# National Identification and Recruitment Curriculum Trainer’s Resource Materials: Module 8 Level 1 The COE Process: Completing the COE

| How to Use the Trainer’s Resource Materials | | | | |
| --- | --- | --- | --- | --- |
| **Name of Activity** | **Slide #** | **Title of Resource Page(s)** | **Page #** | **Prep Directions for  Resource Pages** |
| Purpose of the COE | 7 | Purpose of the COE Workmat | 3 | One cardstock copy per pair of participants. |
|  |  | Purpose of the COE Sorting Strips | 4 | One set of cut-apart cards run on cardstock per pair of participants. |
| Components of the COE | 19 | National COE | 5 | Copy of National COE for trainer’s reference. |
| Review of State COE | 20 | Instructions for the National COE | 6–17 | Trainer should decide if these copies will be used in training. Refer to slide notes for more information.  Trainer should customize Resource Materials and slides to reflect the State’s COE. |
| Level 1: Assessment | 24 | Level 1: Assessment and Sample Key | 18–19 | One copy of the assessment per participant; Key is for trainer only. |

## Additional resources needed

For Slide 20

* Blank copy of the State COE, two per participant and two for the trainer.
* Blank copy of the state supplemental form, if applicable. Two per participant.
* Optional – Enlarged State COE (poster size).

| Purpose of the COE: Workmat | |
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| **True** | **False** |
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| Purpose of the COE: Statements ✁ | |
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| 1. The COE is the document that is used to record all key information concerning a child’s eligibility for  the MEP. | 1. In many ways the COE is the most important document generated by the MEP. |
| 1. In certain circumstances, States may decide to allow MEP services to a child before the COE has been completed. | 1. The State often uses the COE data to determine the number of migrant children who live in the state each year. |
| 1. The COE is used to enroll eligible children in the state migratory student database which is accessed by authorized educators as children move with their families. |  |

NATIONAL CERTIFICATE OF ELIGIBILITY



### Instructions for the National COE

The National COE template and corresponding instructions are available on the RESULTS website (<https://results.ed.gov>). The instructions are also provided, in full, in Chapter 8 of the *National ID&R Manual*.

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 MEP.
* 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, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or “N/A” in the appropriate blank. All other information must be provided.
* With the exception of the “Qualifying Move and Work” section, if the instructions ask for additional information in the Comments section and the State has required this information as a State data element, the recruiter does not need to provide the information again in the Comments section. For example, the instructions recommend that recruiters record the first and last names of the child’s legal parent/guardian(s) in the Comments section if different from the current parent/guardian(s). However, if the State includes data elements for legal parent information, the recruiter would not have to repeat this information in the Comments section.
* 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 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.) There are special cases that are described in the instructions for the section titled “Qualifying Move 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 who:
* Was born after the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.
* Is not eligible to receive a free public school 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.

### 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 name of the child(ren)’s parent(s)/guardian(s).

The recruiter may have to pay special attention to ensure that the family’s last name is accurate. A parent or guardian may have different last names or hyphenated names, or the use of last names may vary by culture or ethnic group. It is important that the recruiter become familiar with the naming customs of the various groups that the local MEP serves. *Parent/Guardian 1 [Last Name(s), First Name].* Record thename of the individual (if any) currently responsible for the child(ren). Record this individual’slegal last name (or names) and legalfirst 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, ED recommends providing the name of the child(ren)’s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or “N/A.”

* *Parent/Guardian 2 [Last Name(s), First Name].* Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual’s 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 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, ED recommends providing the name of the child(ren)’s legal parent/guardian in the Comments section. If there is no parent information disclosed, or if the child is responsible for his or her own welfare, (e.g., emancipated youth), write a dash (-) or “N/A.”
* *Current Address.* Record the physical address, including the complete name of the street or road where the child(ren) currently resides. 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, ED recommends providing 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 resides. The U.S. Postal Service has an online zip code directory service (<http://zip4.usps.com/zip4/welcome.jsp>)
* *Telephone*. Record the telephone number, including area code, of the family. If no telephone number is available, write a dash (-) or “N/A.”

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.

* *Residency Date.* Record the date (*MM/DD/YY*) 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 the last two digits of the year. For example, May 20, 2016, would be written as 05/20/16. If the child(ren) qualified for the 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 MEP until after the child and worker each make a qualifying move.
* *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 (-) or “N/A.”
* *Suffix*. Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or “N/A.”
* *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 (-) or “N/A.”
* *Sex*. Record the child’s sex: “Male” or “Female”. States may abbreviate these responses as “M” or “F”, respectively.
* *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 the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.
* *Multiple Birth Flag (MB)*. Record “Yes” if the child is a twin, triplet, etc. Write “No” if the child is not a twin, triplet, etc.). States may abbreviate these responses as “Y” or “N,” respectively.
* *Birth Date Verification Code (Code)*. Record the four numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below). States may choose to abbreviate the codes listed below by recording only the last two digits.

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 “1007” – the number that corresponds to “parent’s affidavit.”

### Completing the Required Data Elements of the COE (Part II)

Qualifying Moves & Work Section.

In this section, record the qualifying move and qualifying work information which the State believes documents the child’s eligibility for the program. 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 the 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 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 moves as, or with or to join, the worker].

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).*

* *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.
* 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 legal or commonly used name of the administrative area 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 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.

1. *The child(ren) moved (complete both a. and b.):*
2. 🞎 *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.

1. *The worker, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (First and Last Name of Worker),*

* 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 the worker).

🞎 *is the child or the child(ren)’s* 🞎 *parent/guardian* 🞎 *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.)*

* *The child(ren) moved on \_\_\_\_\_\_\_\_\_(MM/DD/YY). The worker moved on \_\_\_\_\_\_\_\_\_(MM/DD/YY). (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.

1. *The Qualifying Arrival Date (QAD) was ­­­\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YY).* Record the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2016, would be written as 05/20/16.

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 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 when the worker joins the child who has already moved. (For more on “to join” moves, see the NRG, Ch. II, E2.) The QAD is the date that the child’s eligibility for the 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 MoveThe child. . . | Qualifying Arrival Date (QAD)--Eligibility BeginsThe 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 afterthe worker moved. | . . .the date the child arrived to join the worker. |

1. *The worker moved due to economic necessity on \_\_\_\_\_\_\_\_\_(MM/DD/YY), from a residence in \_\_\_\_\_\_\_(School District/City/State/Country) to a residence in \_\_\_\_\_\_\_(School District/City/State), and: [Mark only one of the following boxes: either a or b.]*
2. 🞎 *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*

* 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.

1. 🞎 *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 on 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.
* Explain in the Comments section the worker’s recent history. For example, the recruiter could write, “worker moved from Brownsville, Texas, to Decatur, Michigan, and planted tomatoes in May 2016, and moved from Decatur, Michigan to Presque Isle, ME, and picked potatoes in October 2016.”

1. *The qualifying work\*, ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_ (describe agricultural or fishing work),*

* *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; pruning grapes; detasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and harvesting crabs.

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

1. 🞎 *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. Examples include planting, cultivating, pruning, harvesting, and related food processing in agriculture. Also, planting and harvesting clams and oysters, fishing during seasonal runs of fish, and related food processing in commercial fishing [34 CFR § 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 CFR § 200.81(p)].

1. 🞎 *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 CFR § 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 CFR § 200.81(c)]. The work may be performed either for wages or personal subsistence.

*\*If applicable, check:*

🞎 *personal subsistence (provide comment)*

*\*If applicable, check:*

🞎 *personal subsistence (provide comment)*

* (\*) 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 CFR § 200.81(m)]. Also provide a comment in the Comments section.

1. (Only complete if “temporary” is checked in #5a) *The work was determined to be temporary employment based on:*
2. 🞎 *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). 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.

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

* Mark 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. Attach supporting documentation if available.

1. 🞎 *State documentation for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (employer*).

* Mark 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 “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. The Comments section must be self-contained and include at a minimum, the required comments, but states may choose to divide the required comments into subsections. As mentioned previously, these items include the following scenarios documented in the Qualifying Moves and Work Section:

* #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.
* #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 CFR § 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.

ED recommends that the recruiter 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.

*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.*

*Signature, Relationship to the child(ren), Date*

The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. 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 parent’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.

If a State chooses to include other statements that require, for example, a parent/guardian signature specifically, the State can include those statements separately from the Interviewee Signature. ED strongly recommends that states obtain the approval of their legal counsel to ensure that additional statements they add to this section comply with the applicable federal, state, and local laws and policies.

The recruiter should make sure the interviewee understands what he or she is signing. The recruiter can do this by reviewing every line of the COE and confirming with the parent that the information is correct. If the interviewee can read, the recruiter should give the interviewee a blank copy of the COE form in his or her native language (if available) so the interviewee can follow along. Once the SEA-designated reviewer reviews, signs, and dates, the COE, the MEP should send a copy of the COE by mail or hand-deliver it at a later date.

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

*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 USC 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 USC 1001.*

*Signature of Interviewer, Date*

*Signature of Designated SEA Reviewer, Date*

At least one SEA-designated 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 MEP. The SEA-designated reviewer must sign and date the COE on the day it was reviewed.

NOTE: If an SEA wishes to add to any portion of the Eligibility Certification Section, it must submit its proposed statement to OME for approval.

Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that establishes the rights of parents to examine and question the content of their child’s educational records and restricts the transfer of personally identifiable information from those records without written parental consent.[[1]](#footnote-2) The act applies to any LEA or other educational agency or institution that receives federal funds. FERPA gives certain rights to parents regarding their child’s educational records. Programs must inform parents of their rights under FERPA and may share education records only in specific circumstances. While such a disclosure is not a required data element on the COE, most states will add this section if space allows. FERPA guarantees parents the right to

* access and inspect their child’s educational records,
* seek to amend records in specific circumstances, and
* consent prior to the disclosure of personally identifiable information from educational records maintained by LEAs.

FERPA provides certain exceptions to the restriction of transferring education records without parental consent. One exception is when an LEA discloses information to school officials either (1) within the agency (whom the LEA has determined to have legitimate educational interests) or (2) to another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. This exception applies only if the LEA notifies parents annually of this policy and certain other requirements are met.

| Level 1: Assessment |
| --- |
| 1. How are the National COE and a State COE similar to each other? How are they different? |
|  |
| 1. How might you explain the purpose of the COE to someone? |
|  |
| 1. Which of the following scenarios would likely require the recruiter to provide additional information in the “Comments” section of the COE? Check all that apply. |
| 󠄀The child’s move joined or preceded the worker’s move.  󠄀 The worker did not obtain qualifying employment as a result of the move.  󠄀The worker obtained temporary work. |
| 1. Which section of the COE documents why the State believes the child(ren) are eligible to receive MEP services? |
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| Level 1: Assessment Sample Key |
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| **1.** How are the National COE and a State COE similar to each other? How are they different? |
| *The State and National COE are similar because they both document specific and required information  for determining eligibility of migrant children. They may be different because states have some flexibility in requesting additional information or documentation to determine eligibility.* |
| **2.** How might you explain the purpose of the COE to someone? |
| *Participants may list one or more variations of the following statements:*  *The COE*   * *serves as an official record of the state’s eligibility determination for each child;* * *allows states to accurately determine the number of eligible migrant children;* * *allows states to meet the requirement of documenting eligibility based on the elements  identified in the National COE;* * *contains key information used in determining whether a child is eligible to receive migrant services;* * *is used to enroll students in a state database of migrant students; and* * *enables educators to access information about migrant students.* |
| **3.** Which of the following scenarios would likely require the recruiter to provide additional information in the “Comments” section of the COE? Check all that apply. |
| ✓The child’s move joined or preceded the worker’s move.  ✓The worker did not obtain qualifying employment as a result of the move.  ✓The worker obtained temporary work. |
| **4.** Which section of the COE documents why the State believes the child(ren) are eligible to receive MEP services? |
| *The qualifying move and work section.* |

1. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. [↑](#footnote-ref-2)