The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
BEFORE WE GET STARTED!

Participate! Ask Questions!

• Click the “Reaction” button and “Raise Hand” if you would like to speak.

• Click the “Chat” button to ask questions. We are here to help and will actively monitor the chat.

• For Technical Assistance during the meeting, please send a private chat to “Technical Assistance – RTI” by selecting it in the dropdown menu in the chat window. You may also call 212-444-8879 for contractor technical support.
PURPOSE OF MIGRANT DATA 101 AND 102 PRESENTATIONS

OME seeks to:

• Increase understanding about the Migrant Education Program (MEP) data and MEP data submissions

• Discuss the data elements collected via the Certificate of Eligibility (COE), the Consolidated State Performance Report (CSPR)/EDFacts, the Migrant Student Information Exchange (MSIX)

• Raise awareness about the data OME uses to report on program performance (Government Performance Results Act (GPRA) measures)

• Improve MEP data submission accuracy and timeliness by sharing promising practices among States
INTRODUCTION AND OVERVIEW

In Migrant Data 101 and 102, we will review data what is collected by the MEP, the reasons why, and ways that data are collected by the state education agency (SEA) and submitted to OME.

<table>
<thead>
<tr>
<th>Migrant Data 101</th>
<th>Migrant Data 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>MSIX</td>
</tr>
<tr>
<td>• Types of Data</td>
<td>• Minimum Data Elements (MDEs)</td>
</tr>
<tr>
<td>• Use of Data</td>
<td>• Cybersecurity</td>
</tr>
<tr>
<td>CSPR/EDFacts</td>
<td>• Updates and Reminders</td>
</tr>
<tr>
<td>• File Specifications</td>
<td>Program Performance</td>
</tr>
<tr>
<td></td>
<td>• GPRAs</td>
</tr>
<tr>
<td></td>
<td>• Leading Indicators</td>
</tr>
</tbody>
</table>
TYPES OF MEP DATA COLLECTED

Eligibility, Demographic

Child Count, MEP-Funded Services, Student Designations

Enrollment, Assessment Course History, Student Designations

Performance Data

SEA Migrant-Specific Database
USES OF MEP DATA

• Child eligibility determinations and quality control
• Category 1 and Category 2 Child Counts
• Allocations to SEAs
• Program management
• Program evaluation
• Student enrollment, placement, and credit accrual
• Participation in the MEP
HOW MEP DATA FLOWS
MEP DATA FLOWCHART

- Enrollment, Assessment, and/or Course History Data from LEAs and LOAs
- Certificate of Eligibility (COE)
- State Assessment Data State/Course History Data from Longitudinal Data Systems (SLDSs) and other State databases

Central to the flowchart:

- State Migrant Specific Database

Branching from the central database:

- NCES campus and district IDs
- Migrant Student Information Exchange (MSIX)
- EdFacts and Consolidated State Performance Report (CSPR)
MEP DATA COLLECTION INSTRUMENTS

- COE
- CSPR/EDFacts
- MSIX
MEP DATA COLLECTION INSTRUMENTS

COE

CSPR/EDFacts

MSIX
LEGAL REFERENCES FOR DATA COLLECTION VIA THE COE

Statute
Elementary and Secondary Education Act, as amended (ESEA), Title I, Part A Section 1115(b)(1)(A); Title I, Part C, Sections 1304(c)(7) and 1309(2)

Code of Federal Regulations
34 CFR § 200.81 and 200.89 & 200.103(a)

Guidance
Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children: Chapters II and III
CHILD ELIGIBILITY DATA

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child:

• Meets the definition of “migratory child”; and

• Has the basis for the State’s determination that the child is a “migratory child” properly recorded on the national Certificate of Eligibility (COE).
STATE RESPONSIBILITIES TO DOCUMENT THE ELIGIBILITY OF MIGRATORY CHILDREN

1. The SEA and local operating agencies (LOAs) must complete a COE form established by the Secretary to document the State’s determination of the eligibility of each migratory child.

2. The SEA and its LOAs must maintain any additional documentation the SEA requires to confirm that each child found eligible for the MEP meets all the eligibility requirements.

3. The SEA is responsible for the accuracy of all determinations of the eligibility of migratory children identified in the state.

4. The SEA must establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children.
NATIONAL COE

- Every child eligible for MEP services must have a COE on file.
- The national COE, established by the Secretary, consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP.
- A third part, for State-requested or required information, is optional.
- Each State’s COE may look different, but every State’s COE must include all the required data elements and the required data sections contained in the national COE.
- Detailed information about the national COE requirements, including how to complete the COE and specifics about how a state may design its COE, is in the National Certificate of Eligibility (COE) Instructions.
COE DATA ELEMENTS

COE data elements submitted to the State migrant-specific database populate MSIX through submission of the following MDEs:

<table>
<thead>
<tr>
<th>MDE #</th>
<th>Name</th>
<th>MDE #</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 8</td>
<td>Child’s First, Middle, Last Name and Suffix</td>
<td>16-19</td>
<td>Parent 1 and Parent 2 First and Last Names</td>
</tr>
<tr>
<td>9</td>
<td>Sex</td>
<td>20</td>
<td>Qualifying Arrival Date (QAD)</td>
</tr>
<tr>
<td>10</td>
<td>Birth Date</td>
<td>21-23</td>
<td>Qualifying Move from City, State, Country</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Birth Flag</td>
<td>24-25</td>
<td>Qualifying Move to City, State</td>
</tr>
<tr>
<td>15</td>
<td>Birth Date Verification</td>
<td>70</td>
<td>Residency Date</td>
</tr>
</tbody>
</table>

Eligibility data on the COE is also used to calculate Category 1 and Category 2 Child Counts in the State migrant-specific database and is submitted to CSPR/EDFacts
QUALIFYING MOVES AND WORK SECTION

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____School district_____/ ____City_____/ ____State_____/ ____Country______ to a residence in ______School district_____/ _____City_____/ State__________.

2. The child(ren) moved (complete both a. and b.):
   a. □ as the worker, OR □ with the worker, OR □ to join or precede the worker.
   b. The worker, _______First Name and Last Name of Worker________, is □ the child or the child’s □ parent/guardian □ spouse.
      i. The child(ren) moved on _____MM/DD/YY______.
      ii. (Complete if “to join or precede” is checked in #2a.) The worker moved on MM/DD/YY (provide comment)

3. The Qualifying Arrival Date was ________MM/DD/YY________.

4. The worker moved due to economic necessity on _____MM/DD/YY______, from a residence in School District/ City/ State/ _____Country to a residence in School District/ City/ State, and:
   a. □ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
   b. □ actively sought new qualifying work after the move AND has a recent history of moves for qualifying work (provide comment)

5. The qualifying work,* _________describe agricultural or fishing work________ was (make a selection in both a. and b.):
   a. □ seasonal OR □ temporary employment
   b. □ agricultural OR □ fishing work
      *If applicable, check: □ personal subsistence (provide comment)

6. (Complete if “temporary” is checked in #5a) The work was determined to be temporary employment based on:
   a. □ worker’s statement (provide comment), OR
   b. □ employer’s statement (provide comment), OR
   c. □ State documentation for _______Employer__________.
POP QUIZ! - POLL

Which of the following is a false statement?

A. Current address is contained in the *Qualifying Moves and Work Section* of the National COE

B. The SEA is responsible for the accuracy of all determinations of the eligibility of migratory children identified in the state.

C. A COE must be completed every time a child makes a new qualifying move that would renew the child’s eligibility for the MEP.
• If you picked **A**: “Current address is contained in the *Qualifying Moves and Work Section* of the National COE,” you are correct!

• Detailed information about the national COE requirements is in the [National Certificate of Eligibility (COE) Instructions](#).
MEP DATA COLLECTION
INSTRUMENTS

COE

CSPR/ED Facts

MSIX
LEGAL REFERENCES FOR CSPR, EDFACTS AND GPRA DATA COLLECTIONS


Code of Federal Regulations: 34 CFR 76.720
Applies to a State’s reports required under 2 CFR 200.327 (Financial Reporting) and 2 CFR 200.328 (Monitoring and Reporting of Program Performance).

STATE RESPONSIBILITIES FOR COLLECTING EDFACTS AND CSPR DATA

1. The SEA must have in place processes and procedures for collecting and reporting EDFACTS and CSPR data to ED.

2. The SEA should train LOA staff on key terms and definitions to ensure reporting is consistent and accurate.

3. The SEA should have processes in place to review local documentation, such as a project service types, project enrollment lists, attendance rosters, teacher logs, etc. to confirm the accuracy of data submitted to the SEA.

4. The State Chief or his/her designee is required to attest, prior to submission of the CSPR, to the accuracy, reliability and validity of both the Category 1 and Category 2 child counts.
WHAT IS EDFACTS?

EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.

- Supports planning, policymaking, and management/budget decision-making.
- Centralizes data provided by SEAs.
- Collects data on district and school demographics, program participation, and performance data.
WHAT IS THE PURPOSE OF EDFACTS?

EDFacts centralizes performance data supplied by SEAs with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of EDFacts is to:

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.
MEP DATA COLLECTIONS - EDFACTS

EdFacts

File Specifications

FS121  FS122  FS054  FS145  FS165

FS175 (not collected SY19-20)
FS178 (not collected SY19-20)
EDFACTS FILE SPECIFICATIONS

- FS 121 Eligible Birth through 2 and Category 1 Child Count
- FS 122 Eligible Birth through 2 and Category 2 Child Count
- FS 054 MEP Services
- FS 145 MEP Instructional/Support Services
- FS 165 Consolidated MEP funds status
- FS 175 Mathematics Assessment Data – shared file
- FS 178 Reading/Language Arts Assessment Data – shared file

EDFacts Initiative Home Page
# MEP DATA COLLECTIONS - DATA ELEMENT BY FILE SPECIFICATION

<table>
<thead>
<tr>
<th>File Specification</th>
<th>FS121</th>
<th>FS122</th>
<th>FS054</th>
<th>FS145</th>
<th>FS165</th>
<th>FS175</th>
<th>FS178</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEA-Level Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Eligible migratory students – 12 month</td>
<td>✓ Eligible and served summer/ intersession term</td>
<td>✓ MEP students served - 12 month</td>
<td>✓ Eligible migratory children who receive MEP services</td>
<td>✓ Consolidated MEP Funds Status</td>
<td>✓ MATH ASSESSMENT DATA</td>
<td>✓ RLA ASSESSMENT DATA</td>
<td></td>
</tr>
<tr>
<td>✓ Age/Grade</td>
<td>✓ Age/Grade</td>
<td>✓ Age/Grade</td>
<td>✓ Age/Grade</td>
<td>✓ Consolidated MEP Funds Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ PFS - Eligible</td>
<td>✓ OSY</td>
<td>✓ PFS - Served</td>
<td>✓ MEP Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ ELL</td>
<td>✓ Instructional Services</td>
<td>✓ OSY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ IDEA</td>
<td>✓ Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ QAD</td>
<td>✓ COS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ OSY</td>
<td>✓ OSY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDFACTS DATA SUBMISSION PORTAL

Welcome to EDEN
Welcome to the Education Data Exchange Network (EDEN) Submission System. The EDEN Submission System is designed to provide SEAs and the Federal government the capacity to transfer and analyze information about education programs.

Paperwork Burden Statement
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

Annual Mandatory Collection of Elementary and Secondary Education Data for EDStats (EDFacts)
The valid OMB control number for Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts is found in the EDFacts Workbook.

Consolidated State Performance Report (CSPR)
The valid OMB control number for the Consolidated State Performance Report (CSPR) is found in the CSPR Getting Started and FAQs.

Electronic Application System for Indian Education (EASIE)
The valid OMB control number for Formula Grant EASIE (Electronic Application System for Indian Education) and the Formula Grant Annual Performance Report are found in the Paperwork Burden Statement link on the EASIE landing page after log in.
WHAT IS THE CSPR?

• The CSPR is a reporting mechanism ED uses to collect information on the MEP and other formula grant programs.

• The CSPR report provides timely information on the implementation of Consolidated State Plans.

• The Department uses CSPR data to monitor States’ progress in implementing ESEA and to identify technical assistance needs and program management and policy needs.

• SEAs must submit a CSPR on an annual basis.
## CSPR PART I: STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

<table>
<thead>
<tr>
<th>CSPR Number</th>
<th>1.2.1</th>
<th>1.2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Element</strong></td>
<td>Academic Achievement and Participation in Mathematics Assessment</td>
<td>Academic Achievement and Participation in Reading/Language Arts Assessment</td>
</tr>
<tr>
<td><strong>File Specification</strong></td>
<td>FS175</td>
<td>FS178</td>
</tr>
<tr>
<td><strong>Student Group</strong></td>
<td># Students who Received a Valid Score</td>
<td># Students Scoring at or Above Proficient</td>
</tr>
</tbody>
</table>
# MEP DATA COLLECTIONS  CSPR PART II – EDUCATION OF MIGRATORY CHILDREN

<table>
<thead>
<tr>
<th>CSPR PART II</th>
<th>CSPR Number</th>
<th>CSPR Data Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.4.1.2</td>
<td>Category 1 Child Count Increases/Decreases</td>
</tr>
<tr>
<td></td>
<td>2.4.2.1</td>
<td>Category 2 Child Count Increases/Decreases</td>
</tr>
<tr>
<td></td>
<td>2.4.3.1</td>
<td>Child Count Calculation and Validation Procedures: Methods Used to Count Children</td>
</tr>
<tr>
<td></td>
<td>2.4.3.2</td>
<td>Quality Control Processes</td>
</tr>
<tr>
<td></td>
<td>2.4.5.2</td>
<td>HSED (High School Equivalency Diploma)</td>
</tr>
</tbody>
</table>
MEP DATA COLLECTIONS – CSPR & EDFACTS

Quantitative

EdFacts

Manual Entry (Narrative)

CSPR

FS121

FS 122

FS054

FS 145

FS 165

FS 178 (Not Collected in SY 2019-20)

FS 178 (Not Collected in SY 2019-20)
EDFACTS AND CSPR SUBMISSION TIMELINE

• 2019-20
  o EdFacts First Due Date: 2/10/2021 (12:00 PM EST)
  o EdFacts Second Due Date: 5/19/2021 (12:00 PM EST)
  o CSPR First Due Date: 2/11/2021 (5:00 PM EST)
  o CSPR Second Open Date: 5/3/2021
  o CSPR Second Due Date: 5/20/2021 (5:00 PM EST)

• 2020-21:
  o NEW FOR 2020-21 – MEP ED Facts Data and CSPR Data will be collected during the 1st reporting window in December 2021.
SY 2019-20 CSPR PART II SUBMISSION UPDATE

• For SY 2019-20 collection, OESE will not use the performance collection tool in EMAPS created by ED Facts
• New tool using Illume
• The CSPR collection process will include manual entry field only
USES OF CSPR AND EDFACTS DATA

EdFacts File Specifications

- FS121
- FS122
- FS054
- FS145
- FS165
- FS175 (not collected SY10-20)
- FS178 (not collected SY10-20)

- Allocations
- Performance Reporting/CJ
- GPRA 2
- Leading Indicator 3
- Leading Indicator 1 & 2
- GPRA 1
BREAK OUT ROOM DISCUSSION:
HOW DOES YOUR STATE COLLECT THESE DATA: CHILD COUNT, MEP-FUNDED SERVICES, STUDENT DESIGNATIONS? WHAT HAS CHANGED IN THE PANDEMIC? HOW HAS THIS IMPACTED YOUR TRAINING TO YOUR STAFF?
CSPR RESOURCES & REQUIREMENTS

• Data Check Sheet
• MEP CSPR Rating Instrument
• MEP CSPR/EDFacts Glossary
• RESULTS website (www.results.ed.gov)
• MEP NRG (Chapter IX)
RESOURCES & REPORTING REQUIREMENTS

- Data Check Sheet
- Business Rules Single Inventory (BRSI)
- Partner Support Center
- Results website (WWW.RESULTS.ED.GOV)
  - Webinars
  - Legislation, policy, and guidance documents
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1.1</td>
<td>C121</td>
<td>Age 3 through 5 (not Kindergarten)</td>
<td>Eligible Migrant Children</td>
<td>1295</td>
<td>1295</td>
<td>0%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>K</td>
<td>Eligible Migrant Children</td>
<td>743</td>
<td>743</td>
<td>0%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>1</td>
<td>Eligible Migrant Children</td>
<td>830</td>
<td>836</td>
<td>1%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>2</td>
<td>Eligible Migrant Children</td>
<td>836</td>
<td>936</td>
<td>24%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>3</td>
<td>Eligible Migrant Children</td>
<td>936</td>
<td>984</td>
<td>5%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>4</td>
<td>Eligible Migrant Children</td>
<td>984</td>
<td>1011</td>
<td>3%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>5</td>
<td>Eligible Migrant Children</td>
<td>1011</td>
<td>996</td>
<td>-2%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>6</td>
<td>Eligible Migrant Children</td>
<td>996</td>
<td>944</td>
<td>-5%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>7</td>
<td>Eligible Migrant Children</td>
<td>944</td>
<td>966</td>
<td>2%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>8</td>
<td>Eligible Migrant Children</td>
<td>966</td>
<td>928</td>
<td>-4%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>9</td>
<td>Eligible Migrant Children</td>
<td>928</td>
<td>838</td>
<td>-12%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>10</td>
<td>Eligible Migrant Children</td>
<td>838</td>
<td>751</td>
<td>-11%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>11</td>
<td>Eligible Migrant Children</td>
<td>751</td>
<td>821</td>
<td>9%</td>
<td>OK</td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>12</td>
<td>Eligible Migrant Children</td>
<td>821</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>Ungraded</td>
<td>Eligible Migrant Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>Out of School</td>
<td>Eligible Migrant Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.1.1</td>
<td></td>
<td>Total</td>
<td>Eligible Migrant Children</td>
<td>12,880</td>
<td>12,969</td>
<td>12%</td>
<td>OK</td>
</tr>
</tbody>
</table>
### SAMPLE DATA CHECK SHEET

<table>
<thead>
<tr>
<th>SY 2019-20 Question Number</th>
<th>SY 2019-20 File Specification</th>
<th>Row Name</th>
<th>Response Header</th>
<th>SY 2018-19 Numeric Response</th>
<th>SY 2019-20 Numeric Response</th>
<th>Percent Change SY 2018-19 to SY 2019-20</th>
<th>Data Check</th>
<th>Comparison to Eligible Population or Subpopulation #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.2</td>
<td></td>
<td>C122</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>317</td>
<td>478</td>
<td>154% OVER 10%, Provide Comment</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>K</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>302</td>
<td>349</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>1</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>2</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>3</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>4</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>5</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>6</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>7</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>8</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>9</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>10</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>11</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td></td>
<td>12</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>366</td>
<td>431</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td>Out of School</td>
<td>Ungraded</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>0</td>
<td>0</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td>Out of School</td>
<td>Out of School</td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>0</td>
<td>0</td>
<td>OK-Eligible</td>
<td>OK-Eligible</td>
<td></td>
</tr>
<tr>
<td>2.4.2</td>
<td>Total</td>
<td></td>
<td>Eligible Migrant Children Served by the MEP During the S/I</td>
<td>2,744</td>
<td>4,213</td>
<td>154% OVER 10%, Provide Comment</td>
<td>OK-Eligible</td>
<td></td>
</tr>
</tbody>
</table>
EDFACTS BUSINESS RULES SINGLE INVENTORY (BRSI)

• Contains business rules applied to EDFacts data throughout the pre- and post-submission lifecycle of that data.
• Describes each business rule regarding each File Specification.
• Includes the error number, type, message, definition, edit logic, and the File Specifications where the business rules are applied
BUSINESS RULES SINGLE INVENTORY (BRSI)

• The BRSI includes the following two documents:
  1. the EDFacts Business Rules Single Inventory User Guide, detailing the layout of the BRSI spreadsheet, Frequently Asked Questions (FAQs) and commonly used filters; and
  2. the EDFacts Business Rules Single Inventory Excel spreadsheet describing each business rule.

• Business Rules Single Inventory (BRSI)
MEP PERFORMANCE REPORTING REQUIREMENTS – RESOURCES

• Please see the Non-Regulatory Guidance on https://results.ed.gov/legislation for more information.

• Policy Q&A’s are also available on https://results.ed.gov/legislation/policy_qas. Topics include:
  o Fiscal requirements
  o Identification and recruitment
  o Child eligibility
  o Program Performance and Child Count Reporting
  o And more...
THANK YOU

Preeti Choudhary
Preeti.Choudhary@ed.gov

Christopher D. Hill
Christopher.d.Hill@ed.gov

Benjamin Starr
Benjamin.Starr@ed.gov

Patricia Meyertholen
patricia.meyertholen@ed.gov

RESULTS.ED.GOV