



Electronic Certificate of Eligibility & Needs Assessment Instructions

Electronic Certificate of Eligibility (eCOE)

Purpose

The eCOE 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 eCOE is used to enroll eligible migratory children/youth into the MIS2000 system, a web-based system that both allows storage, retrieval and reporting of a migratory 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/youths in the state.

Sections of the COE

The eCOE is designed to record the information necessary to document MEP eligibility as determined by Federal statute. The Minnesota electronic 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 minimum data elements required by the federal or state migrant agency.
- 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. Qualifying moves should be within 36 months of the recruiter's interview date.
- 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 eCOE to be accurate. The SEA Reviewer also signs and dates the form; documenting her/his confirmation the information is accurate.

ESSA COE General Instructions

An eCOE 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) MEP.

All attempts should be made to complete all data elements and sections of the eCOE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these

cases, the recruiter can leave that data element blank. All other information must be provided. *Sections I & III, States – You are only required to enter a state name if the family is coming from US, Mexico, or Canada; otherwise, you can leave this box blank. Make sure the country you select is correct.*

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 (listed in #1 of the Qualifying Moves and Work section). 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 collaboration 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.*

Instructions on how to enter an eCOE on Web-based MIS2000

Things to know before you get started...

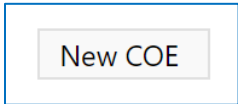
- Before starting a new eCOE, search MIS2000 before entering family data to avoid duplicate entries.
- Check MSIX or MIS2000 to avoid entering a duplicate record.
- In MSIX, log in to your account. - Do a Student Search
 - First Name, Last Name
 - Date of Birth, MM/DD/YYYY
 - Results, select the student's name
 - Verify QAD
 - If QAD is the same, do not create new eCOE
 - If QAD is different, verify the information with the interviewee and create a new eCOE if applicable
- In Web based MIS2000 log in to your account.
 - Email Address: example@mn1234.com
 - Password: &*%\$#@
 - Sign in
- Make sure that you have selected the “COE” tab before searching for a COE.
- Make sure that you have selected "All" for COEs with status “All”

Search

Search COEs with status **All**

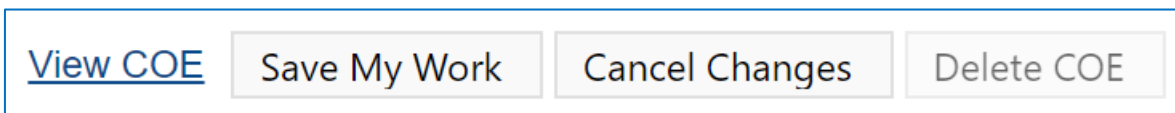
students coes lists

- To enter a New COE, click on New COE. Located in the *upper right-hand corner* of the web page.



- Information that you have entered can be saved at any time during the entry of the COE.
- All six sections of the COE must be entered when completing each new eCOE.
 - I. FAMILY DATA
 - II. CHILD DATA
 - III. QUALIFYING MOVES & WORK
 - IV. COMMENTS
 - V. INTERVIEWEE SIGNATURE
 - VI. ELIGIBILITY DATA CERTIFICATION
- ALL eCOE fields must be complete in order for it to be submitted for approval. If any information is missing, you may receive an error message or the eCOE will not pass through.
- Each eCOE you complete on your tablet will have one of six status titles. Knowing what each one means is extremely important to ensure all eCOEs are approved with the fastest turnaround time possible. Below are the six different status titles of eCOEs along with its description:
 - **INCOMPLETE**—the eCOE has not been submitted for approval.
 - **NEW**—the eCOE has been submitted for approval.
 - **REVIEWED** — the eCOE has been reviewed by the designated second reviewer.
 - **VERIFIED** – the student information for each child listed on the eCOE has been verified.
 - **REJECTED**—the eCOE was rejected and sent back for changes. Once the changes are complete you must submit the eCOE again for approval.
 - **ACCEPTED**—the eCOE is approved and will have SEA Reviewer name and signature.
- Below is a screen shot from Web-based MIS2000 illustrating the different button functions you will use to create new eCOEs and view previous. There are some powerful buttons here. **The delete Button on the COE Data panel (Delete COE) should not be used by anyone other than the Data Systems Manager or other assigned manager/deputy director of Migrant Education Services.**

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



Family Data. 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 1 **PARENT 2**

Last Name 1 Last Name 2 First Name Middle Name DOB Last Name 1 Last Name 2 First Name Middle Name DOB

CURRENT ADDRESS OK to text

Street City State Zip Phone Current County

HOME BASE ADDRESS

Street City State Zip Country Phone Email

Emergency Contact

Name Phone Number

This family may qualify for McKinney-Vento Act services.

Record legal last name (or names) and legal first and middle 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 or other person who is standing in the place of the parent (in 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.

Complete the following information:

- **School Year.** Select the appropriate school year based on the current performance period and your interview date (ex. If your interview is any time between September 1, 2022, and August 31, 2023, select 22-23).
- **Parent/Guardian 1.** Record the name of the male* individual (if any) currently responsible for the child(ren) - last name 1, last name 2, first name, middle name. *If there is no male parent/guardian information disclosed, leave blank.*
- **Birth Date.** Record the month, day and year Parent/Guardian 1 was born.
- **Parent/Guardian 2.** Record the name of the female* individual (if any) currently responsible for the child(ren) - last name 1, last name 2, first name, middle name. *If there is no female parent/guardian information disclosed, leave blank.*
- **Birth Date.** Record the month, day and year Parent/Guardian 2 was born.

If the child is responsible for his or her own welfare (e.g., emancipated youth), **leave add their name to either Parent/Guardian 1 and Parent/Guardian 2 fields blank.** Record the emancipated youth’s telephone and email address in Parent/Guardian 1 or Parent/Guardian 2 telephone and email address fields.

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

- **Parent/Guardian 1 Telephone.** Record the telephone number, including area code, of the individual currently responsible for the child(ren) – 000-000-0000. If no Parent/Guardian 1 is listed, leave blank.
- **Parent/Guardian 1 Email Address.** Record the email address of the individual currently responsible for the child(ren). *If no email address is available, leave blank.*
- **Parent/Guardian 2 Telephone.** Record the telephone number, including area code, of the individual currently responsible for the child(ren) – 000-000-0000. If no Parent/Guardian 2 is listed, leave blank.
- **Parent/Guardian 2 Email Address.** Record the email address of the individual currently responsible for the child(ren). *If no email address is available, leave blank.*
- **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. **If the current address is due to a non-qualifying move, provide the reason for residency at this current address.**
- **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>)
- **Current County.** Record county of current address.
- **Okay to Text.** Check box if family agrees to receive text messages from TVOC.
- **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 in place of the street name and number*, but include the city, state and zip code. *Leave the state field blank for states from countries other than the United States, Mexico, or Canada.*
- **Emergency Contact Name/Number.** Record the name and telephone number of the family’s emergency contact. *This is not the Parent/Guardian 1 or Parent/Guardian 2 contact information.*
- **Check McKinney Vento Act** box if there are indicators that the family may be homeless. If you need the McKinney Vento Act definition, please reach out to Tri-Valley Opportunity Council, Inc. staff.

This family may qualify for McKinney-Vento Act services.

Family Needs Assessment

Preferred Language Best other way to inform you

Parent Involvement: What would help you support your child's education ?

Learning English
 Increasing Family Literacy
 College Information
 Helping with Homework
 Identifying Community Resources
 Worker's Right Information
 Using Computers
 Earning a High School Diploma/GED
 Other:

Other comments

Family Needs Assessment

- Primary Language – Select from drop-down
- Secondary Language – Select from drop-down
- Best other way to inform you – Select from drop-down
- Parent Involvement: What would help you support your child’s education? Select all that are applicable.

Child Data. Child data includes the name, sex, birth date, etc. of each 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 [see “Family Data” above for additional definition] or (2) eligibility data—including a different QAD— must be documented on a separate COE. Be sure to include the COE ID #s in the Comments Sections of each COE if the family has more than one COE.

- To add a new child on the eCOE, click on a row below the Last Name 1 label.

II. CHILD DATA

Click on a row below to Add/Edit Student School History.

Last Name 1	Last Name 2	First	Birth Date	School ID	Enroll Date	Gr		
								Del

ID
 Last Name 1
 Last Name 2
 First Name
 Middle Name
 Suffix
 Sex
 Birth Date
 Verification
 Multiple

Ethnicity
 Binational
 Homebase School
 Designated Graduation School

Res Date
 Grade
 Drop Out
 HS Ref
 NESO/OSYRef
 Facility Name
 Enroll Date
 District of Residence

Comments

Save Student Cancel

Complete the following child information in the Child Data section.

▪ **MARSS ID.** You are not required to enter this information.

▪ **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, leave it blank.

▪ **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, leave it blank. *Make sure all names are accurate and complete.*

▪ **Suffix.** Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, leave it blank.

▪ **Sex.** Record the child's sex: "Male (M)," "Female (F)," or "Other (O)."

▪ **Birth Date.** Record the month, day and year the child was born – MM/DD/YYYY.

▪ **Verification.** Select the birth date verification code from the drop-down menu that corresponds to the evidence used to confirm each child's birth date.

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 select 1007 – parent's affidavit.

▪ **Multiple Birth Flag (MB).** Select Y (yes) if the child is a twin, triplet, etc. or N (no) if the child is not a twin, triplet, etc.

▪ **Ethnicity (Race).** Select one of the racial/ethnic values from the drop-down menu to reflect the general racial category that most clearly reflects the student’s recognition of their community or with which they most identify.

Note: If you choose “Hispanic Indicator” you will need to select an additional race value(s) – otherwise you will receive an error message.

- **Hispanic Indicator.** Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
- **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.
- **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.
- **Black or African American.** A person having origins in any of the black racial groups of Africa.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

▪ **Binational.** Select Y (yes) if the student has traveled between **Mexico and the US within the last 36 months.** Select N (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.”

▪ **Homebase School.** Record the name of the school where the child attends when they return to their home base. If a child is P0-P5 or OSY, leave blank.

▪ **Designated Graduation School.** Record the school or facility from which a secondary student (**9th-12th grade**) expects to graduate. If they do not know, enter “Unsure of DGS” in the Comment.

▪ **Residency Date.** Record the date that the child(ren) moved to (i.e., arrived in) the present school district. **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.**

▪ **Grade. Completed for all children.** 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; or the grade in which the child last enrolled *during the regular school year, if recruited during the summer.*

- KG - Kindergarten
- 01 - Grade 1
- 02 - Grade 2
- 03 - Grade 3
- 04 - Grade 4
- 05 - Grade 5
- 06 - Grade 6
- 07 - Grade 7
- 08 - Grade 8
- 09 - Grade 9
- 10 - Grade 10
- 11 - Grade 11
- 12 - Grade 12
- 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.
- **00 - Out-of-School 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.)

For those children who are not ~~enrolled in school~~ **at grade level**. The number following the “P” corresponds to the age of the child on September 1 of the program year.

- **P0** - Age Birth
- **P1** - Age 1
- **P2** - Age 2
- **P3** - Age 3 (not in Kindergarten)
- **P4** - Age 4 (not in Kindergarten)
- **P5** - Age 5 (not in Kindergarten)

For data entry staff, use the following if applicable:

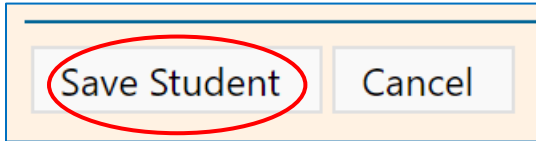
- **PS** - Age 0-5; In a Pre-school program (not in Kindergarten)
- **PX** - Age 0-5; Preschool attendance unknown (not in Kindergarten)

▪ **Dropout.** Select Y (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. Select N (no) for non-school-age and school-age children and youth 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.

▪ **Facility Name.** Select the school where child attends in their district of residence. This is based on **Enrollment Type 06 when Recruiters complete a COE to enroll eligible migratory children into the Minnesota Migrant Education Program and not an actual school or program.** For preschoolers and OSY, select the school closest to their current residence address that is in the same school district the

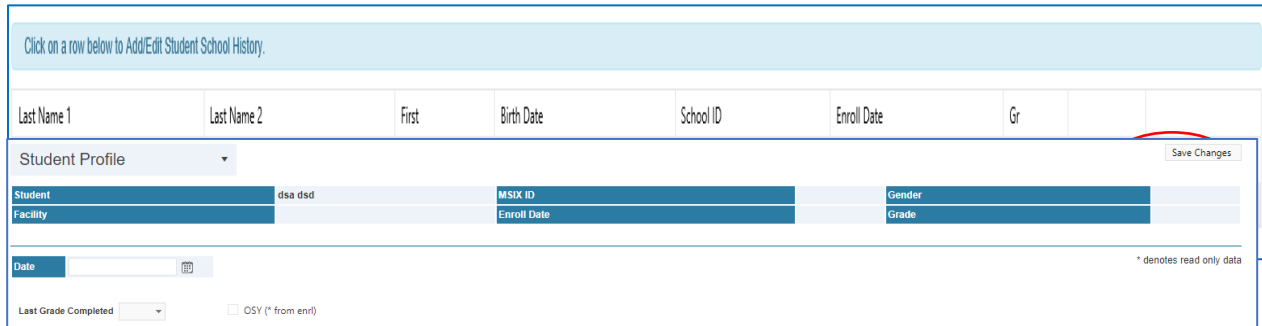
family moved to. *Add a comment if they are attending a particular place, for example Owatonna Summer Migrant Program or if the children are open-enrolled in another school district.*

- **District of Residence.** Name of the district the child resides in.
- **Comments.** You may add comments in the box for this student/child.
- Click **Save Student** (bottom-left corner of the Child Data section)



Completing the Student Profile.

- To add student needs assessment information, click on Profile.

A screenshot of a web form for adding or editing student school history. The form has a header with the instruction 'Click on a row below to Add/Edit Student School History.' Below this is a table with columns: Last Name 1, Last Name 2, First, Birth Date, School ID, Enroll Date, Gr, and an empty cell. A 'Save Changes' button is located at the top right of the table. Below the table is a 'Student Profile' section with a dropdown menu. The profile section contains several fields: Student (with value 'dsa dsa'), MSIX ID, Gender, Facility, Enroll Date, and Grade. There is also a 'Date' field with a calendar icon and a 'Last Grade Completed' dropdown menu. A checkbox labeled 'OSY (* from enr)' is also present. A note at the bottom right states '* denotes read only data'.

Student Profile

- **Date** – Select the date in which you are entering
- **Last Grade Completed** – Select from the drop-down
 - KG - Kindergarten
 - 01 - Grade 1
 - 02 - Grade 2
 - 03 - Grade 3
 - 04 - Grade 4
 - 05 - Grade 5
 - 06 - Grade 6
 - 07 - Grade 7
 - 08 - Grade 8
 - 09 - Grade 9
 - 10 - Grade 10
 - 11 - Grade 11
 - 12 - Grade 12

- 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.
- **00 - Out-of-School 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.)

What Supplementary **INSTRUCTIONAL SERVICES** are needed most? (check all that apply)

<input type="checkbox"/> Reading	<input type="checkbox"/> College and Career Exploration	<input type="checkbox"/> Out-State-Assessment Tutoring
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Study skills	<input type="checkbox"/> Making up Credits
<input type="checkbox"/> Writing instruction	<input type="checkbox"/> Preparing for kindergarten	<input type="checkbox"/> GED Preparation
<input type="checkbox"/> Learning English	<input type="checkbox"/> Acceleration Courses	<input type="checkbox"/> Tutoring
<input type="checkbox"/> ACT/SAT Preparation	<input type="checkbox"/> Leadership Opportunities	<input type="checkbox"/> Chat Program
<input type="checkbox"/> Other:		

- **What Supplementary INSTRUCTIONAL SERVICES are needed most?** (check all that apply) **Update**
 - 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.

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
Device for online learning:	<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:		

- **What Supplementary SUPPORT SERVICES are needed most?** (check all that apply)
 - 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.

Parent Involvement: What would help you support your child's education ? (*from COE)

<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:		

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

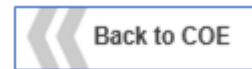
- Comments: Add any additional information that may be necessary to add. Add a comment here if family indicates this child has no needs at this time.

Your Child: Which of the following apply to your child? (check all that apply) Comments

* - denotes read only data from other areas in the database

<input type="checkbox"/> Wears eyeglasses	<input type="checkbox"/> Has a food allergy	<input type="checkbox"/> Has an IEP (* from Enrollment)
<input type="checkbox"/> Wears hearing aids	<input type="checkbox"/> Takes medications	<input type="checkbox"/> Receives English language services
<input type="checkbox"/> Other:	<input type="checkbox"/> Has a Medical Alert (* from Student)	<input type="checkbox"/> Receives Gifted/Talented services

- DO NOT SKIP THIS STEP – **Save Changes** at the top right-hand corner of the Student Profile page. Once you are complete with the Student Profile page, go back to the COE and complete entering in the information.



- Click on **Back to COE** – right above the **Save Changes** button.

▪ **To add another child on the current eCOE**, click on a row below the Last Name 1 label. If not, skip down to the Qualifying Moves & Work Section.

II. CHILD DATA

Click on a row below to Add/Edit Student School History.

Last Name 1	Last Name 2	First	Birth Date

The child information that was just entered moves a row down and all fields will blank out.

- Complete the required fields for the added child, including the steps to the Students Profile page. Repeat for all children in the family. Babies born after the move (BAM) should not be added in the Child Data section. Include them in section IV. Comments.
- Once all children have been added to the eCOE, move on to the Qualifying moves & work section.

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 TO a residence in

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 is the child or child's Parent/Guardian Spouse

i. (Complete if "to join or precede" is checked in 2 a.) The child(ren) moved on (provide comment)
The Worker moved on (provide comment)

2bi - To Join or Precede Comments

3. The Qualifying Arrival Date was

4. The worker moved due to economic necessity on from a residence in to a residence in and

a. engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
4A - Provide comment if worker engaged more than 60 days after the move.

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

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

6. (Complete if "temporary" is checked in #5) 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

6 - Temporary Work Comments

The temporary work listed above will be less than 12 months. Expected time frame is:

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., #3 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**].

- **Items 1-6.** Complete the following information for items 1-6 on the qualifying moves & work section:

These fields are used to confirm Migrant Education Program eligibility for the children and the worker’s status as Migratory Agricultural Worker or Migratory Fisher.

III. QUALIFYING MOVES & WORK			
1. The child(ren) listed on this form moved due to economic necessity from a residence in	From District	From City	State
	From District	From City	State
TO a residence in	To District	To City	State
	To District	To City	State

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

▪ **From District (name), From City, State, and 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. **If this school district is different than the current district of residence due to a non-qualifying move, provide a comment stating which school district the children attend/reside in. Leave the state field blank for states from countries other than the United States, Mexico, or Canada. Make sure to select the appropriate country.**

TO a residence in

▪ **To District, To City, and State.** This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join/precede, 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.

b. The worker is the child or child's Parent/Guardian Spouse

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.
- Select “**as the worker**” if the child moved as the worker.
 - Select “**with the worker**” if the child(ren) moved with the worker.
 - Select “**to join or precede the worker**” if the child(ren) moved either before or after the date the worker moved. If this is selected, complete “i” under 2b.
- b. The worker, (First and Last Name), (Continued below)
- Enter the first and last name of the individual who is a migratory agricultural worker or migratory fisher (i.e., the child’s parent/guardian or spouse, or the child – if on own as worker) in the free text box.

(Continued from above) (The radio buttons offer three relation choices): *is the child OR child’s parent/guardian OR spouse.*

- Select the appropriate one that indicates whether the worker is the child or the child’s relationship to the worker (i.e., parent/guardian or spouse).

(Complete 2bi if “to join or precede” is checked in 2a.)

i. (Complete if “to join or precede” is checked in 2 a.) The child(ren) moved on . (provide comment)

The Worker moved on . (provide comment)

2bi - To Join or Precede Comments

- 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 *2bi – To Join or Precede Comments* field.

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 the SEA with the information to determine if the children are eligible and a COE completed.

4. The worker moved due to economic necessity on from a residence in From City State Country

to a residence in To 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 AND has a recent history of moves for qualifying work (provide comment)

3. The worker moved due to economic necessity on (Date), from a residence in (From District/From City/State/Country) (Leave the state field blank for states from countries other than the United States,

Mexico, or Canada.) to a residence in **(To District/To City/State)**, and: **[Select one of the following: either a or b.]**

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

- Select this 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.

**Soon after is considered to be between 60 and 90 days after the qualifying move. If the worker engaged in qualifying work any time after 90 days of their qualifying move, notify the MES Manager of the reason prior to a COE being completed and submitted. If the reasoning is considered extenuating circumstances by the MES Manager, you will be able to complete the COE.*

- Explain in the 3A. Comments field 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 90 days after the qualifying move described in #3.

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

- Select this 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 #3, and has a recent history of moves for qualifying work.

4B - Explain how/when worker actively sought new qualifying work including recent work history.

- Explain in the **Recent History of Moves** Comments section the worker’s recent history. The history should be at least two moves for recent history.

For each of the two moves you will document

- **Move #1** – (1) Move Date, (2) from City, State, Country, (3) to City, state, and (4) qualifying work.
- **Move #2** – (1) Move Date, (2) from City, State, Country, (3) to City, state, and (4) qualifying work.

Leave the state field blank for states from countries other than the United States, Mexico, or Canada. Moves **from the United States to another country** are not considered a qualifying move. Therefore, agricultural work in another country would not be considered qualifying work.

- **3B** – Explain how/when worker actively sought new qualifying work including recent work history.
- Explain what the individual did to actively seek 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).
- An individual’s recent history of moves for qualifying work does not have to be from one school district to another and engagement in qualifying work that follows the historic moves does not have to occur “soon after” each move. However, any such historic move must meet the definition of a “move” under 34 C.F.R. § 200.81(j), which requires a change from one residence to another residence that occurs due to economic necessity.

5. The qualifying work* <input type="text" value="describe agricultural or fishing work"/> was (make a selection in both a. and b.):	
a. <input type="radio"/> seasonal, OR <input type="radio"/> temporary employment	*If applicable check: <input type="checkbox"/> personal subsistence (provide comment)
b. <input type="radio"/> agriculture, OR <input type="radio"/> fishing work	

4. The qualifying work* (describe agricultural or fishing work) (Continued below)

- Select the qualifying activity from the drop-down menu based on the information provided by the family. **If you cannot find the exact qualifying activity, contact the Migrant Education Data Systems Manager - email: linda.fournier@tvoc.org**

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

a. seasonal OR temporary employment, (Continued below)

- Select “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)).
- Select “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.

- Select “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.
- Select “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.

* If applicable, check: 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 section IV. Comments.

List Employer Name, Location/City, State	
Employer Name	State
6. (Complete if "temporary" is checked in #5) The work was determined to be temporary employment based on:	
a. <input type="radio"/> worker's statement (provide comment), OR	
b. <input type="radio"/> employer's statement (provide comment), OR	
c. <input type="radio"/> state documentation	
6 - Temporary Work Comments	
<input type="checkbox"/> The temporary work listed above will be less than 12 months.	Expected time frame is: _____ <small>Expected Time Frame</small>

5. (Complete if “temporary” is checked in #4a) The work was determined to be temporary employment based on:

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

▪ Select this 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 of who provided the information in section IV. Comments). Provide explanatory comments in **5 – Temporary Work Comments**. For example, the worker states that he or she only plans to remain at the job for a few months.

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

▪ Select this 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 **5 – Temporary Work Comments**.

c. State documentation (Not applicable for MN)

▪ Select this 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.

▪ Check *The temporary work listed above will be less than 12 months.*

The worker/interviewee must provide the necessary information, such as how soon after the move they engaged in qualifying work and how long they were employed or plan to work, to adequately document how you came to the eligibility decision.

- Check the appropriate timeframe.

Length of temporary employment:

- 0-3 months 4-6 months 7-9 months 10-12 months

- **Employer Name, Location/City, State** – Record the name and location of the employer where the MAW/MF engaged in or actively sought new qualifying work. Include address, if known, or at minimum, the name, city and state.

3. The Qualifying Arrival Date was 

6. The Qualifying Arrival Date was **(MM/DD/YYYY)**.

- Record the QAD, using the two-digit numbers that refer to the month and day, and the four-digit numbers that refer to the year.

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
<i>The child. . .</i>	<i>The QAD is. . .</i>
. . .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.

- Enter the Qualifying Arrival Date which was determined during the interview.

IV. Comments Section (Must include 2bi, 3a, 3b, 4, 5a and 5b of the Qualifying Moves & Work Section, if applicable). If the interviewee’s signature is not collected, provide a brief comment stating the unsafe or impractical reason for the remote interview.

IV. COMMENTS

Comments

** must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move & Work Section.*

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 enter 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, 3a, 3b, 4, 5a and 5b of the Qualifying Moves & Work Section, if applicable. Also include the comment for the Interviewee Signature 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.

▪ **#3a:** The worker engaged in new qualifying work more than 90 days after the qualifying move.

Remember to verify with the SEA before making eligibility determination.

▪ **#3b:** 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

▪ **#4:** 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)).

▪ **#5a or 5b:** 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. **Check the appropriate**

Length of temporary employment:

0-3 months 4-6 months 7-9 months 10-12 months

If options 2bi. or 3b were selected, MIS2000 will not allow you to submit the eCOE for approval unless a comment has been added

- **V. Interviewee Signature:** The recruiter/interviewer did not obtain the interviewee’s signature. The comment must explain the circumstances that prevented the recruiter from obtaining the interviewee’s signature (e.g., interview was conducted remotely, interviewee refused to sign his or her name).

If a signature was not collected for the **Interviewee** Signature Section, the recruiter must provide a comment that clearly explains the “unsafe or impractical” conditions that prevented an in-person interview.

Extenuating circumstances where it may be unsafe or impractical to conduct face-to-face recruitment include, but are not limited to the following conditions:

A. In-person Interview Deemed Unsafe:

1. Hostile or unpleasant environment
 - a. Alcohol/illegal substance consumption occurred onsite
 - b. Intimidating behavior exhibited
 - c. Presence of aggressive pets/animals observed
 - d. Recruiter feels uneasy entering an all-male site on their own
 - e. Uncooperative employer/contractor prohibits access to workers
 - f. Work site adheres to strict food safety protocols
 - g. Unusual or suspicious signs of unsafe conditions (increased incidents of violence or crime in the target area).
2. Weather-related circumstances
 - a. After-effects of severe storms
 - b. Hazardous road conditions
 - c. Wildfire warnings in the area
3. Interviewee requests a remote interview due to health risk concerns
 - a. Infectious disease
 - b. Quarantine procedures

B. Time Sensitive Circumstance that Warrants a Remote Interview

1. Interviewee at risk of moving out of the state
2. Expedited eligibility determination required for vital MEP services

C. In-Person Interview Deem Cost-Prohibitive

1. Not enough recruiters to meet demand
2. Vast distance to interviewee residence
3. Multiple unsuccessful home visits have been made
4. Interviewee is only available at odd hours or remote locations

D. OTHER: FOR SEA CONSIDERATION – Contact SEA with unsafe or impractical reason if not listed above prior to submitting a COE

1. [OPEN FIELD]
 - a. [OPEN FIELD]

Sample remote COE completion statements:

Impractical Statements:

- After multiple attempts, family was only available by phone
- Family not available in person

- Family's home is several hours away making a home visit cost prohibitive
- Work site adheres to strict food safety protocols

Safety Statements:

- Family was only available late at night and recruiter felt unsafe
- Area was not safe at the time of the interview
- Recruiter was unfamiliar with the location and felt unsafe recruiting alone
- Due to (weather condition), in-person visit was unsafe

Health Statement:

- Due to COVID...
- District has health restrictions on staff travel due to...

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.
- 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.
- If a child has graduated, please include name, graduation date and where they graduated from.

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

V. PARENT/GUARDIAN/SPOUSE/WORKER 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, 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.

- Due to extenuating circumstances, the interviewee's signature was not collected. Verbal authorization was obtained. The interviewee agrees to the above statement and the information collected on the COE. (provide comment)

When no signature is collected, provide a brief comment stating the unsafe or impractical reason for the remote interview

Parent/Guardian/Spouse/Worker Signature

- Signature on file

Sign

Parent/Guardian/Spouse/Worker Name

Relationship

It's very important to apprise the interviewee of FERPA and their rights and responsibilities. **Read the following statement in the 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.

If there is an "unsafe or impractical" condition that prevents the collection of the interviewee's signature, please check the box that states:

- Due to extenuating circumstances, the interviewee's signature was not collected. Verbal authorization was obtained. The interviewee agrees to the above statement and the information collected on the COE.*

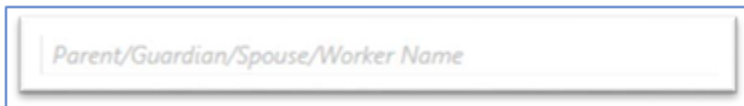
If a signature was not collected for **Interviewee** Signature Section, the recruiter must provide a comment that clearly explains the "unsafe or impractical" conditions that prevented an in-person interview. **See Sample remote COE completion statements above.**

Check that the COE is complete and includes comments where applicable. Make sure interviewee checks spelling of names, DOB and other information for accuracy. *Once all the information has been confirmed and entered on the eCOE, both the family and the interviewer must sign/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. **We are collecting the interviewee signature unless there are extenuating circumstances when conditions are not "safe or**

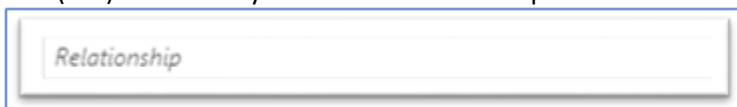
practical” for in-person interview. We may need to collect the signature at a later date and families will be notified if necessary.

The **signatures section** contains 2 separate elements.

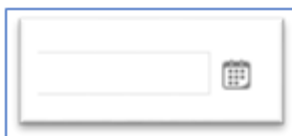
- Click on the **Interviewee** Name section.



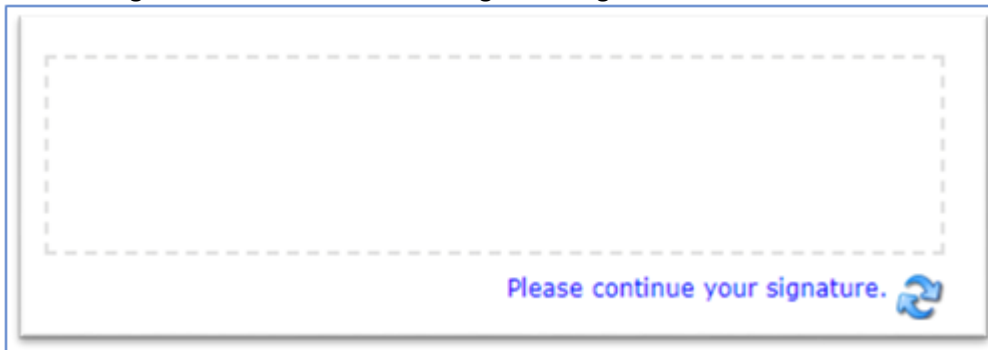
- Using the drop-down menu, select the parent/guardian who provided information to complete the eCOE and determine eligibility or manually enter their first and last name.
- Using the drop-down menu, select or enter the relationship of the selected parent/guardian to the child(ren) or manually enter their relationship to the child.



- Enter the date next to the Calendar icon.



- Click the sign button. The text box changes to a signature box.



- Ask the parent/guardian to sign within the box. 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 record the interviewee’s name and relationship to the child in section IV. Comments. 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.
- **Ask the parent/guardian to enter (print) their name in the space provided.**

VI. Eligibility Data Certification. The recruiter signs and dates the COE on the day the interview is conducted.

VI. ELIGIBILITY DATA CERTIFICATION

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, 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.

Interviewer Signature

Signature on file

Sign

Interviewer Name



The Certificate of Eligibility is a legal document/file. Make sure you understand what you are signing.

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 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.

Interviewer Signature

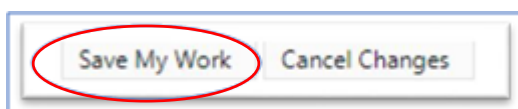
- Continue to the Interviewer Signature and **repeat the steps to complete the interviewer name, date, and signature.**
- Using the drop-down menu, select the interviewer's name who conducted the interview with the family.
- If your name does not appear in the drop-down menu, you will need to **check with the MES Data Systems Manager or MES Manager.**
- **Enter (print) the interviewer's name in the space provided.**
- Enter the date next to the Calendar icon.

Submitting an eCOE for approval. *Always review the COE before submitting.* The person filling out the COE is always the **1st Reviewer**. The Instructional Support Services Assistant is the **2nd Reviewer** and will review the **COE** for complete information and accurate eligibility determination.



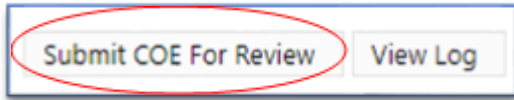
The most important thing to remember is that the management team will not receive an eCOE until you click on **Submit COE for Review**.

- Before submitting your completed COE. Click on *Save My Work*.



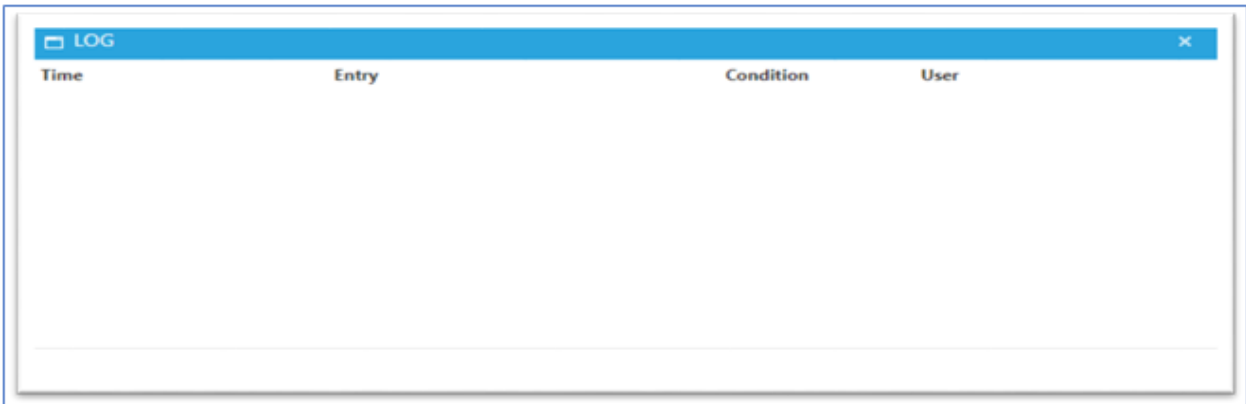
- You will be unable to submit the COE if you do not do the previous step.

- Click the *Submit COE for Review* button.

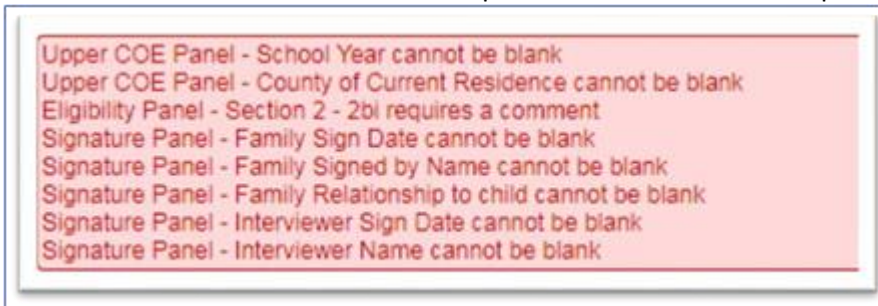


- In the View Log's comment box, add text Reviewed by, your first and last name (Reviewed by – First Name and Last Name).

Comment



- Click on the Submit button
- If any information is missing or incomplete it will provide any error message/s stating the corrections that need to be made prior to submission at the top left of the window.



- If all the information is complete, the eCOE will submit and the status will now change to **NEW**.
- Once the eCOE is reviewed and approved, the status will change to **ACCEPTED**.

- If



the eCOE needs changes, the management team will reject it and make a note of the changes that

need to be made. The status of the eCOE will show as **REJECTED**. The note can be seen in the eCOE log (click on the **view log** button).

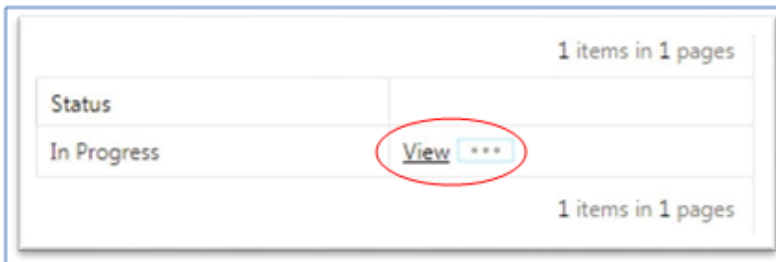
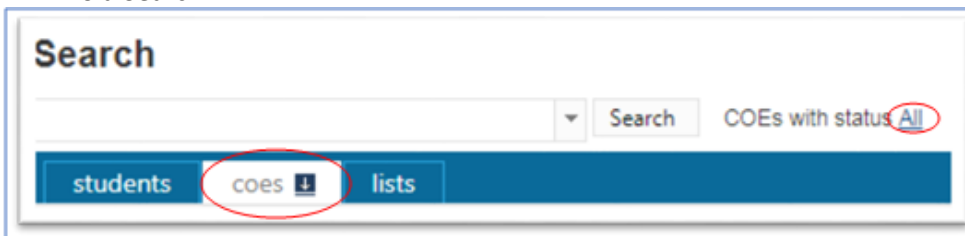
- Once the necessary changes are made, click submit. The status will change to **NEW** until it is reviewed and **ACCEPTED**.

You will notice this pop-up box when there has not been any activity on the screen.

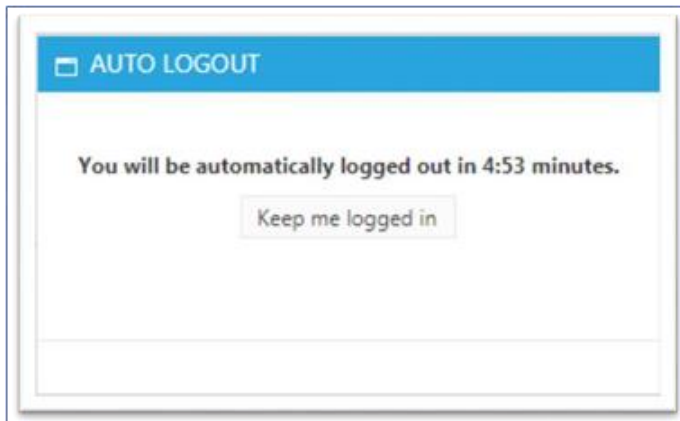
- If you are still working on the COE, simply click on “**Keep me logged in**”.
- If you do not click on the box, your work will be saved and you can continue to work on the COE later.

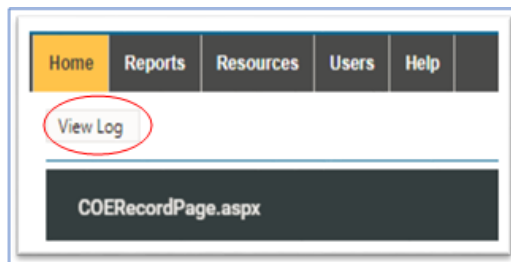
To view the status of a COE

- Make sure that you have selected "All" for COEs with status All
- Also, make sure that you have selected the “COE” tab before searching for a COE.
- Enter in *First Name or Last Name or DOB*
- Do a Search



- Click on View or hover over the three dots and click View COE.
- You can view the condition (status) of the COE by selecting the View Log button on the COE view screen.





A screenshot of a 'LOG' window. The window has a blue header with the text 'LOG' and a close button 'x'. Below the header is a table with four columns: 'Time', 'Entry', 'Condition', and 'User'. The table contains four rows of data.

Time	Entry	Condition	User
4/10/2018 12:25:38 PM		Incomplete	linda.fournier@tvoc.org
4/10/2018 12:50:57 PM	OK	New	linda.fournier@tvoc.org
4/10/2018 2:20:56 PM		Reviewed	dianam@tvoc.org
4/10/2018 4:05:12 PM		Reviewed	dianam@tvoc.org

VI. SEA Reviewer Signature

VI. SEA REVIEWER SIGNATURE

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, 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.

SEA Reviewer Signature

Sign

SEA Reviewer Name

The SEA Reviewer must check each completed COE to ensure that the 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, **enter (print) their name**, and date the COE on the day it was reviewed.

Services cannot begin for migratory children if they are on their first year of eligibility until the COE is signed by the SEA. Migratory children on their second or third year of eligibility may be served.