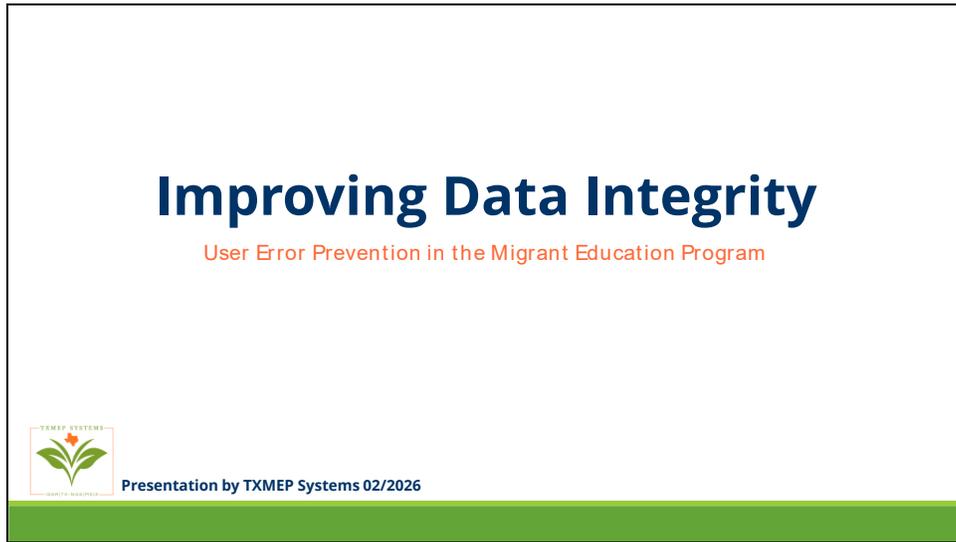Slide 1

Improving Data Integrity

User Error Prevention in the Migrant Education Program

Presentation by TXMEP Systems 02/2026

Slide 4

Intent and Purpose of MEP

Title I, Part C Purpose

Support high-quality and comprehensive educational programs and services for migratory children.

Ensure that migratory children are not penalized by disparities among states due to moves.

Strategic Goals

Help students overcome educational disruption, cultural barriers, and social isolation.

Ensure children benefit from state and local systemic reforms and meet academic standards.

Slide 5

The Mission & The Data

Identifying and recruiting migratory children with accuracy to ensure
continuous educational support and funding.

Funding accuracy *starts* with the **Recruiter,**
continues with the **SEA Reviewer**,
and *ends* with the TXNGS Data **Specialist**.
Data integrity is the cornerstone of program sustainability and continued student services.

Slide 6

THE COST OF USER ERROR
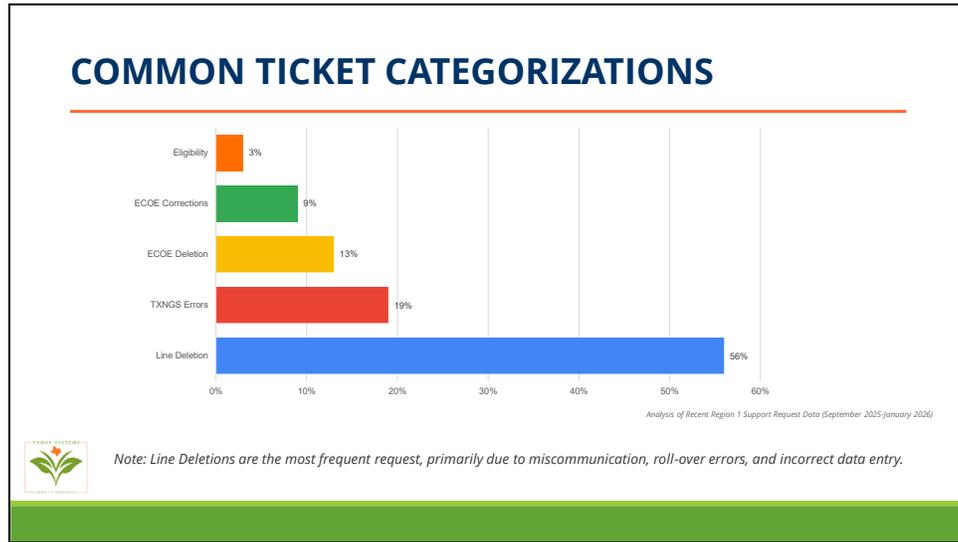
53%
Avoidable Errors

Region 1 Support Tickets

Approximately **53% of support tickets** are classified as
Avoidable User Errors.

- Delays student eligibility verification.
- Delays in student service delivery.
- Increases MEP administrative burden.
- Risks inaccuracies in state funding allocations.

Slide 7

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Slide 9

AVOIDABLE ERRORS

Not capturing most recent move on D3

Entering wrong dates—Residency/WQAD/QAD

Using wrong TXNGS number and enrolling wrong student

Duplicate COE picked up twice for the same move

Incorrect birthdate

Wrong SSID

Not identifying all children who made the move

Duplicate student records

Not identifying Subsequent Qualifying Moves (SQM)

Improper process followed for Shared COEs

Electronic COE only—no paper COE use unless shared COE or prior approval received from the TEA

Incomplete student search on TXNGS

Capturing incorrect enrollment—P or R

Capturing RV on the wrong history line

Roll-over of P lines without confirming

Withdrawal errors

Creating history lines instead of ECOE

Incorrectly Updating Enrollment lines

Duplicated Family IDs

To Join moves

Misunderstanding Economic Necessity

Extenuating Circumstances

Slide 10

DETERMINING ELIGIBILITY

Determining a child's eligibility correctly is the **most critical** function of the MEP.

Impact: Identifying eligible students helps them obtain assistance AND determines funding levels for the state, regions, and districts.

Slide 11

COE LEGAL DOCUMENTATION

The Certificate of Eligibility (COE) is a **legal document** that:

- ✔ Documents child eligibility basis.
- ✔ Obtains FERPA consent.
- ✔ Records Residency Verification (Sept-Nov).
- ✔ Enrolls students into TX-NGS.

The term "COE" refers to an electronic COE (ECOE) or paper COE. The state is now fully implementing the ECOE and paper is only allowed after approval from the TEA.

Slide 12

The Electronic COE (ECOE) Guidance

Texas utilizes the electronic version of the Certificate of Eligibility (ECOE) as the **primary** legal document for student eligibility.

- Captures all necessary information for eligibility determination.
- Enhance data integrity by moving away from manual transcription.
- Digital submission facilitates faster SEA review.
- Manual corrections are limited once submitted.
- Paper versions require special TEA approval.

Note: A paper COE should NEVER be used to gather interview notes and then submit an ECOE.

Slide 13

Common COE Errors

Missed Moves: Overlooking the most recent move documented in TXNGS

Wrong Dates: Residency/Birthdate/WQAD/QAD

Wrong Student: Selecting incorrect TXNGS#

Omitting Children: Overlooking students who made the move

Wrong SSID: Selecting incorrect SSID# for campus/district

Wrong Move Locations: To and From incorrect

Wrong enrollment code: Selecting P instead of R

Duplicated USIDs: Creating new TXNGS numbers for existing students

Shared COES: Improper process followed

Duplicate COEs: Both paper & ECOEs created for same family in the same district

Solutions: Probing questions, double-check dates and locations, refer to guidance, follow standard processes, communicate with team members
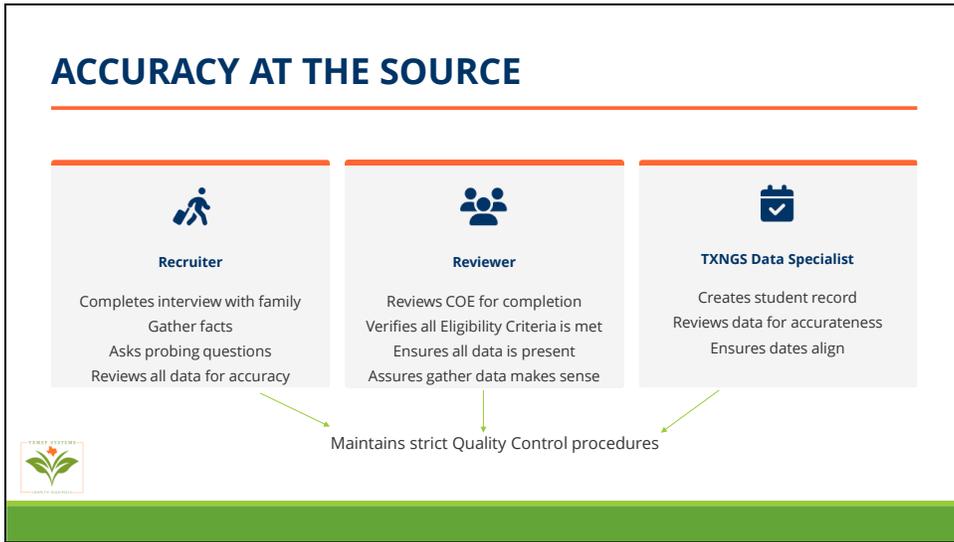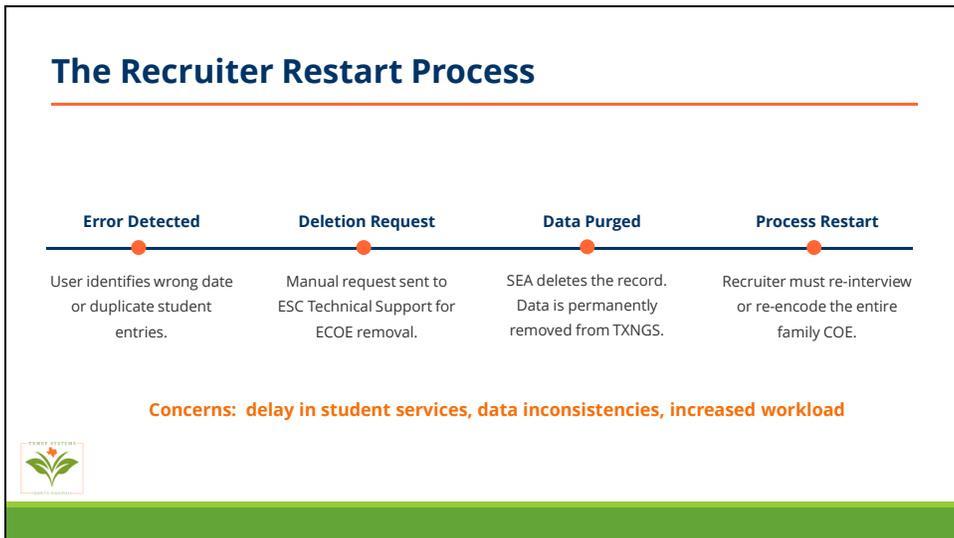
Slide 14

Discussion

Why is ensuring accuracy at the *point of entry* considered the most efficient recruitment strategy?

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ACCURACY AT THE SOURCE

Recruiter

Completes interview with family
Gather facts
Asks probing questions
Reviews all data for accuracy

Reviewer

Reviews COE for completion
Verifies all Eligibility Criteria is met
Ensures all data is present
Assures gather data makes sense

TXNGS Data Specialist

Creates student record
Reviews data for accurateness
Ensures dates align

Maintains strict Quality Control procedures

Slide 17

The Recruiter Restart Process

Error Detected

User identifies wrong date or duplicate student entries.

Deletion Request

Manual request sent to ESC Technical Support for ECOE removal.

Data Purged

SEA deletes the record. Data is permanently removed from TXNGS.

Process Restart

Recruiter must re-interview or re-encode the entire family COE.

Concerns: delay in student services, data inconsistencies, increased workload

Slide 18

THE FIVE W'S OF ELIGIBILITY

Where?
Move from one school district to another due to economic necessity.

Who?
Child under 22, lacks US high school diploma, who is a migratory worker or travels with/to join parent/guardian.

When?
Move occurred within the preceding 36 months.

Why?
Move was due to economic necessity.

What?
Qualifying seasonal or temporary employment in agriculture or fishing.

Slide 19

Understanding the 'Where'

Change of Residence: A move refers to a change from one residence to another.

District Boundaries: The move must occur across school district lines.

Receiving Districts: Identify families moving IN for work.

Sending Districts: Recruit families RETURNING home after engaging in work elsewhere.

To: Location the worker and child arrived at.

From: Location the worker and child left.

Work Move: A move made by a qualifying worker for qualifying work due to economic necessity.

Subsequent Qualifying Move: An additional move with a qualifying worker due to economic necessity within the worker's eligibility window.

Slide 20

Mobility Data: Capturing D3 Correctly

The D3 Section Challenge

Recruiters must identify the **most recent move** to ensure correct worker's QAD and child's QAD.

Failure to capture TO and FROM locations correctly on COEs leads to technical blockers in eligibility and TX-NGS.

Solutions**:** Cross-reference current moves against history lines in TXNGS/MSIX *__before__* approving COE.

Slide 21

Establish the QAD

Understanding the when of eligibility timing and residency documentation.

Slide 22

Residency Date vs QAD

Residency Date: The date the student began residing in the school district. While required for the COE, it is not an element of migratory eligibility.

Worker's Qualifying Arrival Date (WQAD): The date a qualifying move was completed by the worker to engage in qualifying work. This marks the beginning of the worker's status as a qualifying worker.

Qualifying Arrival Date (QAD): The date the qualifying move was completed by both the child and worker. This marks the beginning of the child's MEP eligibility. This date could be established by:
- ✓ Moves with worker to the worksite
- ✓ Moves To Join where the child and worker move separately but eventually arrive together at worksite
- ✓ Subsequent Qualifying Moves (SQM) with the worker for economic necessity
- ✓ SQM To Join—economic necessity is based on the worker

C
W
QAD

Slide 23
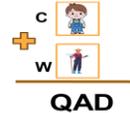
The 36-Month Eligibility Clock

- ✓ **Child's Eligibility Duration:** A child remains migratory for 36 months from the most recent QAD.
- ✓ **Worker's Eligibility Duration:** A worker retains migratory worker status for 36 months from their most recent move to perform qualifying work.
- ✓ **Reset:** A new qualifying move with a qualifying worker establishes a new QAD, resetting the 36-month clock.
- ✓ **Accuracy:** Errors in the QAD month can invalidate the entire eligibility period.
- ✓ **End of Eligibility:** 36 months after the child's QAD
- ✓ **Termination:** Eligibility ends if the youth graduates from a U.S. high school, obtains HSE, or reaches age 22.

Slide 24

"To Join" Move Scenarios

Child Moves First

If the child moves before the worker, the QAD is the date the **worker arrived** in the district to join the child.

Worker Moves First

If the child moves after the worker, the QAD is the date the **child arrived** to join the worker.

With an SQM To Join move the economic necessity is based on the worker.

A family moves from District A to District C for qualifying work. Only the father is the worker. A month later, the mother and children return to District A before school starts, while the father stays behind in District C to finish the work season. When the work ends a month later, the father (worker) moves to join the family in District A. The worker moves for economic necessity because the work has ended and the family has preceded him.

Slide 25

The "To Join" Timeframe

12
MONTHS

For a "to join" move to be valid, the child and the qualifying worker must join one another within **12 months** of each other's move. Documentation on the Supplemental Documentation Form (SDF) must explain the reason for the delay.

Slide 26

Understand the Why

Moves occur because the family cannot afford to stay in a location.

Slide 27

Economic Necessity Case

There is no income test for MEP eligibility.

A family was initially deemed "too high income" because the father currently worked in oil fields. HOWEVER, the father, prior to oil field work, had moved for work in qualifying agriculture within the most recent 36 months. He is a qualifying worker REGARDLESS of his current income or work.

Rule: Income levels do not disqualify if the worker has previously made a qualifying move and engaged in fishing/agricultural work.

Slide 28

Extenuating Circumstances

In cases where non-qualifying work is professional in nature, the family does not qualify for the MEP.

HOWEVER, the recruiter could determine, through interviewing the parent/worker, that, due to extenuating circumstances, the family could possibly qualify. This may occur when the family moves, and the worker engages in qualifying work for economic needs, i.e., a parent is laid off, a family member has medical needs, etc.

In these instances, the recruiter gathers all information and submits the COE to the regional ESC contact who will then forward all documentation to the State MEP for an eligibility determination.

NOTE: All other eligibility factors must be present for this to be considered. There must still be an eligible worker and a child who moved for economic necessity.

Slide 29

Finalizing Best Practices

Review Narrative

Do the dates and places make sense?

Does the timing of the move match the agricultural cycle?

Is there a newer move that could be captured instead?

Do all the dates for the student align, i.e. birthdate/grade level?

Validation

Does the student have history in TXNGS?

Has this exact move already been captured in the district?

Have all the required/procedural comments been included?

Is the story on the COE complete?

Does this family have an ID already?

Approval

Did the parent review the data entered on their behalf?

Did the recruiter confirm TXNGS for students and historical moves?

Did the SEA reviewer thoroughly review the COE for completeness?

Did the TXNGS review for data alignment?

Slide 30

Best Practice…

Which of the following is NOT a recommended tip for improving data integrity?

A) Verifying all dates before submission.
B) Probing deeper during interviews.
C) Reviewing the history in TXNGS.
D) Double-verifying SSIDs and USIDs before approval.
E) All the Above

Slide 32

Best Practice…

"Probing deeper during interviews" is a best practice intended to:

A) Make the interview last longer.
B) Uncover the true eligibility facts that might be missed in a surface-level conversation.
C) Collect personal stories for the school yearbook.
D) Intimidate the family into providing more data.

Slide 34

Enter the Data

Our students count on the data we capture.

Slide 35

Common TXNGS Errors

Incorrect dates

Multiple duplicate student records created—MUST adequately search for student BEFORE new TXNGS ID is created

Withdrawing/enrolling student from same campus due to schedule change

Creating new family IDs in the same school district

Not entering enrollment line for student whose QAD expires soon after school starts

Unnecessary duplicate RVs on the same history line

Withdrawal dates not entered timely

Rolling over students without confirming status in district

Slide 36

Manual Entry Pitfalls

Wrong month for QAD
Wrong month for WQAD → **Impact: One-month errors can impact the 36-month eligibility clock.**

Missing withdrawal date
Missing enrollment date → **Impact: Date errors can interrupt services for students.**

Wrong birthdate
Wrong student TXNGS# → **Impact: Student data errors mean the student may not be served.**

Wrong SSID
Wrong enrollment code → **Impact: Enrollment impacts provider's funding.**

Slide 37

ALERT: Duplicate ECOE Creation

Creating duplicate ECOE records for the same family, with the same QAD, in the same districts results in massive data cleanup requirements and risks funding accuracy and data integrity.

Manual deletion is required for all duplicates found in the TX-NGS/MSIX.

✓ Double-check TXNGS for a new COE on a child BEFORE creating an identical one.
✓ Talk with other recruiters in your area BEFORE interviewing the parent.

Slide 38

Shared COEs, Not Two ECOEs

Sometimes students reside in one school district and attend a different school system. This results in a need for two history lines for each SSID, but NOT two ECOEs.

LEA Involved	Action Taken	Resulting Issue
Rrrr ISD (LEA of Attendance)	Created & shared original ECOE #111	Initial record was correct.
Pppp ISD (LEA of Residence)	Created duplicate ECOE #222.	ECOE redundancy in TXNGS. Parents interviewed twice. It should have been a COE copy redlined.
System Impact	Manual Correction Needed.	ECOE and history lines required deletion.

Pppp ISD should use the copy of ECOE#111 from Rrrr ISD and red-line it to update information for their district. This copy should then be forwarded to their TXNGS Data Specialist, who will then manually enter the new history line for Pppp ISD. The red-lined copy is this district's auditable copy.

Slide 39

End of Eligibility and Enrollments

When a child no longer moves with a worker, their eligibility will eventually expire.

However, as long as the child has eligibility in a district, a history line should be entered.

So, what do you do for a student whose end of eligibility is AFTER school begins but BEFORE September 1?

The TXNGS Data Entry Specialist will create a new enrollment line for the school year, adding the correct enrollment, but residency verification will not be added after September 1 since the child is no longer eligible.

- This step is important to document that the student was served throughout their entire period of eligibility.
- In some instances, the student may qualify for continuation of services through the MEP, and the enrollment line will be necessary.

Bottom line—always capture enrollment for any eligible child, either residing or enrolled in the school system.

Slide 40

Correcting Errors

Mistakes occur. We are human. It's how the errors are identified and corrected that improves data quality. Before a COE is approved by the SEA Approver, corrections can be made. After full approval, all sections of the COE are locked except Sec. H for Residency Verification. If COE corrections are necessary, the COE copy must be redlined and then provided to the TXNGS Data Specialist to update the students' records and corresponding history lines.

Local Corrections
Residency date in Section B
Child's birthdate in Section B
Missing students from Section B
SSID in Section C
Capturing incorrect enrollment—P or R
Capturing RV on the wrong history line
Missing history line
Incorrect locations

Escalated Corrections
Incorrect dates in Section D of COE
Ineligible children on Section B of COE
Duplicated student needing record merge
Deleting history lines

Slide 41

Best Practices for Encoding

🔍 **Pre-Submission Review:** Always cross-reference the interview notes with the digital entry before clicking 'Submit'.

🗄 **History Line Verification:** Check TXNGS for existing student history lines to prevent duplicate record creation.

👤 **Student Search:** Search TXNGS for existing students to prevent duplicate student records.

🖥 **Data Systems Alignment:** Verify that the school year and enrollment dates align with LEA Student Information Systems.

📄 **Approver Protocol:** Ensure the designated SEA reviewer validates all QAD and residency dates before final approval.

👤 **Peer Review:** Request another team member to review information.

👤 **System Review:** Run reports within TXNGS after data entry to ensure data accuracy.

👥 **Communication:** Discuss work focus with team members to avoid duplication of interviews and paperwork.

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COMMUNICATION IS CRITICAL

Peer-to-peer communication creates an informal "quality control" layer. Sharing challenges allows others to spot potential errors before they become systemic issues.

Everyone involved in the mission must KNOW, SUPPORT, and SPEAK the same language. This includes recruiters, reviewers and data specialists.

Communication turns an individual's "Aha!" moment into a team-wide standard. It prevents the team from collectively making the same mistake ten different times.

Frequent check-ins ensure alignment regardless of which team member completes the work. It aligns everyone to the same "North Star."

When multiple people perform the same job, there is a high risk of duplication. Without regular communication, workers develop their own areas of focus or interpretations of rules.

Communication must be continuous and reach all involved. It should be provided in various formats. It is not always verbal!

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TEXAS' QUALITY CONTROL PLAN

Step 1
Eligibility determined by trained recruiters.

School System or ESC level

Step 2
Reviewed by trained Designated SEA Reviewers.

Step 3
Random State MEP checks and parent re-interviews.

TEA, Initiative or ESC level

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STATE QUALITY CONTROL PLAN MEMBERS

Level	Responsibility	Key Action
Recruiter	Determines Eligibility	Face-to-face interviews & documentation
SEA Reviewer	Adequacy Review	Validates COE/ECOE accuracy
Data Specialist	Record Update	Maintains student records
Regional ESC	Certification & Training	Annual training and eligibility validation
State MEP	Compliance Oversight	Random audits and parent re-interviews

Slide 45

Who's responsibility is Quality Control?

Match the role to the responsibility for each part of the data "check and balance" system.

Recruiter
SEA Reviewer
TXNGS Data Specialist
State MEP
Regional ESC

A) Random audits and parent re-interviews
B) Face-to-face interviews & documentation
C) Validates COE/ECOE accuracy
D) Annual training and eligibility validation
E) Updates student electronic record

Slide 47

Impact on Compliance

100%

Data Accuracy Requirement

Federal audits require that every COE reflects 100% accuracy. "Good enough" entry leads to manual deletions and extra labor hours. Ensuring accuracy at the point of entry is the most efficient recruitment strategy.

Slide 48

The Big Picture

Why is "Good enough" data entry on a COE or TXNGS actually more work in the long run?

A) It results in manual deletions and extra labor hours later.
B) It requires the family to be interviewed a second time.
C) It can lead to the loss of program funding during audits.
D) All of the above.

Slide 50

> *"Determining eligibility correctly is one of the most important functions of the MEP. By identifying eligible children, recruiters help migratory students obtain the assistance they need."*
>
> **— ID&R Certification Standards**

Slide 51

Spot the Error

Scenario 1: The ID Number Shortcut

The Story: An SEA reviewer is processing a COE. The children's USIDs were not entered during the interview by the recruiter. The SEA reviewer copies and pastes the USIDs from the Family ID record on TXNGS for each child into the COE. There were five children in the Family ID record, and there are five children on the new COE. The names all match, but the order they are listed does not match the order on the COE. The SEA reviewer is certain the numbers were entered without any typos.

What is the Data Integrity Error?

Slide 53

Spot the Error

Scenario 2:
The Misspelled Name

The Story: The recruiter is entering a child in section B of the COE. They need the USID# and search for the child in the system, but notice that the last name is spelled differently by one letter. They decide to create a new student record with the "new" spelling since the child on the COE obviously does not have a record in TXNGS.

What is the Data Integrity Error?

Slide 55

Spot the Error

Scenario 3:
The Recruiter Communication Gap

The Story: Recruiter A at the local high school starts a COE for a family that just moved to their district. Recruiter B at the elementary school also interviews the mother that same day. Both COEs are processed by the MEP and approved.

What is the Data Integrity Error?

Spot the Error

Scenario 4:

The Most Recent Move

The Story: In June, a family moves from City "A" to City "B" so the father can harvest wheat during the summer months. The family returns to City "A" a week before school starts. When the recruiter interviews the mom, she states that they came back for school. The recruiter does not ask any further questions and captures the qualifying move from City "A" to City "B" at the beginning of the summer onto the COE.

What is the Data Integrity Error?

CONTINUOUS QUALITY CONTROL & LEARNING

- Probe deeper during interviews
- Verify all dates before submission
- Follow guidelines for shared COEs
- Double-check locations, SSIDs, and USIDs before approval
- Communicate, communicate, communicate
- Review guidance provided
- Participate in ongoing professional development locally and at the region, state, and national levels

TMEP Web Portal
Txmigrant.net

TXMEP Systems Help Desk
TXMEPHelp
FAQs, Training documents, Scenarios

IDRC
idr-consortium.net

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Questions?

mep@esc16.net | 844-913-0010

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Evaluation

Your feedback is essential to our mission of service.