. It is critical that enrollments and withdrawals be an actual reflection of where the student is enrolled. **Therefore, extreme care must be taken when enrolling students using the multiple enrollment feature.**

3. Enrollments must follow migrant students from campus to campus to accurately reflect their current enrollment status within the district. Under P.L.107-110§1308(e), the Texas MEP will share <u>campus</u> level student data with the National Center for Education Statistics (NCES). For this reason, it is critical that <u>ALL</u> Texas migrant students are enrolled in the appropriate campus.

4. Multiple enrollment procedures are optional but highly recommended and are designed to help expedite the enrollment process.

   **NOTE:** The multiple enrollment feature may only be used for those students who do not have a new QAD.

5. Family Enrollment (from the Search for Student screen) – This process is optional and is designed to eliminate entering duplicate demographic COE data.

6. New Family Enrollment – This process is optional and is designed to eliminate entering duplicate demographic COE data. A family ID number is assigned when enrollments are created through this process and cannot be shared among districts. Each district must create their own family ID.

   **NOTE:** This process can work with or without existing NGS numbers.

7. Students with an enrollment line that reflects a "Regular" enrollment type before September 1, and a withdrawal date after September 1, will be counted for two reporting periods if the appropriate residency verification dates are encoded on the system (one date for each reporting period).

   > **Example:**
   > *If a student is enrolled on August 27, 2013 with a "Regular" enrollment type, has residency verification dates of August 27, 2013, and September 6, 2013, and a withdrawal date of November 13, 2013, then the student will be counted in the 2012-2013 reporting period, as well as in the 2013-2014 reporting period.*

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

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

9. A child residing in a migrant-funded district, but attending a program not operated by any migrant-funded school district, (e.g., TMC, Head Start, juvenile detention center,

private school, home school, etc.) is identified as "Residency Only" by the district where the child resides. The following are examples:

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

**NOTE:** For students who are home schooled, the NGS Data Specialist must mark the *Home School* checkbox located on the NGS Enrollment screen and enter the grade level in which the student would be enrolled if he/she were attending school.

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

> **Example:**
> *If a student is enrolled on August 28, 2013 with a "Regular" enrollment type, a residency verification date of August 29, 2013 and an August 30, 2013 withdrawal date, then the student will be counted in the 2012-2013 reporting period **ONLY.***

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

> **Example:**
> *Non-enrollees **newly** identified before September 1 must be entered into NGS by August 31 with a history line of "Residency Only" and a residency verification date. **After September 1,** if they are still in the district, these non-enrollees must be entered into NGS again with another history line of "Residency Only" and a new residency verification date.*

12. For each reporting period for which "residency only" students are to be counted for funding, the residency verification date must fall within the appropriate reporting period (September 1 through August 31).

**NOTE:** "Residency Only" students are also referred to as non-enrollees.

13. A high-school-aged youth residing in a district and not enrolled in school, anywhere, should be encoded with an enrollment type of "Residency Only" along with a grade level of "OS" (out of school). For youth who are solely "Here to Work," the NGS Data Specialist must mark the Here to Work checkbox located on the NGS Enrollment screen. For "OS" students, MEP staff must follow up to determine drop out status. (See p. 2.13 of the *2013-2014 Texas Manual for the ID&R of Migrant Children*). If an OSY enrolls in a GED or high school program, regardless of whether the assistance was provided by the MEP or another program, the NGS Data Specialist must select and add the appropriate *Drop Out Recovery* category found in the *Supplemental Program* link on NGS under the *Supplemental Type* field. (See p.89 of this manual for more information.)

14. For year-round schools, only enroll students in **Intersession** term if students are attending a MEP-funded intersession program. Never enroll a student under an "S" enrollment type. These students should be withdrawn from the year-round program and enrolled in the intersession program and then withdrawn at the end of the intersession program. After withdrawing the students from the intersession program, re-enroll them in the year-round session (add another "Regular" enrollment line) and withdraw them at the end of the school year or whenever they have an early withdrawal. Since intersession programs can only be counted once for funding purposes, enroll students in the earliest one possible in order to ensure students are counted.

15. Eligible preschool migratory children, ages 3-5, must be served either by a district MEP-funded home-based or center-based early childhood program or through the coordination efforts with an outside entity (e.g., TMC, Head Start, etc.). Enrollment and withdrawal dates, along with a "Regular" enrollment type, should be entered on NGS for either MEP-funded home-based or center-based school district programs. This does not include non-district programs such as TMC, Head Start, etc.

16. District PEIMS staff must use the COE or a Unique Student Count Report from NGS as documentation to encode a child as migrant on PEIMS. The NGS Data Specialist may be asked to provide the Unique Student Count Report to PEIMS staff.

    **NOTE:** An NGS enrollment line should not be deleted only because a student's migrant code is changed on PEIMS. Remember, PEIMS has very different criteria and snap shot dates from NGS.


## Recommended Reports
- Campus
- COE Family
- Currently Enrolled Student List
- District
- Enrollment Comments
- Grade/Age Distribution Summary
- Unique Student Count

## NGS Data Specialists must:

1.  Remember to encode all required activities for students who enroll late, withdraw early or are entered on NGS after the regular school year has ended; this is critical because of the methodology of the MEP Compliance Indicators.

2.  Never add a new history line on NGS until the recruiter has made contact with the family to determine if the family has a new QAD or not.

3.  Remember to add a new enrollment line whenever there is a new residency date and/or enrollment date, even if there is not a new QAD.

4.  Ensure that every history line encoded on NGS has a recruiter ID.

5.  Never change a QAD once it has been encoded on the system unless the COE contains documentation indicating that the change has been approved by the ESC or TEA.

6.  Remember to enter the "OS" (Out of School) grade level **only for high-school-aged youth** not enrolled in school. For youth who are solely "Here to Work," the NGS Data Specialist must mark the *Here to Work* checkbox located on the NGS Enrollment screen.

7.  Remember to enter the "UG" (Ungraded) grade level for children being served in an educational unit that has no separate grades (see p. 2.14 of the *2013-2014 Texas Manual for the ID&R of Migrant Children*).

8.  Record students working on a GED as "OS."

9.  Remember that edit checks exist for a reason! COEs with missing or incomplete data should be brought to the attention of the recruiter and/or supervisor.

10. Ensure that all **eligibility-related documentation** on the COE is encoded in the "*Comments*" section of the NGS "*Enrollment Information*" screen.

11. Determine if the eligibility-related documentation is too much for the "*Comments*" section. If so, the NGS Data Specialist should encode the following or similar words: *Eligibility documentation on file.*

12. Flag students who drop out of school in the 2013-2014 school year as "Drop Out." Documentation regarding drop out status must be provided by the school district.

13. Be aware that the hyphen, apostrophe and the parenthesis are the only special characters that may be encoded on NGS (e.g., no accent marks, tildes, asterisks, etc.). Any dashes written on a COE should not be encoded on NGS.

14. Only share NGS reports, transfer documents, etc. with the entities listed on Section F of the COE, including those listed on the back of the COE.

15. Contact their ESC to request a deletion of an existing history line.

16. Never delete an **existing history line** unless there is documentation indicating the deletion has been approved by TEA.

17. If "Other" is selected in Section H. of the COE as the method used to conduct the residency verification, remember to specify in the NGS comments box how or where the residency verification took place (i.e., Other = Work Field).

18. Never share NGS or MSIX passwords.

## Misidentified Students

NGS Data Specialists must **never** delete enrollment lines when a student has been misidentified as migrant.  Quality control procedures outlined in the *2013-2014 Texas Manual for the Identification and Recruitment of Migrant Children* instruct districts to forward the COE to the regional ESC for review.  Regional ESC staff must forward to the State MEP the COE of the student(s) in question.  The State MEP will determine if the student is misidentified and if enrollment lines need to be deleted.

## Merging Procedures for Student Records

If the LEA determines that a student is duplicated in the system (e.g., the same student has more than one NGS number), the NGS Data Specialist or migrant contact at the LEA must contact his/her ESC NGS contact person.

The ESC NGS contact person must email or fax the student's name with **each unique student ID number** along with printed copies of each student record to the NGS Help Desk. The NGS Help Desk staff will determine which NGS number to keep and then merge the records into one. The affected school district(s) will be notified via email by the staff at the NGS Help Desk regarding the merge.

The NGS Help Desk email address is helpdesk@ngsmigrant.com and the fax number is (206) 426-3522.

**NOTE:** When records are merged, all history lines and other student data are electronically consolidated into one record.

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

**Submission to terminal site:**
By November 1 for existing COEs with Section H. completed.
For new COEs completed during the 2013-2014 school year:
- within 5 working days of parent signature date.

**Entry into NGS:**
- Within 5 working days after receipt.

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## Residency Verification

Since each history line on NGS contributes to the "count" for federal reporting purposes, it is critical that NGS Data Specialists enter a date for the 2013-2014 reporting period (September 1, 2013 – August 31, 2014) in the residency verification date field on NGS. The residency verification date must be encoded on the 2013-2014 NGS history line.

- For existing COEs with Section H. completed: NGS Data Specialists should record as the residency verification date, the date on either Section H., (2) or (6) of the COE, depending on how residency verification was conducted.

- For new COEs completed during the 2013-2014 reporting period: NGS Data Specialists should record the signature date on Section F. (3) of the COE in the residency verification date field on NGS.

**NOTE:** The NGS Data Specialist should request the Two Year Olds Turning Three Report to share with the recruiters. Recruiters must verify residency for all two year olds turning three during the 2013-2014 reporting period. This process should take place on or after the child's 3$^{rd}$ birthday. When this process has been completed, NGS Data Specialists must enter the residency verification date on the appropriate NGS history line.

## Recommended Reports
- Residency Verification Date
- Two Year Olds Turning Three

# Residency Verification Chart

The chart below outlines the residency verification process for the 2013-2014 reporting period (September 1, 2013 – August 31, 2014) that should be followed by Recruiters and NGS Data Specialists.

| Situation | Recruiter Responsibility | NGS Data Specialist Responsibility |
|---|---|---|
| **1.** COEs completed prior to 9/1/2013 for the 2013-2014 school year | Verify each child's residency on or after 9/1/2013 if the family is still residing in your district. | Enter the 2013-2014 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2013-2014 history line for each child on the COE. |
| **2.** COEs completed from 9/1/2013 through 8/31/2014 | Complete COE. | Enter the parent signature date as the residency verification date for the 2013-2014 reporting period for each child on the COE. Enter it on the NGS 2013-2014 history line. |
| **3.** COEs with a 2 year old who turns 3 during the 2013-2014 reporting period | Verify the child's residency on or after his/her 3rd birthday. | Enter the 2013-2014 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2013-2014 history line. |

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

**NOTE:** The "Residency Verification Date 1 and Date 2" fields on NGS are not linked to any specific reporting period. In other words, the NGS Data Specialist can enter the 2013-2014 residency verification date in either date box. It is important to record the information on the correct history line.

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

**Submission to terminal site:**
Request and print Priority for Service Report for school year 2013-2014 on a monthly basis beginning July 1.

**Time Requirements:**
Deliver report to the MEP Coordinator for dissemination to appropriate personnel.

## Priority for Service (PFS)

NCLB P.L. 107-110 §1304 (d) requires that "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." In their NCLB Consolidated Application for Funding, districts are required to target MEP services to "Priority for Service" students. Keep in mind that services being provided to the PFS students must meet the actual identified need of each PFS student and should not be provided for the sake of providing any service. These students must be identified through NGS by running a Priority for Service Report. Information regarding services provided to these students will be monitored through the State Migrant Education Program. Counselors must be aware of who the migrant PFS students are in the district and they may be called upon to assist these students.

## Criteria for Priority for Service

**Students in grades 3-12, Ungraded (UG) or Out of School (OS) are flagged if they:**
- Have their education interrupted during the previous or current regular school year;

AND
- Have failed one or more of the state assessments (TAKS/STAAR) or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.

**Students in grades K-2 are flagged if they:**
- Have their education interrupted during the previous or current regular school year;

AND
- Have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.

**Priority for Service Report contains**
- Enrollments from current regular school year
- Education data from the current and previous regular school year

For the purposes of the Texas Migrant Education Program, education interruption refers to one or more of the following situations:
- A late enrollment occurring between 9/1/2013 and 5/15/2014; or
- An early withdrawal occurring between 9/1/2013 and 5/15/2014; or
- A residency date occurring between 9/1/2013 and 5/15/2014 or
- Multiple enrollments occurring between 8/1/2013 and 5/30/2014; or
- A qualifying arrival date (QAD) during the previous or current regular school year.

**NOTE:** Priority for Service reports should be run on a monthly basis in order to target students for services, as well as to verify the students' inclusion in reports. **Even when no PFS students appear on the report, a PFS Report must still be requested.  It is a good practice to run a PFS Tracking Report before the end of each month in order to verify that the PFS Report has been requested for the current month. Remember to request a PFS Report in July for the current school year and then change the *School Year* field to the upcoming school year since the PFS Tracking Report tracks the requests of the PFS Report as early as July.**

## Recommended Reports
- Priority for Service
- PFS Tracking

**\*\*\* MEP Compliance Indicator** (see p. 149)

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

**Submission to terminal site:**
Request and print Continuation of Services Report before end of school year.

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

## Continuation of Services

*Under Continuation of Services [P.L.107-110, §1304(e)], migrant students may continue to be served by the MEP:

   (1) Until the end of the regular school term if their eligibility expires during that term;

> **Example:**
> *Viola enrolled in school on August 27, 2012. Her QAD is September 23, 2009. Her eligibility will end on September 23, 2012. The MEP may continue to serve Viola until the end of the fall term (semester).*

   (2) For one additional school year after eligibility expires **if no comparable services exist;**

   (3) With secondary credit accrual programs until graduation for secondary students if the student is failing, or in danger of failing and **if no comparable services exist.**

- Students under categories 2 and 3 above must be enrolled on NGS using their last COE.

- If a district enrolls a student from category 2 or 3 above, then it must maintain documentation that no other comparable services exist at that campus (such as Title I, Part A, Title III, Part A, or State Compensatory Education).

- Do not enter a withdrawal date when a student's migrant eligibility has expired but rather enter a withdrawal date when a student withdraws early from school or at the end of the school year.

**NOTE:** Children on the Continuation of Services Report will never appear on the Unique Student Count Report.

## Recommended Report
- Continuation of Services

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

**Time Requirements:**
Before May 30

## NGS Quality Control

The ESC MEP Contact and/or ESC NGS Data Specialist should assess the implementation of NGS required activities by visiting with every NGS Data Specialist at the project district(s) to complete the NGS Quality Control Checklist.

The MEP Contact and/or NGS Data Specialist from the ESC should have the district NGS Data Specialists who have worked with the NGS two years or less, demonstrate (hands-on), in person, his/her proficiency on NGS according to the checklist.

The purpose of assessing the NGS component activities is to determine the extent to which the component activities are being implemented in a manner consistent with these requirements. Annual examination of the NGS operations at the migrant-funded district will enable LEA/ESC staff to:

- Determine staff training needs;

- Provide follow-up technical assistance and/or training needed in a timely manner by the ESC.

- Identify operational strengths and weaknesses, reallocate staff resources, if necessary, and correct deficiencies in a timely manner;

- Receive a satisfactory rating for NGS implementation in a program compliance-monitoring visit.

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

It is good practice for school districts and ESCs to keep the NGS Quality Control Checklist on file for the current and previous school year, keeping in mind that the MEP should follow its district's and/or ESC's local record retention policies.

**NOTE:** Reports available from NGS should be used on an ongoing basis to ensure that accurate information is in the system.

# NGS QUALITY CONTROL CHECKLIST
## 2013-2014 School Year

*District:* _____  *Date of Review:* _____

*Campus:* _____

### 1. NGS Training
Was the NGS training for current school year by November 15?
Yes _____ No _____

If yes, enter date of NGS training: _____
If no, please explain: _____
_____

### 2. Proper Search
Show the different ways to do a complete and thorough search.
_____
_____
_____

### 3. Alternate Student ID Numbers
Are the PEIMS numbers being entered on the system? Yes_____ No _____

Are you requesting the Alternate Student ID Number Report by February 10?
Yes_____ No_____

Are all student records without a PEIMS number **OR** with incorrect numbers being updated by February 28?  Yes _____ No _____

Do you know how to delete and update incorrect PEIMS Numbers? Yes _____ No _____

Is this data date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Please explain any "no" responses.
_____
_____
_____

### 4. New COEs
Are these received within 5 working days of parent signature date? Yes _____ No _____

Are the COEs complete? Yes _____ No _____

Are the COEs being processed within 5 working days after receipt from the reviewer?
Yes _____ No _____

Do you know how to use the "Multiple Enrollment" process? (This process must only be used when there is no new QAD.) Yes _____ No _____

Do you know how and when to use the "New Family Enrollment," "Family Enrollment" and "New Student" processes? Yes _____ No _____

Are the COEs date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 5. Residency Verification
Are you entering the residency verification dates within 5 working days after receipt?
Yes _____ No _____

Do you know how to use the "Multiple Residency Verification" process?
Yes _____ No _____

Is this data date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 6. Early Withdrawals
Are these submitted within 2 working days after early withdrawal? Yes _____ No _____

Are these processed within 1 working day after receipt of early withdrawal data?
Yes _____      No _____

Is the early withdrawal data date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Is all required data being encoded on NGS? (e.g., partial/full grades, immunizations, state assessments, etc.) Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 7.  Withdrawals and At Risk of Non-Promotion Indicator

Did you receive withdrawal data within 5 working days after end of school year?
Yes _____ No _____

Was data processed within 5 working days after receipt? Yes _____ No _____

Are you using the Multiple Withdrawal process? Yes _____ No _____

Did you receive the At Risk of Non-Promotion data within 5 working days after end of
school year? Yes _____ No _____

Is the withdrawal and At Risk of Non-Promotion data date stamped and marked
"Received" and "Processed?" Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 8.  Regular Term Coursework for Grades 6-8

Is data received within 5 working days after end of school year? Yes _____ No _____

Is data processed within 10 working days after receipt? Yes _____ No _____

Is the coursework data date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Do you know how to delete and update coursework? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 9.  Graduation Plans (For all migrant students in grades 9-12.)

Are these submitted by October 1 or 10 working days after initial enrollment?
Yes ___ No ___

Are these processed within 5 working days after receipt? Yes _____ No _____

Is the graduation plan data date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Do you know how to delete and update a graduation plan? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

## 10.  Secondary Credit
### *Fall Semester Grades*
Are the fall grades submitted within 5 working days after end of fall semester?
Yes ___ No ___

Did you process fall grades by February 28? Yes _____ No _____

Are the fall semester grades date stamped and marked "Received" and "Processed?"
Yes ___ No _____

### *Spring Semester Grades*
Are the spring grades submitted within 5 working days after the end of the spring
semester? Yes _____ No _____

Are these processed within 10 working days after receipt? Yes _____ No _____

Are the spring semester grades date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Do you know how to delete and update grades information? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

## 11.  Missing Credits and Partial Grades Consolidation
Is the information being submitted within 5 working days after enrollment, receipt of
updated records, or completed partial work in designated school of graduation?
Yes _____ No _____

Did you request the Partial Credit Report by January 15? Yes _____ No _____

Is this report given to the high school counselor or person in charge of grades?
Yes _____ No _____

Did you get back the Partial Credit Report with the updates? Yes _____ No _____

Are these report and/or updates being processed within 5 working days of receipt or by January 31? Yes _____ No _____

Do you know how to delete partial grades? Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?" Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 12. Not On Time for Graduation Indicator
Did you receive data within 5 working days after end of school year? Yes _____ No _____

Is data processed within 10 working days after receipt? Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?" Yes _____ No _____

Was the On Time for Graduation Report requested and delivered at the end of the school year? Yes _____ No _____

### 13. Medical Alert/Immunization Data
Is data submitted by March 3? Yes _____ No _____

Is data processed by April 15? Yes _____ No _____

Is data received regarding any medications? Yes _____ No _____

Do you know how to enter and view medications? Yes _____ No _____

Do you know how to delete and update medical alerts, medications and immunizations? Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?" Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

### 14. Transfer Document
Do you know how to get a transfer document? Yes _____ No_____

Do you know how to get multiple transfer documents? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____


**15.  Special Needs** (GED, Gifted and Talented, HEP or Special Education)
Do you know how to add, update or delete a special need to a child's record?
Yes _____ No _____


Do you know about the *IEP On File* checkbox and who will provide this data?
Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____


**16.  Supplemental Program Data** (Encode on NGS **only** MEP-funded services for all
migrant children identified.)

Are you using the supplemental worksheet? Yes _____ No _____

Is the supplemental data submitted by June 27 for regular and year-round terms?
Yes _____ No _____

Is the supplemental data processed by July 25 for regular and year-round terms?
Yes _____ No _____

Do you know how to add a supplemental program to a student's record?
Yes _____ No _____

When a supplemental program is added, do you know where to view it and if necessary,
how to delete it? Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

**17. Termination Reasons** (Deceased, Graduate, GED)
A withdrawal is not a termination code. The Texas MEP does not use Parent Request.

Are the termination codes submitted within 10 working days after notification?
Yes _____ No _____

Are the codes processed within 5 working days after receipt? Yes _____ No _____

Do you know how to use the "Multiple Termination" process? Yes _____ No _____

If necessary, do you know how to delete a termination code? Yes ___ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.
_____
_____
_____
_____


**18. Facility Updates**
Does each facility/SSID have the correct information? (e.g., address, county/district number, etc.) Yes _____ No _____

Did you update all facilities with enrollments within 5 working days after receipt?
Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.
_____
_____
_____
_____


**19. Contact Information**
Does each facility (SSID) have *Migrant* and *Summer Migrant* contact information?
Yes _____ No _____

Have you checked all Contact IDs to be sure that the information is correct? (e.g., contact name, phone number, etc.) Yes _____ No _____

Is data date stamped and marked "Received" and "Processed?"  Yes _____ No _____

Please explain any "no" responses.
_____
_____
_____
_____

**20. NGS Reports**

Do you have an email address? Yes _____ No _____

Do you know how to generate a report? Yes _____ No _____

Are you familiar with each report and the usage of it? Yes _____ No _____

Do you know how to format a report? Yes _____ No _____

Do you have recent reports on file to support documentation? Yes _____ No _____

Please explain any "no" responses.

_____

_____

_____

_____

**21. Summer/Intersession Program Data**

Must submit data (according to timelines) for every migrant child participating in a MEP-funded summer/intersession program.  The summer enrollment date must be after the end of the regular school year and before the next school year begins.   In order to receive funding, each summer/intersession enrollment line must have "summer" or "intersession" as the enrollment type.

NOTE: Remember to report any grades given, immunization updates and supplemental programs provided.

Review the Summer/Intersession Program Data and timelines (sections U, V, W, X, Y).

_____

_____

_____

_____

**22. State Assessment Data** (migrant students enrolled in grades 3-12)

Review the state assessment data and timelines (section Q).

Was the assessment data available to the NGS data specialist by July 11?
Yes _____No _____

If yes to question above, was the assessment data entered within 10 working days after receipt? Yes _____ No _____

_____

_____

_____

_____

**23. Priority for Service (PFS)**

Is the Priority for Service Report being requested and printed on a monthly basis, beginning July 1, 2013 (including the summer months)?  Yes_____  No_____

Is it being delivered to the MEP Coordinator? Yes _____ No _____

Are you familiar with the PFS Tracking Report? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

## 24. Continuation of Services

Is the Continuation of Services report being printed before end of school year?
Yes _____ No _____

Is it being delivered to the MEP Coordinator? Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

## 25. Limited English Proficient (LEP)

Are you receiving LEP information by October 25 or 5 working days after initial
enrollment? Yes _____ No _____

Are you entering LEP information within 5 working days after receipt? Yes _____ No ___

Is the LEP information date stamped and marked "Received" and "Processed?"
Yes _____ No _____

Please explain any "no" responses.

_____
_____
_____
_____

## 26. Recruiter ID

Are you entering the recruiter ID to all new history lines created this school year?
Yes _____ No _____

**Overall Comments:**

_____

_____

_____

_____

_____

_____

**ESC Reviewer: _____** **Date: _____**
                            **(Signature)**


## District NGS Data Specialist(s):


_____ **Date: _____**
                 **(Signature)**

_____ **Date: _____**
                 **(Signature)**

_____ **Date: _____**
                 **(Signature)**

_____ **Date: _____**
                 **(Signature)**

_____ **Date: _____**
                 **(Signature)**

_____ **Date: _____**
                 **(Signature)**

**Affected Students:**
For withdrawals: Migrant students enrolled in Grades P3-12.
For the At Risk of Non-Promotion: Migrant students enrolled in Grades K-12.

**Submission to terminal site:**
- within 2 working days after early withdrawal including, if available, the At Risk of Non-Promotion data; or
- within 5 working days after end of school year.

**Entry into NGS:**
- within 1 working day after receipt of early withdrawal data including, if available, the At Risk of Non-Promotion data; or
- within 5 working days after receipt of end of school year withdrawal data and the At Risk of Non-Promotion data.

## Withdrawals

All enrolled students must be withdrawn on the system with a withdrawal date at the end of each school year if they do not withdraw before the end of the school year. Multiple withdrawal procedures are optional and are designed to help expedite the withdrawal process.

NGS Data Specialists should ensure that all required and available data is encoded on NGS for students who withdraw early (e.g., immunizations, partial/complete grades, state assessments, supplemental services, etc.).

When possible, NGS transfer documents should be given to the student and/or parent at time of withdrawal.

**For students whose eligibility ends during the school year, NGS Data Specialists should encode all required data and enter withdrawal information at the end of the school year if they do not withdraw early.**

## Reminders:
- A withdrawal is not a termination reason.
- To ensure an accurate count, all enrolled migrant students must be withdrawn at the end of the regular school year and summer/intersession session.
- It is not required to enter days enrolled/days present in NGS.
- Do not withdraw non-enrollees (*Residency Only*) since non-enrollees are not enrolled in school.
- You may enter a future withdrawal date only if it is within 2 weeks of the current date.
- End-of-year withdrawals should occur before summer enrollments and/or before the beginning of the next school year.

## Recommended Reports

- Campus
- District
- Multiple Withdrawal Worksheet
- Unique Student Count

## *At Risk of Non-Promotion* Indicator

For migrant students enrolled in grades K-12, NGS Data Specialists should mark the *At Risk of Non-Promotion* checkbox on NGS only for each student who is required to attend summer school in order to be promoted to the next grade level.  This information may be obtained from campus counselors.

This checkbox is linked to an individual history line. When this checkbox is marked it will appear on the NGS Update Student Information Screen as an alert. If a student ceases to be at-risk in a subsequent school year, the At Risk of Non-Promotion alert will no longer appear on the student record after the new history line has been added. A letter "N" will appear next to the student name on the Family Enrollment screen.  If available, the At-Risk of Non-Promotion data may be obtained and encoded on NGS before the end of the school year.

# *New Generation System*
## Student Withdrawal Form


**Student Name:** _____

**USID:** _____ **Date of Birth:** _____

**Campus Name:** _____ **SSID:** _____

**Enrollment Date:** _____

**Withdrawal Date:** _____


☐ **At Risk of Non-Promotion (Please check, only if applicable.)**

☐ **Not on Time for Graduation (Please check, only if applicable.)**


·····························································································································

**Form completed by:** _____

**Date:** _____


**Forward the completed form to the NGS terminal site.**

**Affected students:**
Migrant children of any age

**Submission to terminal site:**
Within 10 working days after notification

**Entry into NGS:**
Within 5 working days after receipt

## Termination Reasons

The termination reasons are:
- **Deceased** – Record the date that is given by the school district.
- **GED** – Enter this code only after a student has obtained a GED and not during the time the student is enrolled in a GED program.
- **Graduated** – Record the date that is given by PEIMS/Student Transcript.
- **Parent Request** – Do not use.

If a "termination reason" is encoded into the system, a "termination date" must also be encoded.

A student's end of eligibility is not a termination reason. The system automatically calculates the end of eligibility for every student. The end of eligibility date is not encoded in NGS. Do not enter a withdrawal date when a student's eligibility has expired but rather enter a withdrawal date when a student withdraws early or at the end of the school year.

## Drop Out Indicator

The drop out indicator is not a termination reason, but an indicator.

A student's NGS record should be flagged as *Drop Out* and a drop out date must be encoded only on the history line for the school year in which the student officially dropped out of school. For subsequent years, the student should be encoded as *Out of School.*

**NOTE:** The district must have documentation on file when encoding a termination code or drop out indicator.

## Recommended Reports
- Student Termination
- Drop Out
- Out of School Youth

# New Generation System
# Termination Reason/Drop Out Form

Student Name: _____ Date of Birth: _____

USID: _____ SSID: _____

Enrollment Date: _____
……………………………………………………………………………...……………

Complete this section for a student termination.

Termination Date: _____

Termination Reason: _____

   **D - Deceased**
   **E - GED**
   **G - Graduated**
………………………………………………………….………...………………………

Complete this section for a student who has dropped out of school.

Date student officially dropped out of school: _____

………………………………………………………….………...………………………

Form completed by: _____

Date: _____

**Forward the completed form to the NGS terminal site.**

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

**Submission to terminal site:**
By October 25 or 5 working days after initial enrollment

**Entry into NGS:**
Within 5 working days after receipt of LEP information

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

## Limited English Proficient (LEP)

- The Limited English Proficient (LEP) student designator <u>MUST</u> be collected for all migrant students identified as LEP at their school of enrollment.

- This identifier must be encoded on the system on a yearly basis according to the timelines outlined in the Required School District/ESC Activities Chart. It is critical to encode the LEP indicator as soon as possible because the LEP indicator is tied to the Priority for Service Report on NGS for students in grades K-2. Therefore, the NGS database must be populated with this indicator in order to get an accurate list of students who would fall under the category of Priority for Service. To collect the LEP indicator, the NGS Supplemental Programs Worksheet located under the *Reports* section on NGS, may be used.

**NOTE:** Documentation should be maintained for each student designated as LEP in grades K-12. When adding the LEP indicator on NGS, the *Supplemental Fund Type* on the *Select Students for Supplemental Program and Designation Add* screen should be *Not MEP Funded*.

## Recommended Reports
- LEP Count
- Supplemental Programs Worksheet

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

**Submission to terminal site:**
By October 1 or 10 working days after initial enrollment

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

**Special Note:** Please keep in mind that a graduation plan should also be added for those migrant students (grades 9-12) who enroll throughout the school year (late enrollments).

## Graduation Plans

Individual Student Graduation Plans are reported on the "Secondary Credit Reporting Form" or on a campus-generated report containing the required fields. This information must be supplied by homebase district.

For migrant students who will be graduating under the STAAR assessment, NGS Data Specialists should enter the words *STAAR End of Course* on the *Test/Assessment* field when encoding a Graduation Plan in NGS.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the graduation plans for input into NGS.

**NOTE:** NGS Data Specialists should ask high school counselors to notify the terminal site whenever there is a change in a student's graduation information in order to ensure that the student's most recent graduation plan is recorded in the system.

## Recommended Report
• Student Graduation Plan and Year
(NGS Data Specialists should request this report periodically and select *Students without Graduation Plan* as *Type of Report,* to ensure that all graduation plans have been encoded for all affected migrant students.)

\*\*\* **MEP Compliance Indicator** (see pp. 155-156)

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

**Submission to terminal site:**
- within 2 working days after early withdrawal; or
- within 5 working days after end of semester for fall grades; or
- within 5 working days after end of semester for spring grades (For 12th grade students, submit data only for those who did not graduate.)

**Entry to NGS:**
- within 1 working day after receipt of early withdrawal data; or
- by February 28 for fall grades; or
- within 10 working days after receipt of spring grades

## Secondary Credit – Fall/Spring Semester Grades

The graduation rate for migrant students is below the national average. This may be due to students not receiving credit for all coursework done at different schools. It may also be due to course duplication, inappropriate course placement and/or inadequate communication between personnel in the different schools attended by these students.

An updated letter, "To the Administrator Addressed (TAA)," dated August 13, 2013, from the Texas Education Agency which summarizes several important statutes relating to attendance, public school admission, enrollment records and tuition is available through the following link:  http://www.tea.state.tx.us/index4.aspx?id=25769806556.

This letter may assist district MEP staff's efforts to ensure that appropriate attendance policies, guidelines and alternative credit options are established for migrant students.

## Recommended Report
- Comprehensive Secondary Credit

In order to ensure that secondary students receive credit for all coursework, all school personnel involved in student course placement and granting course credits should be well-versed in interpreting, using and reporting NGS secondary credit data. Secondary credit data can be reported on the *NGS Secondary Credit Reporting Form*.

- All migrant students enrolled in grades 9-12 should have their complete secondary course history up-to-date on NGS.

- When a migrant student in grades 9-12 is identified for the first time and has no existing secondary credit on NGS, the NGS Data Specialist must encode the complete secondary course history to bring it up-to-date with as much available data as possible.

- When a migrant senior graduates, it is not necessary to input the final semester's grades on the system or check the *Not On Time for Graduatio*n checkbox. However, the graduation termination code and the graduation date must be entered. This information should be retrieved from an official school document/list.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the secondary school data for input into NGS.

**Partial Work:** Districts are encouraged to report final grades only when the equivalent of a half credit, or more, are issued (see #8 of the *NGS Secondary Credit Reporting Form*). In the case of early withdrawal (prior to the end of a grading period), coursework should be reported as partial work completed along with the appropriate clock hours (see #7 of the *NGS Secondary Credit Reporting Form*).

**Final Grades:** Report final grades on NGS.

**Procedures for Entering Letter Grades**

Districts are encouraged to use numerical format, when possible, to report both partial work and final grades. However, if the district records a letter grade on the student's transcript, NGS Specialists should encode the information as closely as possible to the transcript.

For encoding on NGS, the following are examples of letters that may be used as abbreviations:
P      Pass
F      Fail
INC    Incomplete
IC     Incomplete coursework
NG     No Grade
NC     No Credit

For a complete list of the acceptable letters that may be used on NGS, please click on the NGS *Screen Help* found under the *Add Student Course History* screen in NGS.

The NGS Data Specialist should encode the information as either "Partial Work" or "Final Work," depending on how the counselor sends the information forward. Please refer to the *Sort Process for NGS Course History* (p. 52) to determine how the course will be displayed on NGS when a combination of letter grades and either "Clock Hours in Class" or "Credit Granted" are entered on the system.

**Sort Process for NGS Course History:** Courses are sorted on NGS as Incomplete Courses and Completed Courses (Failed/Passed) according to the following guidelines:
- If grade to date and clock hours in class are entered, course is displayed under Incomplete Courses.
- If final grade is entered and credit granted is left blank, course is displayed under Incomplete Courses.
- If final grade is entered and credit granted is 0, course is displayed under Completed Courses, Failed.
- If final grade is entered and credit granted is greater than 0, course is displayed under Completed Courses, Passed.

**NOTE:** Encoding recommended courses on NGS is optional.

# Interstate and Intrastate Records Exchange

Section 1304(b)(3) of the NCLB statute requires that states promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records when students move from one school to another, whether or not the move occurs during the regular school year.

Despite the requirement for the timely transfer of school records, many times MEP staff rely on the local school district staff to request educational records on migrant students as part of the school enrollment process that occurs for all students. However, in some cases it may be faster for the local MEP staff to access the student information contained on NGS.

NGS Data Specialists must check the *Course History* or *Transfer Document* sections on NGS for those students who have a COE with a new qualifying arrival date (QAD) from Texas or from an NGS Consortium state. NGS Data Specialists will be checking for classes and grades encoded on NGS by another district within Texas (SSID – TXABCD) or by another consortium member State (leading two letters of the SSID will reflect the state, e.g., WIABCD). Consortium member states are Colorado, Delaware, Illinois, Montana, Ohio and Wisconsin.

If coursework is found, it must be printed out by the NGS Data Specialist and given to the counselor to assist with proper course placement for the student in the 2013-2014 regular school year.

**NOTE:** The Texas Migrant Interstate Program (TMIP) provides assistance to migrant students, their families, school counselors and other school staff in order to ensure critical information exchange, appropriate course placement and secondary credit accrual services. The Distance Learning Program for Migrant Secondary Students provides opportunities for high school students to earn credit at any time and any place by offering distance learning courses.

# NGS SECONDARY CREDIT REPORTING FORM

**1**

Student Name_____

DOB_____

Grade Level_____

Migrant Unique ID _____

☐ UPDATE

District **1** _____

School ID (SSID)_____

Campus _____

Withdrawal Date_____

| Please **Circle** TERM: **2** Fall   Spring   Summer   Intersession | | | | **7** PARTIAL WORK | | **8** COMPLETED WORK | | TIME | |
|---|---|---|---|---|---|---|---|---|---|
| **3** SUBJECT | **4** COURSE TITLE | **5** COURSE SECTION | **6** COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | **9** TYPE OF TERM | **10** YEAR |
| | | | | | | | | | |
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| **STUDENT GRADUATION INFORMATION**: | SSID of Designated School of Graduation **11** | Schedule **12** | Graduation Plan **13** | Projected Year of Graduation **14** | State Achievement Test **15** |
|---|---|---|---|---|---|

| Please **Circle** TERM: **2** Fall   Spring   Summer   Intersession | | | | **7** PARTIAL WORK | | **8** COMPLETED WORK | | TIME | |
|---|---|---|---|---|---|---|---|---|---|
| **3** SUBJECT | **4** COURSE TITLE | **5** COURSE SECTION | **6** COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | **9** TYPE OF TERM | **10** YEAR |
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Submitted by: _____

Phone #:_____

FAX_____

**THE SECONDARY CREDIT REPORTING FORM** should be completed for students earning partial or completed course credit in grades 9-12. **NOTE:** The form on page 85 should also be completed for those students in grades 6-8 enrolled in classes for secondary credit.

Instructions for Completion:
1. Student Demographic Information/Facility information – Complete the student's name as it appears on NGS, date of birth, grade level and migrant unique identification number. Also complete the facility information, including the name of the school district, NGS short school identification number (SSID) and name of campus. Below the facility information, enter the date the form was completed. In the center of the form, place a checkmark in the update box if information is updating previously submitted information.
2. Reporting Section – Circle the appropriate term. Two tables have been included to take into account two semesters' worth of coursework. Use additional forms to add summer or intersession information.
3. Subject – List the name of the subject as it appears in the NGS listing (e.g., Mathematics, Science, etc.).
4. Course Title – Type the name of the course as it appears on the student transcript.
5. Course Section – Remember to indicate A or B in the course section box to designate *section* taken (e.g., Algebra 1B. If a student earns one year's worth of credit, this can be indicated by writing Algebra 1, selecting *A+B* for *Course Section*, encode the corresponding grade and 1.0 under credit granted if it is a passing grade).
6. Course type – Indicate an additional course designation (e.g., AP, GT, PASS, Special Education).
7. Partial Work – Indicate the grade the student has earned to date at time of withdrawal. Indicate the *Clock Hours in Class* (clock hours of instruction rounded to the nearest hour).
8. Completed Work – Indicate the *Final Grade* the student earned in the course. *Credit Granted* should indicate the amount of credit awarded for the course (e.g., 0, .5, 1.0, etc.).
9. Type of term – Indicate a term designation (e.g., semester or trimester).
10. Year – Indicate the calendar year the coursework was completed.
11. SSID of Designated School of Graduation* – Indicate the intended school of graduation. This may not be the actual school of attendance (e.g., student may be enrolled in a 9th grade campus).
12. Schedule* – Indicate the type of schedule the student is following (e.g., traditional, accelerated or alternating block)
13. Graduation Plan* – Indicate the student's graduation plan (e.g., Recommended Plan, etc.).
    **Suggestion:** Print a listing of the state's graduation plans and attach to this manual.
14. Projected Year of Graduation* – Indicate the anticipated date of the student's graduation.
15. State Achievement Test* – Indicate the state academic test required for graduation (Exit Level TAKS or STAAR End of Course).
16. Submittal Information – On the bottom of the form, print name, phone and fax number of person completing form.

**\*Graduation Plan information should be collected only once for each student's high school career unless an update is necessary.**

# NGS SECONDARY CREDIT REPORTING FORM

Student Name_____    District _____

DOB_____    School ID (SSID)_____

Grade Level_____    ☐ UPDATE    Campus _____

Migrant Unique ID _____    Withdrawal Date_____

Please **Circle** TERM:    Fall    Spring    Summer    Intersession

| SUBJECT | COURSE TITLE | COURSE Section | COURSE TYPE | PARTIAL WORK | | COMPLETED WORK | | TIME | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | TYPE OF TERM | YEAR |
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**STUDENT GRADUATION INFORMATION:**

| SSID of Designated School of Graduation | Schedule | Graduation Plan | Projected Year of Graduation | State Achievement Test |
|---|---|---|---|---|
| | | | | |

Please **Circle** TERM:    Fall    Spring    Summer    Intersession

| SUBJECT | COURSE TITLE | COURSE SECTION | COURSE TYPE | PARTIAL WORK | | COMPLETED WORK | | TIME | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | TYPE OF TERM | YEAR |
| | | | | | | | | | |
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Submitted by: _____    Phone #:_____    FAX #:_____

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

**Submission to terminal site:**
- within 5 working days after enrollment, receipt of updated records or completed partial work in designated school of graduation
- Request Partial Credit Report by January 15.

**Entry into NGS:**
- within 5 working days after receipt; and
- update all missing credits and partial grades by January 31.

## Missing Credits and Partial Grades Consolidation

Upon enrollment of all secondary migrant students, the NGS Data Specialist should print out the student's Transfer Document if the NGS record shows partial grades and use the *NGS Missing Credits and Partial Grades* Form (located on page 59) to request updated information. Secondary credit information can be updated on either the student's Transfer Document or on a *NGS Secondary Credit Reporting Form* (located on page 55). It is the responsibility of the counselor working with the MEP contact person to provide the updated information within the required timelines to the terminal site for data entry.

In addition, the NGS Data Specialist should request a Partial Credit Report* by January 15 to review all partial grades on migrant students' NGS records. This report should be sent to the appropriate counselors for updating. All updates should be entered into the system by January 31.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to monitor the accuracy of the data and to update partial, blank credit granted entries and missing credits in a timely manner once credit is issued.

***NOTE:** Districts with large migrant secondary populations should consider requesting the *Partial Credit Report* on a monthly basis to make the review process of updating partial grades more manageable.

## Recommended Report
- Partial Credit

# Instructions for NGS Missing Credits and Partial Grades Form

This form (page 59) is provided for use when requesting information from high school guidance counselors and/or registrars regarding secondary course information that is incomplete on NGS and/or displayed in the Partial Credit Report or in the *Incomplete Courses* section of the NGS Student Transfer Document.

The NGS Data Specialist should check off those items that need to be updated.  The NGS Missing Credits and Partial Grades Form should then be attached to the Partial Credit Report and/or to the most recent Student Transfer Document and sent to the counselor and/or registrar for updating.

For documentation purposes, always date the request.

# NGS Missing Credits and Partial Grades Form

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


_____Partial Grades Needed (See Incomplete Courses section.)


_____Partial Grades/Incomplete Courses to be Converted into Final Grades


_____Final Grades to be Updated


_____Final Grades Needed [Missing credits from previous school year(s)]


_____


Date Sent by NGS Data Specialist: _____

NGS Data Specialist: _____

To (Enter name of Counselor/Registrar):_____

Date Returned: _____

Signature of Counselor/Registrar: _____

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

**Submission to terminal site:**
- within 2 working days after early withdrawal; or
- within 5 working days after end of school year. (For 12th grade students, submit data only for those who did not graduate.)

**Entry to NGS:**
- within 1 working day after receipt of the Not On Time for Graduation data for early withdrawals; or
- within 10 working days after receipt of the Not On Time for Graduation data.

**Required Report:**
- Request and print the On Time for Graduation Report at the end of the school year after all grades have been encoded in NGS.
- Deliver report to MEP Coordinator.

## Not On Time for Graduation Indicator

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

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

**Examples:**
*2012-2013: The student is in the 9th grade and has a total of 5 credits at the end of the school year (but needed 6) and, therefore, will be in 9th grade again the following school year. This student would be considered not on time for graduation.*

*2013-2014: At the end of this school year, the same student has enough credits (needed 12) to be in the 11th grade the following school year (for 2014-2015). This student would now be considered on time for graduation.*

## The On Time for Graduation Report

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

> **Affected Students:**
> Migrant students enrolled in grades K-12.
>
> **Submission to terminal site:**
> Request Alternate Student ID Number Report by February 11.
>
> **Entry into NGS:**
> Update all student records without a PEIMS number by February 28.
>
> **Special Note:** Please keep in mind that an alternate student ID number should also be added for those migrant students who enroll throughout the school year (late enrollments).

## Alternate Student ID Number

The alternate student ID number is the PEIMS number that is assigned to the student by the school district.  It may be the student's social security number or a state-assigned number beginning with the letter "S."  This information must be obtained from the school district so that the number on PEIMS and NGS match. Do not ask the parent for the student's social security number because the social security number may not match the PEIMS number that the school district is using.

It is the responsibility of the NGS Data Specialist working with the MEP Coordinator to obtain the updated information within the required timelines. After entering all updates into the system, a new Alternate Student ID Number Report should be requested and kept on file at the terminal site. This report can be used for documentation purposes.

## Important Information about Alternate Student ID Number

- Only one student alternate number per state is allowed on the system.
- A **Texas** alternate student ID number must be encoded on NGS.
- Never use a dash (-) when encoding a PEIMS or state-assigned number; when encoding a state-assigned number, remember to enter the letter "S" in front of the number.
- Do not use any spaces when encoding an alternate student ID number.

## Recommended Report
- Alternate Student ID Number
  (NGS Data Specialists should request this report periodically and select *Students without Alternate IDs* as *Type of Report*, to ensure that records of all affected migrant students have a PEIMS number encoded on NGS.)

**\*\*\* MEP Compliance Indicator** (see pp. 152-153)

**Affected Staff:**
NGS Data Specialists

**Submission to Terminal Site:**
Submit completed Campus Designation forms and the "Migrant" and "Summer Migrant" contact information for the 2013-2014 school year after March 1, 2014, but before June 2, 2014.

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

## Facility Updates

After March 1, 2014, update campuses with Facility Type and Program Type to reflect the current school year.

New facilities (SSIDs) should be created for public schools only. This includes school districts and charter schools.

The ESC NGS Data Specialist is responsible for creating all new SSIDs. They also are responsible for activating and deactivating SSIDs.

When there is a name change for an existing facility (SSID), the NGS Data Specialist must request a new SSID from the ESC. Names of existing SSIDs must never be changed.

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

### Recommended Reports
- Facility
- Schoolwide Program

## Contact Information

**Each facility must have the current "Migrant" and "Summer Migrant" contact information.** Health, Special Needs, GED, High School Counselor and Gifted and Talented should be completed also if a contact has been assigned to each category.

**NOTE:** The district NGS Data Specialist is responsible for adding the "Migrant" and "Summer Migrant" contact information on new facilities as they are created.

### Recommended Report
- Contact

# Procedures for Collecting
# Campus Designations
# Under the Facilities Listing

For every campus within the school district that has migrant students enrolled, federal programs directors should supply campus designation information to the NGS Data Specialist for encoding (see attached data entry form). It is not the responsibility of the NGS Data Specialist to determine the campus designation information.

- Choose one of the following Facility types:
  - ➤ Campus (actual facility where migrant students are enrolled)
  - ➤ Project (any SSID under which migrant students are encoded that is not an actual facility in your school district, e.g., Building Bridges Home-based, Stepping Stones, Project SMART Home-based, a district SSID used for "Residency Only" students.

**NOTE:** If "Project" is selected as a facility type, then the "Program Type" and "Schoolwide Programs" indicator must be blank.

- Choose one of the following Program types:

  - ➤ **Regular School Year Day Only** (Migrant students **are not** served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)

  - ➤ **Regular School Year Extended Day** (Migrant students are served in before and/or after school programs and/or Saturdays with MEP funds; MEP-Funded Instructional Delivery only.)

  - ➤ **Summer/Intersession Only** (Migrant students are served in the summer only with MEP funds; MEP-Funded Instructional Delivery only.)

  - ➤ **Year-round** (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded Instructional Delivery only.)

# *School Year* _____
# *New Generation System*
# *(NGS) Campus Designation*

**Campus Name:**_____      **SSID:**_____

**Determined by:**_____      **Date:** _____

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

Directions:  Complete each section by checking the appropriate campus designation for every campus in the district with migrant students enrolled.  This form should be submitted to the NGS Data Specialist after March 1, 2014, but before June 2, 2014, for updating this information in the New Generation System.

**Facility Type:**

_____      Campus (actual facility where migrant students are enrolled)
_____      Project (any SSID under which migrant students are encoded that is not an actual facility in your school district, e.g., Building Bridges Home-based, Stepping Stones, Project SMART Home-based, a district SSID used for "Residency Only" students.)

**Program Type:**

_____      **Regular School Year Day Only** (Migrant students **are not** served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)

_____      **Regular School Year Extended Day** (Migrant students **are** served in before and/or after school programs and/or Saturdays with MEP funds; MEP-Funded Instructional Delivery only.)

_____      **Summer/Intersession Only** (Migrant students are served in the summer only with MEP funds; MEP-Funded Instructional Delivery only.)

_____      **Year-round** (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded Instructional Delivery only.)

**Affected Students:**
Migrant students enrolled in grades P3-12.

**Submission to terminal site:**
- within 2 working days after early withdrawal; or
- by March 3.

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

## Medical Alert Data

Medical alerts are warnings of conditions and/or allergies pertaining to the student that are professionally diagnosed.  NGS displays the alert type and date.  Multiple Medical Alert records can be added per student. Before adding any medical alerts to NGS, a Health Contact ID must be established for the particular facility tied to the Medical Alert. The Medical Alert can be updated or deleted as necessary if the condition changes.

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

For example, a Medical Alert of diabetes with a related condition of high blood pressure can be tied to the condition diabetes by an Alert Link.

Some Medical Alerts require a Medication Record, which must be associated with a Medical Alert record by an Alert ID.  Therefore, a Medical Alert Record must be added before adding a Medication Record.  Multiple Medication Records can be added for a Medical Alert.  A Medication Record can be updated at any time.

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

## Immunization Data

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

## Health Information

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

## Recommended Reports

- Medical Alert
- Student Immunization

# Instructions for Completing the
# NGS MEDICAL ALERT and IMMUNIZATION REPORTING FORM

The MEDICAL ALERT and IMMUNIZATION REPORTING FORM should be completed for all students encoded in the system according to the NGS Manual and required timelines.  The encoding of health screenings is optional.

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

The **Contact ID** is found on the Contact View Information for Facility screen.
**NOTE:** A Contact ID is required to enter health information.  Refer to the *Contact ID Reporting Form* for reporting format.

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

☐ Physical Exam Result - *Normal or Within Accepted Range*          ☐          *Dental Exam Result - Normal*
☐ Hearing Test Result - *Left ear - Normal, Right ear - Normal*      ☐          *Scoliosis Screening - Normal*
☐ Vision Test Result - *Left eye - 20/30, Right eye - 20/20*
☐ TB Skin Test Result - *Negative*

Indicate all dates in the yy-mm-dd format.

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

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

Indicate an **Alert Level** as **Chronic** or **Acute** as reported by the school nurse or other health provider.

Provide a **Medical Alert Name** such as Diabetes.

**NOTE:** A Contact ID is required to enter medical alert information.  Refer to the *Contact ID Reporting Form* for reporting format.

*Medication Information* – Indicate the name of the medication taken by the student.

Indicate the date on which the medication was prescribed for the student.

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

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

# NGS MEDICAL ALERT and IMMUNIZATION REPORTING FORM

**Student Name:** _____
**DOB:** _____ **Gr. Level:** _____
**Migrant Unique I.D.:**_____

**District:** _____**Withdrawal Date:** ____/____/____
**School ID (SSID):**_____ yy  mm  dd
**Campus:** _____**Contact ID :**_____(Assigned by NGS)

| HEALTH INFORMATION | IMMUNIZATIONS | DATES |
|---|---|---|

**HEALTH INFORMATION**

Physical Exam Date: ____/____/____
　　　　　　　　　　　yy   mm   dd
Physical Exam Result: _____

Hearing Test Date: ____/____/____
　　　　　　　　　　yy   mm   dd
Hearing Test Result: _____

Vision Test Date: _____/_____/_____
　　　　　　　　　yy   mm   dd
Vision Test Result: _____

TB Skin Test Date: _____/_____/_____
　　　　　　　　　yy    mm    dd
TB Skin Test Result: _____

Dental Exam Date: _____/_____/_____
　　　　　　　　　yy    mm    dd
Dental Exam Result: _____

Scoliosis Screening Date: _____/_____/_____
　　　　　　　　　　　　yy     mm     dd
Scoliosis Screening Result: _____

**MEDICAL ALERT INFORMATION**

Medical Alert Date: _____/_____/_____
　　　　　　　　　yy    mm    dd

Alert Type (Circle one): **Condition, Allergy, Related Condition**

Alert Level (Circle one): **Chronic**, **Acute**
Alert Name: _____

**MEDICATION INFORMATION**

Name of Medication: _____
Date Medication Prescribed: _____/_____/_____
　　　　　　　　　　　　yy    mm    dd

**IMMUNIZATIONS** — **DATES**

Bacillus of Calmette and Guerin (BCG) _____

Diphtheria, Tetanus, Pertussis (DTP) _____

Diphtheria, Tetanus and Pertussis (DTaP) _____

Diphtheria, Tetanus (DT) _____

Tetanus, Diphtheria (Td) _____

Tetanus, Diphtheria and Pertussis (Tdap) _____

Haemophilus Influenza B (HiB) _____

Hepatitis B (HBV) _____

Hepatitis A _____

Measles, Mumps, Rubella (MMR) _____

Measles _____

Mumps _____

Meningococcal (Meningitis) _____

Polio (IPV) _____

Polio (OPV) _____

Pertussis _____

Rubella _____

Pneumococcal Conjugate (Prevnar) _____

Typhoid _____

Varicella (Chicken Pox) _____

**Affected Students:**
Migrant students enrolled in grades 3-12.

**Submission to terminal site:**
Request state assessment results by June 2
For ESCs with SSA member districts: Request state assessment results by July 11

**Entry into NGS:**
For all districts**:** within 10 working days after receipt of state assessment results

## State Assessment Data

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

Contact your MEP Coordinator to request state assessment results.  He/she may obtain the results from the district's PEIMS Coordinator, the district's Testing Coordinator or through the Confidential Student Report from the school counselor(s).

State assessment results must be entered for all migrant students who were tested and who took the state assessment test in English or Spanish, as well as students tested with the alternate and modified tests.  For students who have not been tested, please enter the reason why (e.g., Absent, TAKS LEP Postponement or Not Tested) according to what is listed on the report.

In order for NGS to interpret the data, state assessment scores MUST be entered as follows:

**SCALE SCORE PASS/FAIL** (e.g., 2280 Pass)
**Below are examples of TAKS and STAAR results:**

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 678543 | State Test – Science | Exit Level TAKS Science | 2280 Pass | 10/24/2013 | TXBRTN | 12 |

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 687908 | State Test - Math | Exit Level TAKS Math | Absent | 10/23/2013 | TXBRTN | 12 |

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 710599 | State Test – Reading | STAAR Reading | 1458 Pass | 03/23/2013 | TXBRTN | 5 |

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 698069 | State Test – Eng Language Arts | STAAR End of Course English I Writing | 1800 Fail | 12/03/2012 | TXBRTN | 9 |

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 698069 | State Test – Eng Language Arts | STAAR End of Course English I Reading | 1979 Pass | 12/04/2012 | TXBRTN | 9 |

| Formal Test ID | Assessment Type | Assessment Name | Result | Assessment Date | SSID | Grade Level |
|---|---|---|---|---|---|---|
| 698069 | State Test – Math | STAAR End of Course Geometry | 3964 Pass | 12/11/2012 | TXBRTN | 10 |

The NGS Data Specialist should request the *Missing State Assessment Data from TEA Download Report* after each download occurs in order to determine which students do not have state academic assessment data in the download file provided by the Texas Education Agency's Student Assessment Division.

## Recommended Reports

- Formal/Informal Assessments
- Missing State Assessment Data from TEA Download

# Instructions for Completing the NGS
# Formal Assessment Reporting Form

The Formal Assessment Reporting Form may be used to collect state assessment results.

On the Formal Assessment Reporting Form, enter the student demographic information located at the top of the form.  Complete the student's name as it appears on NGS, date of birth, grade level, unique student identifier (NGS #) and withdrawal date.  Also complete the name of the district, the short school identifier (SSID) for the campus enrolled and the reporting date.

## Formal Assessment Information

**Assessment Type –** Choose *one* of the types most representative of the assessment being reported.

**Assessment Name –** List the name of the assessment, such as TAKS, STAAR, or STAAR Modified or STAAR End of Course, etc.

**Assessment Date –** Indicate the date on which the student was tested.

**Result:** Indicate the student's scale score; e.g., the word "pass" or "fail" next to the score. For example:  "2188 Pass" or "1188 Fail."  The system will not identify a score by itself. The result must contain the word "pass" or "fail" to be recognized.

State assessment results must be entered for all migrant students who take the test in English or Spanish, as well as students tested with the State Developed Alternative Assessment (SDAA) and who do not match with the state assessment download.  For students who have not been tested, please enter the reason why, e.g., Absent, TAKS LEP Postponement or Not Tested (whatever is listed on the report).

**Result Type –** Choose the appropriate test result type.

# New Generation System
# Formal Assessment Reporting Form

**Student Name**_____
**DOB**_____
**Grade Level**_____
**Unique Student I.D.**_____
**Withdrawal Date**_____

**or Affix Label**

**District /Project**_____
**Short School I.D. (SSID)** _____
**Reporting Date**_____

**or Affix Label**

## Formal Assessment Information

| Assessment Type | Assessment Name | Assessment Date | Assessment Result | Result Type (%ile, NCE, Scale Score) |
|---|---|---|---|---|
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Submitted by: _____    Phone #: _____    Fax #: _____

**Affected Students:**
Migrant students enrolled in grades 6-8.

**Submission to terminal site:**
- within 2 working days after early withdrawal; or
- within 5 working days after end of school year.

**Entry into NGS:**
- within 1 working day after receipt of early withdrawal data; or
- within 10 working days after receipt of end of school year data.

## Regular Term Coursework for Grades 6-8

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

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

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

### Procedures for Entering Letter Grades

Districts are encouraged to use numerical format, when possible, to report both partial work and final grades. However, if the district records a letter grade on the student's transcript, NGS Specialists should encode the information as closely as possible to the transcript.

For encoding on NGS, the following are examples of letters that may be used as abbreviations:

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

For a complete list of the acceptable letters that may be used on NGS, please click on the NGS *Screen Help* found under the *Add Student Course History* screen in NGS.

Coursework for grades 6-8 will be displayed on NGS as follows:
- Grades with no credit granted are displayed under **Incomplete Courses**.
- Grades with credit granted are displayed under **Completed Courses, Passed**.
- Grades with 0 credit granted are displayed under **Completed Courses, Failed**.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the junior high/middle school coursework data for input into NGS.


## Recommended Report
- Middle School/Jr. High Course History

**1** **GRADES 6-8 REPORTING FORM** **1**

Student Name_____

DOB_____

Grade Level_____ ☐ UPDATE

Migrant Unique Student ID _____

District

_____

School ID (SSID)_____

Campus _____

Withdrawal Date_____

| **2** Please **Circle** TERM: Fall    Spring    Summer    Intersession | | | | **7** PARTIAL WORK | | **8** FINAL WORK | TYPE OF TERM | YEAR |
|---|---|---|---|---|---|---|---|---|
| **3** SUBJECT | **4** COURSE TITLE | **5** COURSE SECTION | **6** COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | **9** | **10** |
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**11** The section below must be completed for those classes that a student in grades 6-8 has taken for high school credit. Please complete using NGS Secondary Credit Guidelines.

| Secondary Course Information Please **Circle** TERM:    Fall    Spring    Summer    Intersession | | | | PARTIAL WORK | | COMPLETED WORK | | TYPE OF TERM | YEAR |
|---|---|---|---|---|---|---|---|---|---|
| SUBJECT | COURSE TITLE | COURSE SECTION | COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

**12**

Submitted by: _____    Phone #:_____    Fax #:_____

# Instructions for Completing
## *Grades 6-8 Reporting Form*

The **Grades 6-8 Reporting Form** should be completed for students with partial work or completed courses in grades 6-8. Student graduation information and the bottom section of form must be completed for those students enrolled in classes for secondary credit.

1. <u>Student Demographic Information/Facility Information</u> – Enter the student demographic information located at the top of the form. Complete the student's name as it appears on NGS, date of birth, grade level and migrant student unique identification number. Also complete the facility information including the name of the school district, NGS short school identification number (SSID) and name of campus. Below the facility information, enter the student withdrawal date. In the center of the form, place a checkmark in the update box if information is updating previously submitted information.
2. <u>Reporting Section</u> – Circle the appropriate term.
3. <u>Subject</u> – *Subject* refers to the name of the subject as it appears in the NGS listing, e.g., Mathematics, Science.
4. <u>Course Title</u> – Type the name of the course as it appears on the student's transcript.
5. <u>Course Section</u> – Remember to indicate **A** or **B** in the course section box to designate *section* taken, e.g., Math 8 A when recording grades by semester. When recording end of year grades indicate both, A + B sections of course taken, e.g., Math 8 A+B.
6. <u>Course Type</u> – Indicate an additional course designation, e.g., Pre-A.P., Self-Paced.
7. <u>Partial Work</u> – *Grade to Date* refers to the grade the student earned to date at time of withdrawal at the school of attendance. *Clock Hours in Class* refers to the clock hours of instruction (rounded to the nearest hour).
8. <u>Final Work</u> – Indicate the grade the student earned in the course.
9. <u>Type of Term</u> – Indicate a term designation, e.g., semester.
10. <u>Year</u> – Indicate the calendar year the coursework was completed.
11. <u>Secondary Course Information</u> – This table has been included to take into account courses assigned to junior high students for secondary credit and which must be entered into the system as such. Please refer to the Instructions on page 54 for the Secondary Credit Reporting Form when completing this table.
12. <u>Submittal Information</u> – On the bottom of the form, print name, phone and fax number of person completing form.

# GRADES 6-8 REPORTING FORM

Student Name_____

DOB_____

Grade Level_____    ☐ UPDATE

Migrant Unique Student ID _____

District _____

School ID (SSID)_____

Campus _____

Withdrawal Date_____

| Please **Circle** TERM:    Fall        Spring        Summer        Intersession | | | PARTIAL WORK | | FINAL WORK | TYPE OF TERM | YEAR |
|---|---|---|---|---|---|---|---|
| SUBJECT | COURSE TITLE | COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | | |
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The section below must be completed for those classes that a student in grades 6-8 has taken for high school credit.   Please complete using NGS Secondary Credit Guidelines.

| Secondary Course Information Please **Circle** TERM:        Fall        Spring        Summer        Intersession | | | | PARTIAL WORK | | COMPLETED WORK | | TYPE OF TERM | YEAR |
|---|---|---|---|---|---|---|---|---|---|
| SUBJECT | COURSE TITLE | COURSE SECTION | COURSE TYPE | GRADE TO DATE | CLOCK HOURS IN CLASS | FINAL GRADE | CREDIT GRANTED | | |
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Submitted by: _____        Phone #:_____        Fax #:_____

# S. Supplemental Program Data and Drop Out Recovery

**Affected Students:**
All migrant children, P0-grade 12 and non-enrollees for Supplemental Program Data
All out of school youth who receive a Drop Out Recovery service

**Submission to terminal site:**
For regular and year-round terms by June 27 or as soon as supplemental services are provided
For Drop Out Recovery as soon as services are provided

**Entry into NGS:**
For regular and year-round terms by July 25 or as soon as supplemental data is provided
For Drop Out Recovery as soon as data is received

## Supplemental Program Data

Districts must use NGS to collect their data related to other **MEP-funded** supplemental programs for submission on the Annual State Performance Report.

**NOTE:** *Other Credit Accrual (Non MEP-funded)* and *Project Share (Non MEP-funded)* are the only **non MEP-funded** supplemental programs that should be encoded on NGS.

Count each student for the supplemental program in which the student participated during the regular and summer/intersession terms. Include only those instructional and support services provided in whole or in part with Migrant Education Program (MEP) funds.

Count each child **once** for each term in which he or she participated in each instructional and support category. For example, do not count the number of service interventions per child in each term, such as the number of tutorial sessions in a given subject or dentist visits per child.

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

**NOTE:** Reading Is Fundamental (RIF) should not be encoded as a supplemental service on NGS. Only encode supplemental services that are MEP-funded.

## Recommended Reports
- Individual Supplemental Programs
- Supplemental Program Count
- Supplemental Programs Worksheet

## NGS Supplemental Services

In order to meet the unique needs of migratory children, the Migrant Education Program (MEP) may provide two kinds of supplemental services**:** 1) instructional and 2) support. When providing supplemental services, priority must be given first to migratory children who have been identified as Priority for Service (PFS) students**. All supplemental services must be provided in whole or in part with MEP funds with the exception of** *Other Credit Accrual (Non-MEP-Funded)* **and** *Project Share* **services.**

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

As a quick reference guide, a list of supplemental services found on NGS and their corresponding descriptions is provided starting on page 91.

**NOTE:** Terms not defined are services that for the most part do not apply to the Texas MEP; however, in some cases, they might if the LEA provides this particular service with MEP funds.

Terms followed by three asterisks *** are reported, as individual categories, on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE). Additionally, any other MEP–funded instructional or support service provided during the regular and/or summer/intersession term are also reported.

## Drop Out Recovery

For the purposes of the Migrant Education Program, an out of school youth (OSY) is defined as a youth up through age 21 not currently enrolled in a K-12 institution who may have dropped out of school, is working on a GED outside of a K-12 institution or is "here-to-work" only.

If an OSY enrolls in a GED or high school program, regardless of whether the assistance was provided by the MEP or another program, the NGS Data Specialist must select and add the appropriate category below to the NGS record of the OSY:

- **Recovery into GED:** The act of re-engaging a student who left school before graduating and enrolling the student in a GED preparation program leading to the GED exam.

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

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

# INSTRUCTIONAL SERVICES

| Term | Description |
|---|---|
| Balanced Literacy | A comprehensive literacy program that combines teacher-directed instruction and student-centered activities; it involves a balance of phonics and whole language incorporating literature to deliver instruction. The program is designed to help all students learn to read and write effectively. |
| Bilingual | A supplemental service in which bilingual education is provided that is above and beyond the traditional Bilingual Program.<br><br>Note: This need must first be addressed through the State Bilingual Education Program or through Title III. |
| Building Bridges | An early education program for three and four-year old migrant children who receive services through a home-based or school-based program. |
| Career Exploration | Instruction to help students become familiar with the professional, vocational and/or technical jobs that fit their interests and skills and learn about the different types of post-secondary educational options and training available.<br><br>Note: This service is offered by the states of Illinois and Montana. |
| Distance Learning | Education obtained remotely; often based on written correspondence material together with audio-visual material (e.g., NovaNet, PLATO, UT, MASTERS). |
| Distance Learning for Migrant Secondary Students (Grant Program) | A program designed to help Texas migrant students graduate from high school by providing opportunities to earn credits through distance learning courses. The courses are aligned with the Texas Essential Knowledge and Skills (TEKS). This program also helps migrant students prepare for the Texas state academic assessments. This service is viewed and encoded in NGS only by staff from the Distance Learning for Migrant Secondary Students Program in UT Austin. |
| English for LEP Children (ESL) | A supplemental service in which English is taught through a method that is above and beyond a traditional English teaching course.<br><br>Note: This need must first be addressed through the State Bilingual Education Program or through Title III. |
| Even Start | This is a federally funded program that integrates early childhood education, parenting education and interactive parent and child literacy activities. |
| Family Literacy | A program that addresses that the literacy needs of the family by promoting parents' involvement in their children's education as their child's first teachers and continuing influence on their child's academic success.<br><br>Note: This program is offered by the states of Illinois and Montana. |

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|---|---|
| GED/HEP | An LEA MEP-funded supplemental, instructional service that is intended to prepare a migrant student in obtaining the equivalent of a high school diploma.<br>Note: This supplemental is not commonly used in Texas. |
| Health Education | Lessons for Out-of-School youth around health related topics (e.g., pesticide safety, diabetes, oral hygiene, etc.). |
| iPad Project (Montana) | The Montana Migrant Education Program obtained iPads for educators, para-professionals and administrators to pilot use in administrative tasks (student portfolios and classroom management) and instructional services (supplemental reading, math and science) for migrant students.<br>Note: This service is offered by the state of Montana. |
| Life Skills | Teaching skills to Out-of-School youth necessary for successful living, usually in the following five main areas:<br><br>• Self<br>• Family<br>• Job<br>• Community<br>• Leisure |
| Literacy | Basic English language skills for Out-of-School youth. |
| MASTERY (Montana) | This program provides access to migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana Migrant Education Program and the Minnesota Migrant Educational Resource Center (MMERC). In this manner rural migrant children throughout the state and their teachers have access to materials which enable them to achieve proficiency in English, Reaching and Math.<br>Note: This program is offered by the state of Montana. |
| Math Instruction by Teacher *** | A supplemental service in which math is taught by a teacher through a method that is above and beyond a traditional math class. |
| Mini-PASS | An extension of PASS for middle school students (grades 6, 7 and 8) in need of course remediation or credits. |
| NovaNet | NovaNet is a comprehensive, online courseware system that meets countless needs. From delivering thousands of hours of research and standards-based, interactive curriculum, to integrated assessment and student management. |
| Other Credit Accrual<br>*(MEP-funded)* | Refers to any MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation Includes correspondence courses taken by a student under the supervision of a teacher. |

*** *Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

| | |
|---|---|
| Other Credit Accrual *(Non-MEP-funded)* | Refers to any Non MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation Includes correspondence courses taken by a student under the supervision of a teacher (e.g., Gear Up). |
| PASS (Portable Assisted Study Sequence) | A program which consists of self-contained, semi-independent study courses that enable students to earn secondary-level academic credits. |
| Picnic Table Math | This is a tutorial program which uses highly trained tutors to work with small groups of children in the orchards. It uses games to teach fundamental mathematical concepts and language, and to review critical math facts. This curriculum has seven levels and goes from preschool (pre number thinking) skills through pre Algebra skills at the highest Level.<br><br>Note: This program is offered by the state of Montana. |
| PLATO | An older version of NovaNet; this program is for high school students; taken in a computer lab for credit recovery or remediation purposes. |
| Post Secondary Prep | Transition from high school to post-secondary education covering such topics as goal setting, college applications, admissions, financial aid options and college campus visitations.<br><br>Note: This service is offered by the states of Illinois and Montana. |
| Pre-GED | Remediation lessons for Out-of-School youth to prepare for entry into a formal GED program. |
| Preschool/School Readiness | A MEP-funded program for preschool age children. |
| Project SMART Other Curriculum | Refers to a previous Project SMART curriculum that is being used for the current summer session. |
| Project SMART Math MATTERS 2014 | **M**ath **A**chievement through **T**echnology, **T**eacher **E**ducation, and **R**esearch-based **S**trategies (MATTERS) is a summer migrant program designed to improve the math skills of migrant students in grades K-12, including out of school youth (OSY), through scientifically-based instruction, technology integration, professional development and parent involvement. |
| Reading Instruction by Teacher *** | A supplemental service in which reading is taught by a teacher through a method that is above and beyond a traditional reading class. |
| Science | A supplemental service in which science is taught through a method that is above and beyond a traditional science course. |
| Social Studies | A supplemental service in which social studies is taught through a method that is above and beyond a traditional social studies course. |

*** *Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

| | |
|---|---|
| Stepping Stones | A Texas early childhood instructional program for three and four year old migrant children that is research-based and aligned to the revised prekindergarten standards. |
| Technology Instruction | A supplemental service in which technology is taught through a method that is above and beyond a traditional technology course. |
| Test Prep | Assisting migrant students who have failed one or more of their state assessments by providing direct instruction which is focused on improving the students' basic math, reading, or writing skills. The materials used for the instruction are often provided through a sending state or district program. Instructors attempt to target the skill that is under study and provide practice sets in math, reading, and/or writing. GED test preparation for out-of-school youth (OSY) is also provided.<br><br>Note: This service is offered by the state of Montana. |
| Tutorial Elementary | Tutorials provided to elementary students. |
| Tutorial Secondary | Tutorials provided to secondary students. |
| Work Study | Refers to a supplemental work study service that is above and beyond the traditional work study. |
| Other 1 | Any other MEP-funded instructional service not listed on NGS. |
| Other 2 | Any other MEP-funded instructional service not listed on NGS. |
| Other 3 | Any other MEP-funded instructional service not listed on NGS. |

# SUPPORT SERVICES

| Term | Description |
|------|-------------|
| Binational Transcript | A transfer document commonly used within migrant programs, which allows schools or districts to collect data on migrant students (e.g., the number of credits earned by students) who transfer between schools in Mexico and the US. Currently, the binational transcript is used for grades 1 through 9 in the US and through *secundaria* in Mexico.<br><br>Note: This service is offered by the state of Colorado. |
| Clothing | Providing clothing items with MEP funds to migrant children (e.g., basic pants, shirts, shoes). |
| Counseling Service *** | Any MEP-funded counseling service provided to help a student with his or her educational, personal, or health related needs. |
| Health, Dental and Eye Care | A supplemental health, dental or eye service provided only to migrant children. |
| Language Interpretation | Refers to the act of facilitating spoken language communication between two or more parties who do not share a common language by delivering, as faithfully as possible, the original message from source into target language without any omissions, additions, or distortion. This includes site language translation services, which refer to conversions from written material in one language to a spoken version in another language. |
| Leadership Academy/Migrant Club | For Secondary Students: A migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to help students resolve issues and problems related to late entry and/or early withdrawal, provide leadership opportunities, and facilitate social engagement with school community.<br><br>For Middle School/Junior High Students: An extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to help students develop effective learning and study skills; help students seek and receive help from parents, peers, and teachers with academically related and non-academically related problems or concerns; provide leadership opportunities; and facilitate social engagement with school community. |
| Materials and Resources | Instructional and/or supportive materials/resources provided to Out-of-School youth. |
| Migrant Student Transfer Packet | A packet of information containing a child's educational and health records that is provided to students/parents upon withdrawal. Also known as the "Red Bag." |
| Nutrition | Services involving the serving of a light snack or meal in connection with school or MEP activities (e.g., snacks during tutorial sessions). |
| Parent Education | Refers to a MEP-funded instructional service provided to parents of migrant children.<br><br>Note: This supplemental service is used by the other NGS Consortium states, **not Texas**. Texas should track the services provided to the migrant students not their parents. |

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|---|---|
| Project Share *(Non-MEP-Funded)* | Project Share is an interactive learning environment that provides online resources to all K-12 educators and students in Texas public and open enrollment charter schools. Resources include professional development courses, student lessons, instructional materials, collaborative tools and personalized ePortfolios. Add this service when a migrant student is participating in a course offered through Project Share. |
| Reading on the Range | A supplemental reading instruction and book distribution program offered to all identified pre-school and K-12 migrant students.<br><br>Note: This service is offered by the state of Montana. |
| Referred Service *** | Services that are educational or educationally-related and support services that migrant children would not have received without the coordinated efforts of MEP-funded personnel. The child must actually receive the service in order for it to be counted as a referral. An eligible migrant child must be the direct recipient of the referred service. Referred services cannot be MEP-funded and they cannot be school or district based services that the child is already entitled to receive (e.g., Title I Part A services, Title III services).<br><br>Examples of referred services that a child might receive as a result of MEP efforts include: GED or pre-GED classes, adult basic education classes, computer literacy classes, job training programs, early childhood classes, nutrition and health education workshops, health and dental screenings, food (e.g., food stamps, WIC) and clothing assistance. |
| School Supplies | A supplemental service which provides school supplies to migrant students. |
| Social Work, Outreach or Advocacy | A supplemental service of social work, outreach or advocacy provided to a migrant child (e.g., services provided by MEP-funded social worker).<br><br>Note: NGS Data Specialists should not automatically add this supplemental to the NGS record. |
| Student Retreat | A full-day retreat or half-day workshop for migrant students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues the students may face. |
| Tools for Homework Assistance | Resources provided to migrant students for homework assistance such as a laptop, calculator, iPod, study buddy, etc.<br><br>Note: This **does not** refer to school supplies such as pencils, paper, etc. |
| Transportation | A supplemental service that offers migrant children transportation to and from MEP or school activities (e.g., an educational trip to a university for migrant students only). |
| Other 1 | Any other MEP-funded support service not listed on NGS. |
| Other 2 | Any other MEP-funded support service not listed on NGS. |
| Other 3 | Any other MEP-funded support service not listed on NGS. |

*** *Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

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**Affected Students:**
All migrant children who have a special need.

**Submission to terminal site:**
- within 2 working days after early withdrawal; or
- by May 1.

**Entry into NGS:**
- within 1 working day after receipt for early withdrawals; or
- within 5 working days after receipt of Special Needs and IEP data.

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## Special Needs

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

- A GED or HEP special need should be entered on NGS when a student is attending a GED or HEP program and has **not received** his/her GED.
- A GED termination reason should be entered on NGS when a student **has received** his/her GED.
- A Special Need is not linked to an NGS history line, but, rather, to the complete NGS record.
- A Special Need does not need to be entered on a yearly basis within the same district.
- When a student enrolls in another district, the same Special Need may be entered by that school district.

**NOTE:** Do not provide a *Need End Date* for any of the Special Needs unless the student has exited the program (Special Needs).

## IEP On File Indicator

For all migrant students (including early withdrawals), NGS Data Specialists should mark the *IEP on File* checkbox on NGS only for a student who is served through the Special Education program and who has an Individualized Education Program (IEP) plan on file in the school district. This information may be obtained from the Special Education contact. The MEP office does not need to have a copy of the IEP plan.

## Recommended Report
- Special Needs

# New Generation System
# Special Needs Reporting Form

District_____School Year_____

Campus Name_____School I.D. (SSID) _____

Student Name_____DOB_____

Migrant Unique I.D._____Grade Level_____

**or Affix Label**

The appropriate district personnel should complete this form for every migrant child who has a special need.

## Please follow directions below.

*Circle the appropriate Special Need type for the student.*

 **Need Type:**    GED        Gifted and Talented        HEP        Special Education

*Indicate the name of the program the student is enrolled in or name of the contact person.*
 **Need Name:** _____

*Indicate the start date and end date of the student's participation in the Special Needs' program.*
**NOTE:** Do **not** provide an End Date **unless** student has exited the program.

**Need Start Date:** _____**Need End Date:** _____

**Contact ID:** _____ (Contact ID is assigned by NGS.)

**Comments:** _____

_____

_____

**IEP On File:**    ☐    (Checkbox, only if applicable)

Submitted by: _____Phone #: _____Fax #: _____

# *U, V, W, X, Y.  Summer/Intersession Program Data\*\*\**

**Affected students:**
All migrant students in Grades P3-12 and non-enrollees receiving MEP-funded summer/intersession services.

**Submission to terminal site:**
**U – Summer/Intersession Enrollments\*\*\*:**
- within 5 working days of parent signature date on new COE; or
- within 2 working days after initial summer/intersession enrollment.

**V – Summer/Intersession Withdrawals:**
- within 2 working days after early withdrawal; or
- within 5 working days after completion of summer/intersession services.

**W – Summer/Intersession Program Assessments (Project Smart):**
- within 2 working days after early withdrawal; or
- within 5 working days after completion of summer/intersession services.

**X – Summer/Intersession Supplemental Program Data:**
- within 5 working days after end of summer/intersession services.

**Y – Summer/Intersession Academic and Health Data:**
- within 5 working days after end of summer/intersession services; and
- for secondary students taking credit courses, within 2 working days after early withdrawal.

**Entry into NGS:**
**U – Summer/Intersession Enrollments:**
- within 5 working days after receipt of new COE; or
- within 2 working days after receipt of initial summer/intersession multiple enrollment worksheet.

**V – Summer/Intersession Withdrawals:**
- within 1 working day after receipt of early withdrawal data; or
- within 5 working days after receipt of withdrawal data.

**W – Summer/Intersession Program Assessments (Project Smart):**
- within 1 working day after receipt of early withdrawal data; or
- within 5 working days after receipt of withdrawal data.

**X – Summer/Intersession Supplemental Program Data:**
- within 2 working days after receipt of supplemental program data.

**Y – Summer/Intersession Academic and Health Data:**
- within 2 working days after receipt of academic and health data

## Summer/Intersession Program Data

All summer enrollments and withdrawals must occur after the last day of the current school year, but before the first day of the upcoming school year. Record actual enrollment and withdrawal information. Children must be enrolled in the actual campus where they receive services. **A student must have at least one day of eligibility at the time of enrollment in a MEP-funded summer program in order for the NGS Data Specialist to encode a summer enrollment on NGS. Exception, a student may still be served in a MEP-funded summer program under the Continuation of Services provision.**

Any child served in a MEP-funded summer or intersession program must be enrolled on NGS with an "S" or an "I" (year-round school) enrollment type, and all supplemental programs, academic and health data must be encoded onto NGS according to timelines.

Summer school enrollments, as well as withdrawals, may be accomplished on NGS through the multiple enrollment and/or multiple withdrawal process, family enrollment or on an individual student basis.

All summer/intersession migrant projects should keep documentation on file reflecting the type of service given and the dates services were received for all migrant students enrolled in MEP-funded summer/intersession projects.

**NOTE:** For year-round programs, never enroll a student under an "S" enrollment type.

## Recommended Reports
- Campus
- District
- Unique Student Count

*** **MEP Compliance Indicator** (see pp. 150-151)

# IV. Documentation Procedures

**The LEA shall:**

1. Enter new Certificates of Eligibility (COEs) into the New Generation System within five working days of their receipt at the terminal site.

   **NOTE:** An extension until October 11, 2013 is in place for data entry of new COEs.

2. Enter early withdrawal data into the New Generation System within 1 working day of its receipt at the terminal site.

3. Refer to the Required School District/ESC Activities Chart located on pages 5-8 to enter all other migrant student data into the New Generation System.

4. Date stamp all incoming migrant data on the date received from district personnel, as well as the date it is entered into the NGS database.  When stamping a COE, you should stamp the copy to be maintained at the terminal site.

5. Maintain white original COE for seven years after end of eligibility (fiscal agents must maintain white copy of COE for seven years). COEs/files should be maintained in alphabetical order by current mother's last name.

6. The LEA may choose to maintain the *Terminal Site Log* (located in Section VI: Resources) to document and summarize migrant student data submitted to the terminal site for entry into the New Generation System. The LEA may review incoming migrant data and maintain the *Errors* section of the *Terminal Site Log* for documenting the accuracy, completeness and timeliness of incoming data.  If more than a 5% monthly error rate occurs in the accuracy, completeness and/or timeliness of the data, these discrepancies should be brought to the attention of the terminal site supervisor, who should provide technical assistance in the needed areas.

**The ESC shall:**
Provide annual NGS training and ongoing technical assistance, as needed, or at the request of the LEA.

## The LEA shall:

1. Provide the required migrant student data to the ESC terminal site within the specified timelines.

2. Ensure that all submitted migrant student data is accurate and complete.

## The ESC shall:

1. Complete the *Recruiter* component on NGS for every recruiter who is annually trained by the ESC. This process includes entering recruiter information, as well as encoding certification dates. All recruiters trained should have a recruiter ID before the NGS Data Specialist starts encoding history lines for the 2013-2014 school year. The State will add the certification dates on NGS for all ESC personnel who participate in the annual ID&R Training.

2. Enter Certificates of Eligibility (COEs) into the New Generation System within five working days of their receipt at the terminal site.
**NOTE:** An extension until October 11, 2013 is in place for data entry of new COEs.

3. Enter early withdrawal data into the New Generation System within 1 working day of its receipt at the terminal site.

4. Refer to the Required School District/ESC Activities Chart located on pages 5-8 to enter all other migrant student data into the New Generation System.

5. Date stamp all incoming migrant data on the date received from district personnel as well as the date it is entered into the NGS database.  When stamping a COE, you should stamp the copy to be maintained at the terminal site.

6. Maintain files on all migrant student data (Shared Services Arrangements, non-project districts and districts for whom the ESC is the terminal site) received for entry into the NGS database.  Files should be maintained in alphabetical order by current mother's last name.  The fiscal agent should keep the white, auditable copy of the COE.

7. Send to the LEA an enrollment/residency record for each enrollment/residency record completed and a Unique Student Count Report on a monthly basis.

8. The ESC may choose to maintain the *Terminal Site Log* (located in Section VI: Resources) to document and summarize migrant student data submitted to the terminal site for entry into the New Generation System. The LEA may review incoming migrant data and maintain the *Errors* section of the *Terminal Site Log* for documenting the accuracy, completeness and timeliness of incoming data.  If more than a 5% monthly error rate occurs in the accuracy, completeness and/or timeliness of the data, these discrepancies should be brought to the attention of

the terminal site supervisor, who should provide technical assistance in the needed areas.


## Ultimate Responsibility

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

**Texas Migrant Education Program (MEP)**

**Instructions for Completing the
Oath of Student Record Security and Confidential Integrity
for the New Generation System (NGS)**

The Oath of Student Record Security and Confidential Integrity form is required of all NGS users. The following instructions may be helpful when completing the form.

| Field | Information to Include |
|---|---|
| Date | Include day, month and year. |
| Signature of User | The actual user must sign in this blank. |
| Printed Name of User | Please print legibly the user's name. |
| User's E-mail Address | Provide the user's work e-mail address, if available. |
| Position | Enter the user's job title (e.g., NGS Data Specialist, Recruiter, etc.). |
| District or ESC Name | Provide the district name or Regional ESC number (e.g., Lucky ISD, Region 21 ESC, etc.). |
| User's Area Code/Telephone Number | Provide the user's work telephone number, including area code. |
| Region Number | Provide the region number of the user's education service center. |
| User's Area Code/Fax Number | Provide the user's work fax number, including area code. |
| County Number and District Number | Provide the user's county and district numbers. |
| State | Write *Texas*. |
| Signature of the Migrant Contact Person | Provide signature of the main contact for the MEP at the user's district/region. **Note:** If the person seeking the NGS password is also the Migrant Contact Person for the district, the ESC Migrant Contact Person must sign in this blank. |
| Printed Name of the Migrant Contact Person | Please print legibly the name of the Migrant Contact Person. |
| Area Code/Telephone Number | Provide the work telephone number, including area code, of the district/region Migrant Contact Person. |
| Area Code/Fax Number | Provide the work fax number, including area code, of the Migrant Contact Person. |
| Signature of ESC Migrant Contact | Provide signature of the ESC Migrant Contact Person. |
| Annual Training Date | Provide the date the user was trained on NGS. **Note:** This is required for full access users only. |
| Assigned Security Level | 1 – Full access (for those who will be updating and adding records). The proficiency with NGS of these users may be monitored using the NGS Quality Control Checklist. 2 – Read only |

**Reminder: Please print legibly so that data can be entered correctly into NGS by TEA staff.**

## 2013-2014 Oath of Student Record Security and Confidential Integrity
## for the New Generation System (NGS)

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with requirements concerning the New Generation System security and confidential integrity of migrant student record data entry, maintenance, and transference in compliance with the Family Educational Rights Privacy Acts of 1974 (FERPA).

IN WITNESS WHEREOF I affix my hand on this the ___ day of _____, 20____.

_____
Signature of User

_____
Printed Name of User

_____
User's E-mail Address

_____
Position

_____
District or ESC Name

_____
User's Area Code/Telephone Number

_____
Region Number

_____
User's Area Code/Fax Number

_____
County Number and District Number

_____
State

_____
Signature of Migrant Contact Person

_____
Printed Name of Migrant Contact Person

_____
Area Code/Telephone Number

_____
Area Code/Fax Number

_____
Signature of ESC Migrant Contact

_____
Annual Training Date (Full access users only)

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Assigned Security Level (circle one):  I = Full Access (Update and Add Records)
II = Read Only Access

---

ESCs must fax form to 512-463-8057. Retain one copy for your files and mail the original to address below.

School districts must mail the original to their ESC; however, in addition to mailing, they may fax this form to their ESC for faster processing. The ESC must mail the original to TEA.

**Migrant Education Program**
**Texas Education Agency**
**Curriculum Division**
**1701 North Congress Avenue**
**Austin, Texas 78701**

To be used by NGS Office:

User ID: _____

Password: _____

# D. Student Data Exchange for Non-Consortium States

Any non-member state, upon request, is allowed one read-only NGS password in order to access the system to appropriately assess and place migrant students in education settings and to determine health needs/services to be offered. Non-consortium states that do not elect to have a read-only password are able to call the Texas Migrant Interstate Program (TMIP), any MEP-funded district, any of the 20 regional education service centers or the State MEP to request information concerning shared migrant students.