

# III. COE

# Certificate of Eligibility (COE)

---

## Purpose

The COE is the legal document that contains the information necessary to demonstrate a child's eligibility for the MEP. It is also an indication of a parent's/guardian's consent for a child to participate in the MEP. Additionally, the COE is used to enroll eligible migrant children/youth into the MIS2000 system, a web-based system that both allows storage, retrieval and reporting of a migrant child's academic and health information to be accessed by authorized education personnel and MEP partners, and the SEA to adequately document the number of eligible children/youth in the state.

## Sections of the COE

The COE is designed to record the information necessary to document MEP eligibility as determined by Federal statute. The Minnesota paper COE is composed of the following sections:

- I. Family Data – identifies the names and birth dates of parents and/or guardians, their current address, telephone numbers, home base address and email.
- II. Child Data – identifies the eligible children/youth who have moved with/as a Migratory Agricultural Worker or Migratory Fisher, their relevant personal information and if a referral has been filled out and sent for any Head Start age children or out-of-school youth (OSY).
- III. Qualifying Moves & Work – contains key dates for the qualifying move(s), places and qualifying work that documents the child's eligibility for the MEP.
- IV. Comments – allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination.
- V. Interviewee Signature – contains the signature of the interviewee, that person's relationship to the child and date of signature which acknowledges that the interviewee has been apprised of his/her rights. Also, documents who provided the information regarding the MEP-eligible child(ren)/youth and authorizes the release of student records to pertinent agencies.
- VI. Eligibility Data Certification – documents the recruiter's signed and dated confirmation that she/he believes the information on the COE to be accurate. The SEA Reviewer also signs and dates the form; documenting her/his confirmation the information is accurate.

## ESSA COE General Instructions

A COE must be completed every time a child makes a new qualifying move that would renew the child's eligibility for the Title I, Part C Migrant Education Program.

All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, the recruiter must write a dash (-) in the appropriate blank. All other information must be provided.

If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an out-of-school youth (OSY) who may have moved as the worker. The QAD is the date that both the child and worker completed moves to the same school district. If more than one COE is necessary, the recruiter must complete all sections on each form.

The recruiter *must not include any child* in the Child Data section who:

- Was born after the qualifying move\* (BAM) described on the COE in #1 of the Qualifying Moves and Work section; or
- Is not eligible to receive a free public education through grade 12 under State law; or
- Did not make the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.

*\*Due to Minnesota's partnership with our Head Start counterpart, BAM babies not eligible for MEP should be included in the Comment section of the COE as they may be eligible for Head Start services based on age, income and Migrant or Seasonal status. Youth who have graduated or obtained a GED may also be included in the Comment section with a small description if they need to be listed with the household.*

## Completing the Required Data Elements of the COE (part I)

**Family Data Section. In this section of the COE, the recruiter will record the contact information for the child(ren) and the name of the child(ren)'s parent(s)/guardian(s).**

I. FAMILY DATA												
Parent/Guardian1:	Last Name1, Last Name 2, First Name		Birth Date:	MM/DD/YY	Parent/Guardian2:	Last Name1, Last Name 2, First Name		Birth Date:	MM/DD/YY			
Current Address:			City:		State:		Zip:		Telephone:		Current County:	
Home Base Address:			City:		State:		Zip:		Telephone:		Email:	

Record legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" on this form and in other sections of these instructions includes a legal guardian loco parentis, such as a grandparent, or stepparent with whom the child lives. If the child(ren)'s legal parent/guardian is different from the current parent/guardian, provide the name of the child(ren)'s legal parent/guardian in the Comments section.

If the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) in the Parent/Guardian 1 and Parent/Guardian 2 lines.

▪ **Parent/Guardian 1 [Last Name(s), First Name].** Record the name of the male\* individual (if any) currently responsible for the child(ren). If there is no parent/guardian information disclosed, write a dash (-).

▪ **Birth Date.** Record the month, day and year the parent was born. Use the two-digit number that refers to the month and day, and four digits for the year. For example, September 20, 2003, would be written as 09/20/2003.

▪ **Parent/Guardian 2 [Last Name(s), First Name].** Record the name of the female\* individual (if any) currently responsible for the child(ren). If there is no parent/guardian information disclosed, write a dash (-).

▪ **Birth Date.** Record the month, day and year the parent was born. Use the two-digit number that refers to the month and day, and four digits for the year. For example, September 20, 2003, would be written as 09/20/2003.

*\*Names of same gender households may be written in any order.*

▪ **Current Address.** Record the physical address, including the complete name of the street or road where the child(ren) currently reside. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, provide the mailing address in the Comments section of the COE.

▪ **City.** Record the name of the city or town where the child(ren) currently resides.

▪ **State.** Record the postal abbreviation used by the U.S. Postal Service for the State where the child(ren) currently resides.

▪ **Zip.** Record the five or nine-digit zip code where the child(ren) currently reside. The U.S. Postal Service has an online zip code directory service (<http://zip4.usps.com/zip4/welcome.jsp>)

▪ **Telephone.** Record the family's current telephone number, including the area code. If applicable, record the family's alternate phone number, such as a cell phone. If no *second* telephone number is available, write SAME on the second telephone line.

▪ **Current County.** Record county of current address.

▪ **Home Base Address.** Record the Street Address, City, State and Zip Code where the family considers their home. *This is not always the same location they moved from.* If family indicates no home base address, record UNKNOWN.

▪ **Email.** Record the family's personal email address, if there is one available.

**Child Data Section.** Child data includes the name, sex, birth date, etc. of each child. All columns should be filled in.

II. CHILD DATA														
Race Values: <b>AM7</b> American Indian or Alaska Native; <b>AS7</b> Asian; <b>BL7</b> Black or African American; <b>HI7</b> Hispanic/Latino (add Race in comment); <b>PI7</b> Native Hawaiian or Pacific Islander; <b>WH7</b> White; <b>MU7</b> Two or more races (add comment)														
Child(ren)'s Complete Name					Race	Sex	Birth Date	MB	Verif	Grade	Dropout	NES/OSY Ref	EN	Residency Date
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Value		MM/DD/YY	YN	Code	Level	YN	OSY Ref	YN	
1														
2														
3														
4														
5														
ONLY if graduating in Minnesota - Designated Graduation School - 9th - 12th Grade				Child #	Child #				Child #					

A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different (1) current family or (2) eligibility data—including a different QAD— must be documented on a separate COE. Be sure to number COEs if this is the case (ex. 1 of 2, 2 of 2).

- **Last name 1.** Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).
- **Last name 2.** If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-).
- **Suffix.** Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-).
- **First name.** Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- **Middle name.** Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-).
- **Race Value.** Record one of the racial/ethnic values to reflect the general racial category that most clearly reflects the student's recognition of their community or with which they most identify. MU7 will require a comment indicating which races reflect the general racial category for each student.

**AM7** American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

**AS7** Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

**BL7** Black or African American. A person having origins in any of the black racial groups of Africa.

**HI7** Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race. Hispanic is ethnicity and therefore, will need the additional race value(s) recorded.

**PI7** Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

**WH7** White. A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

**MU7\*** A person having two or more races.

- **Sex.** Indicate the gender of each child using “M” for “male” and “F” for “female”.
- **Birth Date.** Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and four digits for the year. For example, September 20, 2003, would be written as 09/20/2003.
- **Multiple Birth Flag (MB).** Record “Y” for “yes” if the child is a twin, triplet, etc. Record “N” for “no” if the child is not a twin, triplet, etc.
- **Birth Date Verification Code (Verif. Code).** Record the last two numbers of the birth date verification code that correspond to the evidence listed below used to confirm each child’s birth date (see the codes and corresponding evidence listed below).

*A birth certificate is the best evidence of the child’s birth date, if available. If a birth certificate is not available, the interviewer may use another document to confirm the child’s birth date, including any of those listed below.*

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent’s affidavit;
- 1008 – passport;
- 1009 – physician’s certificate;
- 1010 – previously verified school records;
- 1011 – State-issued ID;
- 1012 – driver’s license;
- 1013 – immigration document;
- 2382 – life insurance policy; or
- 9999 – other

*If written evidence is not available, the interviewer may rely on the interviewee’s verbal statement. In such cases, the interviewer should record “07” – the number that corresponds to “parent’s affidavit.”*

- **Grade Level.** The grade level recorded should be one of the following:
  - the grade (**K-12**) in which the child is enrolled on the date of recruitment;

- the grade in which the child last enrolled during the regular school year, if recruited during the summer;
- **OS** (out-of-school) for youth who have dropped out of school or have never attended in the United States. (Do not record the grade in which the child was last enrolled prior to dropping out.)
- **P0, P1, P2, P3, P4, P5** for those children who are not school-aged. The number following the “P” corresponds to age of the child on September 1 of the program year.
- **UG** (Ungraded) for any child who is enrolled in school, but is not assigned to a particular grade level. For example, primary grade groupings, ungraded groupings for children with (learning) disabilities (IDEA) or transitional bilingual students, students working on a HSE through a K-12 institution or those in a correctional setting.

▪ **Dropout.** Record “Y” for “yes” for school-age children and Out-of-School Youth (OSY) who are not enrolled in the current school year and have no plans to return to school. Record “N” for “no” for non-school-age and school-age children and Non-Enrolled Secondary Student Out of School (NESO) who are enrolled in the current school year at their home base school district, but have not completed the school year due to moving and plan to return to their home base or enroll in a Minnesota school district.

▪ **NESO/OSY Referral** – Enter Y for yes for any NESO/OSY or N for No for all other children. Fill out the NESO/OSY form and submit to appropriate person. Instructions are on the form. *NESO is a Non-Enrolled Secondary Out-of-School Youth in grades 7-12 who was enrolled in the current school year at their homebase school district and has not completed the school year due to moving and plans to return to the homebase school or enroll in a Minnesota school district in the fall. OSY is an Out-of-School Youth who was not enrolled in the current school year and has no plan to return to school in the fall.*

▪ **Binational** – Enter Y for yes if the student is binational or N for no if the student is not binational. *The United States defines a binational student as “an eligible migrant student who moves between Mexico and the United States with his/her parents or as an emancipated youth at least once in the last 36 months”.*

▪ **Residency Date.** Record the date (MM/DD/YYYY) that the child(ren) moved to (i.e., arrived in) the present school district. Use the two-digit number that refers to the month and day, and four digits for the year. For example, May 20, 2016, would be written as 05/20/2016. If the child(ren) qualified for the TI-MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker’s move, the residency date would precede the QAD. **Note, although it is possible to record a residency date that precedes the QAD, a COE cannot be filled out and a child cannot be enrolled in the TI-MEP until after the child and worker each make a qualifying move.**

▪ **Designated Graduation School.** Record the school or facility *in Minnesota* from which a secondary student (**9<sup>th</sup>-12<sup>th</sup> grade**) expects to graduate. *Do not record if the student is graduating in a different state such as those who are here for a short period of time or during the summer only. Child # refers to the child listed in the Child Data section (ex. Child #3 is in 9<sup>th</sup> grade and graduating in Minnesota)*

Child # 3 Sleepy Eye High School
----------------------------------

## Completing the Required Data Sections of the COE (part II)

**Qualifying Moves & Work Section.** In this section, record the qualifying move and qualifying work information that the State believes documents the child's eligibility for the program.

III. QUALIFYING MOVES & WORK	
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. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker. b. The worker, _____ First Name and Last Name of Worker, is <input type="checkbox"/> the child OR the child's <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse. i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on ____MM/DD/YYYY____. The worker moved on ____MM/DD/YYYY____. (provide comment)	
3. The Qualifying Arrival Date (QAD) was ____MM/DD/YYYY____.	
4. The worker moved due to economic necessity on ____MM/DD/YYYY____ from a residence in _____ School district / _____ City / State / _____ Country to a residence in _____ School district / _____ City / State and: a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR b. <input type="checkbox"/> actively sought new qualifying work, 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. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work <div style="border: 1px solid black; padding: 2px; display: inline-block;">*If applicable, check: <input type="checkbox"/> personal subsistence (provide comment)</div>	
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____ Employer _____.	

Note that exceptions apply for moves within States comprised of a single school district and school districts of more than 15,000 square miles. See #1 (\*immediately below) for how to document these exceptions.

Throughout this section, the term "worker" refers to the child(ren)'s parent/guardian or spouse who is a **migratory agricultural worker** or **migratory fisher**. The term "qualifying work" as used in this section refers to new **temporary or seasonal employment (or personal subsistence) in agriculture or fishing**. The "qualifying moves" documented in this section are the qualifying moves that meet the TI-MEP-eligibility criteria [i.e., #4 documents **the move soon after which the worker engaged in qualifying work (or after which he or she actively sought qualifying work)**, and #1 documents the child(ren)'s move **as, or with, or to join or precede, the worker**].

1. The child(ren) listed on this form moved due to economic necessity

- from a residence in \_\_\_\_\_ (**School District/City/State/Country**). This location is the child(ren)'s last place of residency immediately prior to the qualifying move. Note that the child(ren) might have made subsequent non-qualifying moves.
- to a residence in \_\_\_\_\_ (**School District/City/State**). This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join, the worker.

A qualifying move can never be made to a country outside of the United States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.

**The following exceptions only apply to other states such as Alaska and Hawaii:**



*\* Exception. If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles:*

- *Record the name of the school district where the child(ren) resided immediately prior to and immediately following the qualifying move, in order to identify this move as one that meets the 20 miles criterion.*

*\*Exception. If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district:*

- *Record the full legally or commonly used name of the administrative areas where the child(ren) listed resided immediately prior to and immediately following the qualifying move.*

*Provide as much of this information in these blanks as available. At a minimum (with the exception of States comprised of single school districts or school districts of more than 15,000 square miles), the State must be able to document that the child moved from one school district to another and changed residences in the process. In the case of States comprised of a single school district, the State must be able to document that the child moved from one administrative area to another and changed residences in the process. In the case of school districts of more than 15,000 square miles, the State must be able to document that the child migrated a distance of 20 miles or more and changed residences in the process.*

***If the child and the worker moved from different previous residences, record the child's prior residence in response to #1 and record the worker's prior residence in the Comments section.***

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. [Mark only one box]**

- Mark the box **"as a worker"** if the child moved as the worker.
- Mark the box **"with the worker"** if the child(ren) moved with the worker.
- Mark the box **"to join or precede the worker"** if the child(ren) moved either before or after the date the worker moved. If this box is marked, also complete "i" under 2b.

b. The worker, \_\_\_\_\_ **(First and Last Name of Worker)**, *(Continued below)*

- Record the first and last name of the individual who is a migratory agricultural worker or migratory fisher (i.e., the child(ren)'s parent/guardian or spouse, or the child – if on own as worker).

*(Continued from above)* ... **is the child OR the child(ren)'s parent/guardian OR spouse. [Mark only one box]**

- Mark the box that indicates whether the worker is **the child** or the child(ren)'s relationship to the worker (i.e., **parent/guardian** or **spouse**).

(Complete 2bi if **"to join or precede"** is checked in 2a.)

i. The child(ren) moved on \_\_\_\_\_ **(MM/DD/YYYY)**. The worker moved on \_\_\_\_\_ **(MM/DD/YYYY)**. **(provide comment)**

- If the worker moved separately from the child(ren), record the date that the child(ren) moved to the school district listed in #1, and record the date the worker moved to the school district listed in #1. Also record the reason for the different move dates, and whether the worker moved from a different location than the child(ren), in the Comments section.

*If the move to join (or precede) the worker happens 12 months or longer, it is difficult to link the child's move to the worker's move unless there is an unusual circumstance that prevented the child from moving within the 12 months of the move. In those cases, contact SEA with the information to determine eligibility.*

3. The Qualifying Arrival Date was \_\_\_\_\_ (MM/DD/YYYY).

Record the QAD, using the two-digit number that refers to the month and day, and four digits for the year. For example, May 20, 2016, would be written as 05/20/2016.

The QAD is the date that both the child and worker completed the move to the school district listed in #1. The child must have moved as a worker, or with, or to join or precede a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher. As referenced in #2a, the child and worker will not always move together, in which case the QAD would be the date the child joins the worker who has already moved, or the date the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the TI-MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

#### Type of Qualifying Move

#### Qualifying Arrival Date (QAD)--Eligibility Begins

The child. . .

The QAD is. . .

. . .moved with the worker.

. . .the date the child and worker both arrived in the district.

. . .moved before the worker moved.

. . .the date the worker arrived in the district where the child was residing.

. . .moved to join the worker after the worker moved

. . .the date the child arrived to join the worker.

4. The worker moved due to economic necessity on \_\_\_\_\_ (MM/DD/YYYY), from a residence in \_\_\_\_\_ (School District/City/State/Country) to a residence in \_\_\_\_\_ (School District/City/State), and: [Mark only one of the following boxes: either a or b.]

**a. engaged** in new qualifying work soon after the move (**verify with SEA** if worker engaged in qualifying work **more than 60 days after the move**), OR

- Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another, and, soon after doing so, engaged in new temporary or seasonal employment (or personal subsistence) in agriculture or fishing.

- Explain in the Comments section if the worker is determined to be a migratory agricultural worker or migratory fisher based on his or her engagement in new qualifying work more than 60 days after the qualifying move described in #4.

b. **actively sought** new qualifying work AND has a **recent history** of moves for qualifying work (**provide comment**)

- Mark this box if the individual listed as the worker in #2b, moved due to economic necessity from a residence in one school district to another and actively sought new qualifying work before or after the qualifying move described in #4, and has a recent history of moves for qualifying work.

- Explain in the Comments section how and when the worker actively sought new qualifying work. For example, the individual stated that he or she (or someone on his or her behalf) applied for qualifying work at a particular agricultural or fishing job site, or applied at a center that coordinates available qualifying work. (Ex. The worker applied at Seneca (actively sought new qualifying work))

- Explain in the Comments section the worker's recent history. This should include the date of the move, the location from and location to, plus the qualifying activity. For example,

07/23/17 moved from Eagle Pass, TX to Glencoe, MN, packed corn (1<sup>st</sup> history)

06/12/18 moved from Eagle Pass, TX to Glencoe, MN, packed peas (2<sup>nd</sup> history)

5. The qualifying work\*, \_\_\_\_\_ (**describe agricultural or fishing work**), (Continued below)

- Describe agricultural or fishing work. When describing the specific agricultural or fishing work, the recruiter should use an action verb (e.g., "picking") and a noun (e.g., "strawberries"). In other words, the recruiter should describe the worker's action (e.g., "picking") and the crop, livestock, or seafood (e.g., "strawberries"). For example: picking strawberries; thinning sugar beets; grape pruning; detasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and crab harvesting.

(Continued from above)...was (**make a selection in both a. and b.**):

a. **seasonal OR temporary employment**, (Continued below)

- Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. (34 C.F.R. § 200.81(o)).

- Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, *but not longer than 12 months*. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. (34 C.F.R. § 200.81(p)).

b. (Continued from above)... **agricultural OR fishing work**.

- Mark the box for “agricultural work” if the work involves the production or initial processing of raw agricultural products such as crops, poultry, or livestock, dairy work, as well as the cultivation or harvesting of trees. (Section 1309(2) and 34 C.F.R. § 200.81(a)). The work may be performed either for wages or personal subsistence.

- Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (34 C.F.R § 200.81(c)). The work may be performed either for wages or personal subsistence.

(\*) Mark the box for “personal subsistence” if “...the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch” (34 C.F.R. § 200.81(m)). Also provide a comment in the Comments section.

6. **(Only complete if “temporary” is checked in #5a)** The work was determined to be temporary employment based on:

a. **worker’s statement** (provide comment), OR

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker’s family (e.g., spouse) if the worker is unavailable (provide comment). Provide explanatory comments in Comments section. For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

b. **employer’s statement** (provide comment), OR

- Check this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time period (e.g., 3 months) or until a specific task is completed and the work is not one of a series of activities that is typical of permanent employment. Provide explanatory comments in Comments section.

c. State documentation for \_\_\_\_\_ (employer). **(Not applicable for MN)**

- Check this box upon verification that the State has current documentation to support that the work described in #5 is temporary employment for this particular employer.

- Employer. Identify the employer, whether it is the name of or code for a farmer, a grower, a business, or a corporation, where the worker engaged in qualifying work.

**Comments Section (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable).**

The image shows a screenshot of a form titled "IV. COMMENTS – (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, and if applicable.)". The form has a large empty rectangular box for writing comments. At the bottom of the form, there are two checkboxes: the first is labeled "The temporary work is/was less than 12 months. Expected time frame is/was from MM/YYYY to MM/YYYY." and the second is labeled "McKinney-Vento Eligible".

The “Comments section” of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter’s eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter’s reasoning for determining that the child(ren) is eligible. At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable. As mentioned previously, these items include the following scenarios documented in the Qualifying Moves and Work Section:

**\*If applicable, check: personal subsistence (provide comment)**

- **#2bi:** The child(ren) and worker moved separately. If the child(ren) joined or preceded the worker, record the reason for the child’s later move or the worker’s later move. If the worker moved from a different school district than the child(ren), record the name of the school district in which the worker resided immediately prior to the move.
- **#4a:** The worker engaged in new qualifying work more than 60 days after the qualifying move. Remember to verify with SEA before making eligibility determination.
- **#4b:** The worker did not engage in new qualifying work soon after the qualifying move. In this case, the recruiter must document that: The worker actively sought new qualifying work; AND the worker has a recent history of moves for qualifying work
- **#5:** The worker is a migratory agricultural worker or migratory fisher on the basis of “personal subsistence,” meaning “that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.” (34 C.F.R. § 200.81(m)).
- **#6a or 6b:** The employment is temporary based on the worker’s statement or the employer’s statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.

Check this box: The temporary work is/was less than 12 months. Expected timeframe is/was from MM/YYYY to MM/YYYY. Record the information provided by the worker or employer regarding how long they expect the employment to last.

- McKinney-Vento Eligible. Children and youth who experience homelessness have the right to receive a free, appropriate public education ensured by the McKinney-Vento Act. The law requires schools to remove barriers to enrollment, attendance and success for homeless students. See Migrant Students Experiencing Homelessness to check for eligibility. Mark this box if applicable.

The recruiter must provide additional comments on the COE in the following circumstances and in any other circumstances in which a third party may question the eligibility determination:

- The information on the COE needs additional explanation to be clearly understood by an independent, outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A "move" is of such brief duration that one could question whether it was a move from one residence to another residence, due to economic necessity.
- An interviewee uses a symbol such as an "X" or other valid mark as a signature.
- The person who provided the information on the COE form (interviewee) is not the worker.
- The mailing address is different from the child(ren)'s physical residence.
- The child(ren)'s legal parent/guardian(s) differ from the current parent/guardian(s) listed.

**Interviewee Signature Section.** The interviewee signs and dates the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.

V. INTERVIEWEE SIGNATURE		
I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C Migrant Education Program. I certify that the above information is correct to the best of my knowledge. My rights, responsibilities and FERPA have been explained to me (see back of this form). I hereby authorize the school district, the MN Migrant Education Program, Hamline/MMERC, and Tri-Valley Opportunity Council, Inc. to release/transfer my child's education and health records to/from other schools and educational agencies. I grant permission for my child(ren) to be given emergency medical treatment. I understand the contact information I provided will be used for communication purposes.		
<input type="checkbox"/> Due to COVID-19 pandemic signature was unable to be collected. Verbal authorization was obtained and interviewee agrees to the above statement and the information collected on the COE.		
Signature	Relationship to the child(ren)	Date

It's very important to apprise the interviewee of FERPA and their rights and responsibilities (found on the back of the COE). **Read the following statement in the Interviewee Signature section:**

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true. I certify that the above information is correct to the best of my knowledge. My rights, responsibilities and FERPA have been explained to me (see back of this form). I hereby authorize the school district, the MN Title I, Part C Migrant Education Program, and Tri-Valley Opportunity Council, Inc. to release/transfer my child's education and health records to/from other schools and educational agencies. I grant permission for my child(ren) to be given emergency medical treatment.

#### **Signature (Interviewee), Relationship to the child(ren), and Date**

The person who signs the COE **or verbally agrees** must be the source of the information contained in the document and should verify any information provided by another source. **During a phone/video conference call, we are not collecting the interviewee signature. Check the box: ☐ Due to COVID-19 pandemic, signature was unable to be collected. Verbal authorization was obtained and interviewee agrees to the above statement and the information collected on the COE.** We may need to collect the signature at a later date and families will be notified if necessary. During face-to-face interview, if the interviewee is unable to sign his or her name, he or she must mark an "X" in the signature section and the recruiter must print the interviewee's name and relationship to the child in the Comments section. If the interviewee refuses to sign his or her name, the recruiter must document the interviewee's refusal in the Comments section and print the interviewee's name and relationship to the child.

**Eligibility Certification Section.** The recruiter signs and dates the COE on the day the interview is conducted.

<b>VI. ELIGIBILITY DATA CERTIFICATION</b>	
I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C.1001.	
_____ Signature of Interviewer	_____ Date
_____ Signature of Designated SEA Reviewer	_____ Date

*I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for TI-MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.*

#### **Signature of Interviewer (Recruiter), Date**

#### **Signature of Designated SEA Reviewer, Date**

The SEA Reviewer must check each completed COE to ensure that the written documentation is sufficient and that, based on the recorded data, the child(ren) may be enrolled in the Title I, Part C

Migrant Education Program or Migrant Head Start. The SEA Designated Reviewer must sign and date the COE on the day it was reviewed.

### Quality Control

*Always review the COE before entering into MIS2000 or mailing to MES Data Coordinator.* The person filling out the COE is always the **1<sup>st</sup> Reviewer**. The MES Data Coordinator is the **2<sup>nd</sup> Reviewer** and will review the **paper COE** for complete information and accurate eligibility determination *before it* has been entered into MIS2000 or the **eCOE** *after* it has been entered into MIS2000.

Name of 1 <sup>st</sup> Reviewer (Please Print) _____	2 <sup>nd</sup> Reviewer _____
Entered in MIS2000 on ____ / ____ / ____ by _____	COE ID # _____

Check that the COE is complete and includes comments where applicable. Make sure interviewee checks spelling of names, DOB and other information for accuracy. **Print your name as 1<sup>st</sup> Reviewer.**

**Anyone with access to MIS2000 or web-based MIS2000 needs to enter their paper COEs into the database within 24 hours.**

Name of 1 <sup>st</sup> Reviewer (Please Print) _____	2 <sup>nd</sup> Reviewer _____
Entered in MIS2000 on ____ / ____ / ____ by _____	COE ID # _____

**Include date entered in MIS2000, your initials and COE ID #.**

***Mail COE to the MES Data Coordinator @ LCAO 200 E. Bowler St., Le Center, MN 56057.***

**You will be notified if a COE needs updates or clarification for eligibility. It is crucial to update the COE as services cannot begin until the COE is signed by the SEA.**



## Minnesota Migrant Education Program Family/Student Needs Assessment

This form is available online or may be printed. It should be filled out completely and submitted with the original paper COE to the Migrant Education Services Data Coordinator.

*Directions: Please complete the information below for each child in the family interviewed. Then mark the boxes that the parent/student identified as needed based on your interview with them.*

Student Name	<input type="text"/>	Date of Birth	<input type="text"/>	Age	<input type="text"/>
Home-base School	<input type="text"/>	Last Grade Completed	<input type="text"/> Other - add comment		
Minnesota Address	<input type="text"/>			Out-of-School Youth?	<input type="radio"/>
Best Student/Parent Phone	<input type="text"/>	Okay to text?	<input type="radio"/>	Preferred Language	<input type="text"/> Other - add comment
Student/Parent Email	<input type="text"/>			Best other way to inform you	<input type="text"/> WhatsApp <input type="button" value="v"/>

- Record the child's legal first and last name.
- Record the child's date of birth.
- Record the child's age.
- Record the name of the school where the child attends when they return to their home base.
- Record the child's last grade completed. If you select other, add a comment in the Comments box.
- Record the child's Minnesota address where they currently live.
- Is the child an out of school youth? Check the circle if yes.
- Record the best telephone number for the student/parent.
- Is it okay to text? Check the circle if yes.
- Record or select preferred language from drop-down. If you select other, add a comment in the Comments box.
- Record the student/parent's email address.
- Record or select other social media that would be best to inform them.

### 1. What Supplementary INSTRUCTIONAL SERVICES are needed most? (Check all that apply.)

<b>1. What Supplementary INSTRUCTIONAL SERVICES are needed most? (Check all that apply.)</b>		
<input type="checkbox"/> Reading	<input type="checkbox"/> Study Skills	<input type="checkbox"/> Out-State-Assessment Tutoring
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Preparing for Kindergarten	<input type="checkbox"/> Making up Credits
<input type="checkbox"/> Learning English	<input type="checkbox"/> SAT/ACT Preparation	<input type="checkbox"/> GED Preparation
<input type="checkbox"/> Writing	<input type="checkbox"/> Acceleration Courses	<input type="checkbox"/> Tutoring
<input type="checkbox"/> ACT/SAT Preparation	<input type="checkbox"/> Leadership Opportunities	
<input type="checkbox"/> College and Career Exploration	<input type="checkbox"/> Other: <input type="text"/>	

- Check all supplementary instructional services that are needed (ex. MEP-paid teacher or system contracted to conduct reading and/or math instruction; purchasing materials and/or registration for a student to take the GED exam; assistance with orientation to higher education; facilitating work-study opportunities for students).
- If Other is checked, add instructional service in field.

**2. What Supplementary SUPPORT SERVICES are needed most?** *(Check all that apply.)*

**2. What Supplementary SUPPORT SERVICES are needed most?** *(Check all that apply.)*

<input type="checkbox"/> School Supplies	<input type="checkbox"/> Dental Care	<input type="checkbox"/> Translation/Interpretation
<input type="checkbox"/> Food Assistance	<input type="checkbox"/> Vision (Glasses)	<input type="checkbox"/> Locating Community Resources
<input type="checkbox"/> Transportation	<input type="checkbox"/> Medical/Health Care	<input type="checkbox"/> Vaccinations
<input type="checkbox"/> McKinney-Vento Homeless Assistance	<input type="checkbox"/> Legal Aid Resources	<input type="checkbox"/> Pick-up Point for Free Meals
<input type="checkbox"/> <b>Device for online learning:</b>	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Social Services
<input type="checkbox"/> Computer or Tablet	<input type="checkbox"/> Navigating Systems	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Internet Connection	<input type="checkbox"/> COVID-19 Resources	<input type="checkbox"/> Child Care
	<input type="checkbox"/> Other: <input type="text"/>	

- Check all supplementary support services that are needed (ex. Giving students program-funded educational supplies; advocating such as linking with other agencies or school services; activities that assist in accessing basic human needs such as food, clothing, and shelter; helping with school enrollment; advocacy related to COVID-19; arranging health/dental visits)
- If Other is checked, add instructional service in field.

**3. Parent involvement: What would help you support your child's education?** *(Check all that apply.)*

**3. Parent involvement: What would help you support your child's education?** *(Check all that apply.)*

<input type="checkbox"/> Learning English	<input type="checkbox"/> Increasing family literacy	<input type="checkbox"/> College Information
<input type="checkbox"/> Helping with homework	<input type="checkbox"/> Identifying community resources	<input type="checkbox"/> Worker's Right Information
<input type="checkbox"/> Using computers	<input type="checkbox"/> Earning High School Diploma/GED	<input type="checkbox"/> Other: <input type="text"/>

- Check all parent involvement items that would help support the parent in their child's education.

**4. Your Child: Which of the following apply to your child?** *(Check all that apply and explain in comments section.)*

**4. Your Child: Which of the following apply to your child?** *(Check all that apply and explain in comments section.)*

<input type="checkbox"/> Wears eyeglasses	<input type="checkbox"/> Has a food allergy	<input type="checkbox"/> Has an IEP (Special Education services; ex. speech, behavior)
<input type="checkbox"/> Wears hearing aids	<input type="checkbox"/> Takes medications	<input type="checkbox"/> Receives English language services
	<input type="checkbox"/> Has a Medical Alert	<input type="checkbox"/> Receives Gifted/Talented services
		<input type="checkbox"/> Other: <input type="text"/>

**Comments:**

- Check all that apply to the child and explain in comment section.
- Add any comments from above fields if necessary.

**Person who filled out the Needs Assessment**

Completed by	<input type="text"/>	Date	<input type="text"/>
Contact Email	<input type="text"/>	Contact Phone	<input type="text"/>

- Completed by – Enter your name
- Date – Enter the date the form was filled out. Should be the same date as the COE.
- Contact email – Enter your email address
- Contact Phone – Enter your telephone number