



Federal Program Compliance Division

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Migrant Education Program - Frequently Asked Questions

This document provides the answers to Migrant Education Program (MEP)-related questions received by the Division during the month(s) noted below. You can also navigate through the document using the Bookmarks in your PDF viewer.

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For questions or additional information, please contact us at Migrant.Ed@tea.texas.gov.

October 2020

Questions and responses are organized by the following topic areas for October:

- [A Bright Beginning \(ABB\)](#)
- [Collaboration/Coordination](#)
- [NGS/MSIX](#)
- [Parent Advisory Council \(PAC\)](#)
- [Priority for Service \(PFS\)](#)
- [Serving Mobile Migratory Students](#)
- [Other](#)

A Bright Beginning (ABB)

Q1: Can ABB be implemented virtually?

A1: Due to the COVID-19 pandemic, virtual implementation of ABB is allowed.

Collaboration/Coordination

Q1: Are there any guidance documents that newbies can be referred to with best practices for collaboration with other programs?

A1: TEA is currently working on the Assisting Interstate/Intrastate Mobile Students (AIIMS) Guidebook that will include best practices on coordination/collaboration.

Q2: Will there be resources provided for the Title I, Part C session at the Association for Compensatory Educators of Texas (ACET) conference in October?

A2: The power point for this session will be posted on the Whova site for this conference.

Q3: Will the PPT be under documents on the Whova site? (Title I, Part C Session at ACET)

A3: The power point for this session will be posted on the Whova site for this conference.

Q4: How can we collaborate within the different title programs?

A4: One way is to consider which migratory children's needs can be met by services provided by other state and federal programs. Set up meetings with the identified programs to provide an overview of the MEP and learn about one another's program and what services they offer. Open or keep lines of communications with the contacts from those other programs. Advocate for your migratory children by coordinating and collaborating within the school and the community in order to ensure maximum benefits for those students.

NGS/MSIX

Q1: Any updates on the pre and post assessment guidance into NGS?

A1: LEAs may use the MPO Form, or similar document, to collect the needed information to enter pre- and post-assessments into NGS. Data is to be collected, respectively, for the following four assessments: Local Math Assessment, Local Reading Assessment, Project SMART Assessment, and ABB Assessment. The process for encoding this data into NGS is forthcoming.

Parent Advisory Council (PAC)

Q1: Is anyone doing PAC Meetings virtually and if so, can you share what you're doing and how it's working for you?

- A1: TEA, in coordination with ESC-1, conducted State PAC meetings virtually in the Spring. The meetings worked well, and parents were able to participate effectively.

Priority for Service (PFS)

Q1: Has anyone else found a major decline in their PFS numbers?

- A1: Priority-for-Service numbers are fluctuating across the state. It is important to review the PFS Report, identify the reason for the PFS flag, and address the needs.

Serving Mobile Migratory Students

Q1: What is the best way to serve migrant students who are not wanting to attend school due to moving so much?

- A1: The first step should be to encourage the child to enroll in school. Utilize the school resources to meet their academic needs. Work with existing dropout prevention programs in the LEA. In addition, LEAs should reach out to their respective ESCs for guidance on strategies on working with the migratory Out-of-School Youth (OSY).

Other

Q1: What are acceptable forms of documentation for sign-in sheets?

- A1: Given the increased use of virtual meeting environments during the 2019-2020 and 2020-2021 school years, participant rosters that include the meeting title, meeting date, and stakeholder names and roles would be acceptable substitutes for the more traditional sign-in sheets. This eliminates the need of a participant signature.

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November-December 2020-January 2021

Questions and responses are organized by the following topic areas for November, December, and January:

- [A Bright Beginning \(ABB\)](#)
- [NGS/MSIX](#)
- [Electronic Certificate of Eligibility \(ECOE\)](#)
- [Other](#)

A Bright Beginning (ABB)

Q1: I just want to verify the accuracy – especially the information on how MEP students are coded as Eco Dis and also the information regarding coding of early childhood (i.e. Bright Beginnings Home-based).

A1: Migrant students ages 3-21 who are enrolled in school in campus-based programs but have not yet received a high school diploma are coded with a MIGRANT-INDICATOR-CODE (E0984) of 1. Migrant student ages three and four, who are enrolled in home-based early childhood programs, should be coded as “enrolled, but not in membership (ADA-ELIGIBILITY-CODE 0)”. Migrant three-and-four-year-olds served in a campus-based program funded wholly or in part by Title I, Part C (Migrant) funds should be coded with grade-level PK. Migrant three-and-four-year-olds served in a home-based early childhood program funded wholly or in part by Title I, Part C (Migrant) funds and should be coded with grade-level EE. Migrant students with a certificate of eligibility (COE) are coded with an ECONOMIC-DISADVANTAGE-CODE (E0785) of 99. A copy of the current COE should be provided to the PEIMS contact.

Q2: If a 3-year-old receiving speech services has a COE on file with the district, does the child need to be coded as a migrant in PEIMS?

A2: Our data standards say the following: “The student does not have to actually receive migrant-funded services in order to be coded as a participant in the program (code 1). The student simply has to be eligible under the federal legal definition of an eligible migrant child. To be eligible under the federal definitions listed above, the child must have a current Certificate of Eligibility (COE) on file at the district or regional education

service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP).”

NGS/MSIX

Q1: Many times, migrant staff directly work and coordinate within the school system for a migratory child to receive services, such as getting tested for special education, tutoring through other funding sources including the child’s classroom teacher, etc. If the child obtains such services, should this be encoded as a referral on NGS?

A1: If the child would have been entitled to the services, regardless of MEP-funded personnel efforts, it cannot be counted as a referred service.

Q2: Which NGS reports list the Family ID?

A2: There are three (3) reports that show the Family ID:

- the Continuing Enrollment Residency Worksheet,
- the Migrant Continuing Residency Report, and
- the COE Family Report.

Q3: Is it a requirement to enter grades for a 12th grader who is graduating in the current school year?

A3: No, it is not necessary to input the final semester spring grades for students who graduate. Data Entry Specialists should only enter this data for those students who did not graduate in the current school year. However, the graduation termination code and the graduation date must be entered on the system for all students who graduate.

Electronic Certificate of Eligibility (ECOE)

Q1: Under Relationship to child or children are we currently required to put a dash or are we allowed to type the relationship to the child even though we are conducting the interviews via phone?

A1: According to the COVID-19 protocols we shared last year recruiters should put a dash “-” on Section F of the COE and provide the following comment on the COE SDF **"Due to the pandemic, the interviewee [insert Full Name and relationship to the child(ren)] verified by phone interview the eligibility information on [insert date XX/XX/XX]."**

However, if you are experiencing issues inserting a dash “-” on the ECOE, the recruiter can enter the relationship of the interviewee.

Other

Q1: Is it required to check the MPO (Measurable Program Outcomes) box on NGS?

A1: On November 9, 2020, TEA sent an email with instructions on encoding MPO data and stated the following, “Please note the MPO Box mentioned in the Supplemental Services for MPOs Sheet is not required.” In the interest of removing barriers when encoding supplemental services, TEA decided to make the MPO box optional. Most importantly, we just want to ensure that the services provided to migratory students are captured on NGS.

Q2: What is the process or is there a process to dispose of obsolete technology bought with MEP funds years ago?

A2: The information requested on the question can be found in the following link:

<https://tea.texas.gov/finance-and-grants/grants/grants-administration/forms-for-prior-approval-disclosure-and-justification>

There is a form called **Inventory Disposition**.

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February 2021

Questions and responses are organized by the following topic areas for February:

- [Services](#)
- [NGS/MSIX](#)
- [PEIMS](#)

Services

Q1: Migrant families are having a hard time with no food for the children, and they are requesting for assistance. Could and is it possible to take them shopping with Migrant funds?

A1: The response to this question can be found in the COVID FAQ #2 under Specific *Federal Grants - Migrant Students*:

Can we use Migrant funds to provide migrant students with food and toiletries during the COVID-19 Pandemic? Updated July 16, 2020.

LEAs must continue to ensure that eligible migratory children are provided services from other available Federal, State, and local programs for which they are eligible. (See ESEA section 1306(b)(2)). For example, food for eligible migratory children should generally be provided by other Federal and non-Federal programs (e.g., school meals programs administered by the United States Department of Agriculture (USDA) Food and Nutrition Service, and community food banks). During this emergency, if food is not immediately available from other programs, the MEP may provide food to meet the identified needs of migratory children for a limited period, until other resources become available. In addition, during these extraordinary circumstances, LEAs may take an approach to ensure eligible migratory children are able to access other necessities when there is a delay or lack of availability from other sources. Such necessities may include, but are not limited to, cleaning supplies for disinfection/sanitation purposes, first aid supplies, personal hygiene supplies, eyeglasses, hearing aids and batteries, and loaned equipment to access online learning.

NGS/MSIX

Q1: Due to the power outages across the state last week, will deadlines for secondary grades and alternate ID entry on NGS be extended?

A1: NGS Deadline Extension

Due to the weather conditions and power outages from last week, the deadlines to encode Fall Secondary Credits and Alternate IDs have been extended to March 19th. If you have any questions, please contact the NGS & MSIX Help Desk.

PEIMS

Q1: We are encoding our home-based 'A Bright Beginnings' students into NGS as mandated, and we are providing our SSA districts' PEIMS contacts with both the copy of the COE and the Unique Student Count Report. The PEIMS contacts are then asking us for birth certificates, social security numbers, and various other paperwork to which we do not have access.

Can PEIMS contacts not enroll ABB home-based students as denoted above or is additional paperwork required?

A1: The student attendance accounting handbook deals with the documents that are required to enroll a student. In section 3.3 it goes through in detail what a district will need to register a student. 3.3.3 talks about the documentation of identity and age and gives various items that can be used for enrollment. There is not needed to ask for a social security card as the district can create a state ID for the student.

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March 2021

Questions and responses are organized by the following topic areas for February:

- [Services \(Project SMART\)](#)
- [PEIMS](#)

Services

Q1: If a district's data are showing that reading is a need for migrant students, may the district expend funds on a supplemental reading program with pre-and post-assessments in lieu of Project SMART? The reading program would be a service offered only to migrant students and meet SDP Goal 1-1? Although Project SMART does have literacy embedded, it does not measure reading growth or support targeted reading instructional strategies.

A1: The district can choose to provide supplemental reading instruction in the summer.

Q2: Do Project SMART instructors need to be certified teachers?

A2: It is up to the district.

Q3: Are districts able to use Title I funds to pay teachers to implement the Project SMART Curriculum for Migrant students?

A3: That is a district choice. MEP funds are supplemental.

Q4: Would this supplemental service be considered Migrant-Funded?

A4: This cannot be considered MEP-funded if not paid with MEP funds.

PEIMS

Q1: The PEIMS guidance tells districts they need other documentation before they can enroll the ABB student. The district PEIMS staff then requests from us further

documentation they need in order to encode the child as “enrolled, but not in membership (ADA-ELIGIBILITY-CODE 0)”. We do not have these documents, nor do we have access to them.

Are we to just provide the copy of the COE or a Unique Student Count Report, and just leave it at that? Do we need to ask our PEIMS clerk for the PEIMS # for the ABB student so that we can add it to NGS?

- A1: Thank you for your follow-up questions. In regard to the questions about documentation, it is going to be local policy as to how they want to handle it. *The student attendance accounting handbook in section 3.3.3 provides other documentation that can be used to document the identity and age of a student.* Yes, you may document that you asked and did not receive a PEIMS number due to the additional documentation they requested not being available.

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April 2021

Questions and responses are organized by the following topic areas for February:

- [Services](#)
- [Grant Guidelines](#)
- Electronic Certificate of Eligibility ([ECO](#)E)
- Parent Advisory Council ([PAC](#))

Services

Q1: Can MEP funds be used to pay for hotspots?

A1: LEAs may follow the guidance in the COVID FAQ, #50 and follow guidance in FAQ under Project SMART regarding purchasing electronic devices. In summary, the purchase of electronic devices with MEP funds is allowable if the LEA has not provided devices for all other students, and MEP staff have identified the need for a child to participate in the program. The LEA may provide devices for students/parents to check-out in order to participate in MEP-funded services and may provide access to the internet (via a hub that is checked out). However, MEP staff should ensure that:

- a. The devices can be purchased, received, and delivered to the students in time for the program to be implemented;
- b. Students/parents are taught how to use the devices; and
- c. Students are provided training on internet safety.

Grant Guidelines

Q1: What are the guidelines for LEAs that decide not to receive Title I Part C funds?

A1: There are no guidelines for LEAs that are eligible for MEP but elect not to apply.

Electronic Certificate of Eligibility (ECO

Q1: If a user has no ECOE access or is having issues accessing the ECOE, how should they proceed?

- A1: MEP staff who are unable to access the ECOE should complete a paper COE following the guidelines outlined on the *2019-2020 and 2020-2021 Texas Manual for the Identification and Recruitment of Migrant Children*. Once the COE has been completed, they can input the data into the NGS system.
- Q2: Can you provide clarification on using the ECOEs for families with new economic necessity moves and previous qualifying work eligibility?**
- A2: When capturing a new move due to economic necessity, please complete a new COE (paper or electronic) for any subsequent qualifying move (moves with a new QAD). Even if the qualifying activity was captured in a previous COE.

Parent Advisory Council (PAC)

- Q1: Is sharing the budget a requirement for PAC meetings?**
- A1: Sharing the budget is not a requirement. What is required is that the program obtains meaningful consultation from the parents. Discussing the budget can be used as a way to help parents understand the resources the district has to help migratory student, but just remember that any discussion has to lead back to meaningful consultation.

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May 2021

Questions and responses are organized by the following topic areas for May 2021.:

- [Use of Funds](#)
- [Funding](#)
- [MEP Documents](#)
- Priority for Services ([PFS](#))
- [MEP Trainings](#)
- Comprehensive Needs Assessment ([CNA](#))

Use of Funds

Q1: If we can document that parents are in need of food and the district does not provide a pantry, can we provide non-perishable items for them?

A1: We provide the following guidance in the COVID FAQ, Question #2, (TEA's [COVID-19 Support: District Waivers, Finance & Grants](#) page has the most up-to-date [Federal Funding and Grants FAQ](#) document.)

LEAs must continue to ensure that eligible migratory children are provided services from other available Federal, State, and local programs for which they are eligible. (See ESEA section 1306(b)(2)). For example, food for eligible migratory children should generally be provided by other Federal and non-Federal programs (e.g., school meals programs administered by the United States Department of Agriculture (USDA) Food and Nutrition Service, and community food banks). During this emergency, if food is not immediately available from other programs, the MEP may provide food to meet the identified needs of migratory children for a limited period, until other resources become available. In

addition, see <https://www.fns.usda.gov/disaster/pandemic/covid-19> for additional information.

Q2: Can graduation gowns be purchased with Migrant funds?

A2: This is allowable if the LEA has exhausted all possible sources (programs) that could provide the caps and gowns. The LEA must document its efforts to secure that service with other funds, and ensure it is an identified need. If there are no other available sources to provide these items, they may be purchased with MEP funds, loaned to migratory students, and returned to the LEA. The LEA should establish a process to determine such need, including the lending process.

Q3: Can recognition awards be purchased with MEP for MEP students?

A3: Awards are not allowed to be purchased with MEP funds. The LEA may reach out to other programs or community agencies for donation of such items.

Q4: Can food be purchased to encourage parents to attend meetings?

A4: Chapter VII, Question C7 of the MEP Non-Regulatory Guidance (NRG) states that reasonable expenditures for refreshments or food provided during parent meetings or training are allowable, particularly when such meetings extend through mealtime. However, it does not distinguish between snacks and a meal. This can be an allowable cost as long as there is a connection to a programmatic purpose and the cost is reasonable and necessary.

Funding

Q1: Will an LEAs MEP funding be affected if it provides services through collaboration that will be entered as non-migrant funded?

A1: Services provided through collaboration that are entered as non-migrant funded supplemental services do not affect the LEA's MEP funding.

MEP Documents

Q1: Is there one location where all the Migrant documents can be found?

A1: Migrant resources can be found on TEAs [Title I, Part C](#) webpage and additional documents can be found in the [Texas Migrant Resource Portal](#) (TMEP).

PFS

Q1: Do we need to focus on the priority for service (PFS) students when providing MEP services since our migrant funds have drastically decreased?

A1: The needs of PFS students should always be considered first.

MEP Trainings

Q1: When will the new Identification and Recruitment (ID&R) training be shared? What about for the New Generation System (NGS) training? Will it be through the same Moodle format?

A1: The new ID&R and NGS trainings are expected to be available in the Fall of 2021. They will be available through another format, not Moodle.

CNA

Q1: What is the deadline for completing the comprehensive needs assessment (CNA)?

A1: The **State** Comprehensive Needs Assessment (CNA) is completed every three years; however, the **Local Needs Assessment (LNA)** is to be conducted annually by LEAs to identify the unique needs of migratory students in their area and plan accordingly. There is no assigned deadline for completing the LNA. It is recommended that it be done in the Spring when planning for activities for the following school year, before completing the ESSA Consolidated Federal Grant Application.

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June 2021

Questions and responses are organized by the following topic areas for June 2021:

- ESSA Consolidated Application
- New Generation System (NGS)
- Use of Funds

ESSA Consolidated Application

Q1: We have scheduled Parent Advisory Council (PAC) meetings but have had no participation. On the application, do we go ahead and enter the most recent date that we scheduled a PAC, even if we had one parent and did not have a quorum to hold an actual PAC meeting?

A1: As long as you have documentation to show your efforts, you may go ahead and enter the most recent consultation with that one parent.

NGS

Q1: Will we get an email when NGS is back up and running?

A1: Yes, the MEP team at TEA will send out an email notifying you when TX-NGS is ready for access.

Use of funds

Q1: Is it allowed to use Title I, Part C funds to purchase polo shirts for MEP Recruiters?

A1: The MEP can purchase polo shirts to be worn by the ID&R Recruiters in the district if the LEA can ensure the following:

- MEP funds are first used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit them to participate effectively in school;
- This use of funds is in accordance with the results of the Local Needs Assessment (LNA) and the strategies outline in the State's Service Delivery Plan (SDP);
- The LEA meets the needs of migratory children that are not addressed by services available from other Federal or non-federal programs;

- The MEP funds are used to supplement, rather than supplant the use of non-federal funds; and
- The use of funds in in accordance with the cost principles. The cost principles require, among other things, that costs of the service or activity be reasonable and necessary, and allocable to the MEP relative to the benefit received.

Q2: Are LEAs allowed to cover the cost for migrant students to attend an out-of-state leadership conference in Washington, DC in the summer?

A2: An LEA can pay for migratory students in their district to attend a student leadership institute if it is:

- reasonable and necessary;
- an identified need in their Local Needs Assessment;
- not a service that is afforded to these students from another program; and
- Priority For Service students are given priority to participate first.