



2019-2020

NEBRASKA MIGRANT EDUCATION PROGRAM

Identification and Recruitment Manual



NEBRASKA
DEPARTMENT OF EDUCATION

September 2019

NEBRASKA MIGRANT EDUCATION PROGRAM

MISSION

To help migrant children and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

GOAL

Ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.



ID&R Manual

2019-2020



NEBRASKA
DEPARTMENT OF EDUCATION

NEBRASKA IDENTIFICATION & RECRUITMENT PROGRAM

Finding and enrolling eligible migrant children is a cornerstone of the Migrant Education Program [MEP] and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- ❖ The children who are most in need of program services are often those who are the most difficult to find.
- ❖ Many migrant children would not fully benefit from school and in some cases would not attend school at all if State Education Agencies [SEA] did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- ❖ Children cannot receive MEP services without a record of eligibility.

The SEA is responsible for the proper and timely identification and recruitment of all eligible migrant children in the State, including securing pertinent information to document the basis of a child's eligibility. Typically, the SEAs or their local operating agencies record eligibility data on a Certificate of Eligibility [COE]. Recruiters obtain the data by interviewing the person responsible for the child, or the child him/herself, in cases where the child moves on his or her own. The SEA is responsible for implementing procedures to ensure the accuracy of eligibility information.



SUE HENRY

State Director
Nebraska Department of Education

301 Centennial Mall South
Lincoln, NE 68509-4987
P:402.471.3440
sue.henry@nebraska.gov

ITANDEWI MENDOZA

Identification & Recruitment
Coordinator

ESU 9
5907 Osborne Drive West
Hastings, NE 68901
P:402-463-5611 ext. 156
C:402-984-0561
itandewi.mendoza@esu9.us

Table of Contents

Nebraska 2019-20 Statewide Recruiting System.....	3
MEP Program Map.....	4
MEP Program Mission, Goals, Measurable Program Outcomes, Strategies.....	5
Professional Development.....	8
Professional Development Opportunities.....	8
Recruiter Monitoring and Technical Assistance.....	9
Statewide Identification & Recruitment Procedures.....	10
State ID&R Coordinator Responsibilities.....	10
Regional/District ID&R Coordinator Responsibilities.....	10
Nebraska Recruiter Responsibilities	12
Quality Control.....	14
Quality Control Procedures.....	14
Certificate of Eligibility Approval Process.....	15
Notification Process Flowchart.....	15
Validation Process Flowchart.....	16
Re-Interview Process.....	16
Interstate & Intrastate Coordination.....	17
MIS2000 Migrant Student Database.....	18
Utilizing the Migrant Student Information Exchange [MSIX].....	18
Move Notification Procedure.....	18
Recruiter/Advocate Safety.....	20
Appendix: Nebraska Identification & Recruitment Resources.....	23
Nebraska Counties Index.....	24
Basic Migrant Child Eligibility Factors.....	26
Identification & Recruitment Tips.....	27
Nebraska Agricultural.....	28
Individual ID&R Plan.....	30
Migrant Parent Surveys.....	31
Qualifying Activities In Nebraska.....	39
Electronic COE Checklist.....	42

NEBRASKA 2019-20

STATEWIDE RECRUITING SYSTEM

Finding and enrolling eligible migrant children is a cornerstone of the Nebraska Migrant Education Program (MEP) and its importance cannot be overemphasized. The Nebraska MEP is responsible for the proper and timely identification and recruitment of all eligible migrant children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the state's responsibility to implement procedures to ensure that migrant children and youth are both identified and determined to be eligible for the MEP.

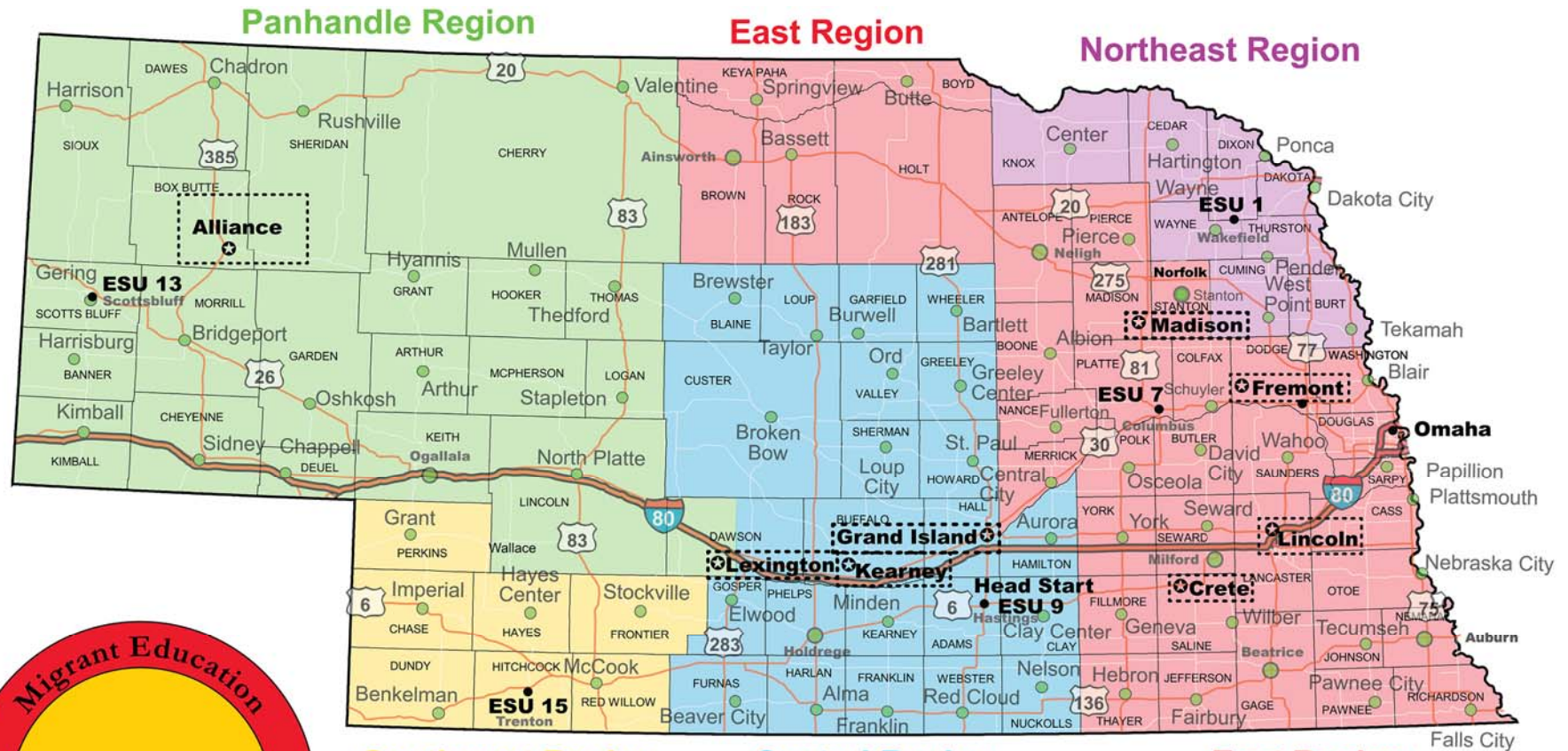
The Statewide Identification & Recruitment Plan includes five statewide centers divided into regions: Panhandle (ESU 13), Southwest (ESU 15), Central (Hastings HSCFDP, Inc.), Northeast (ESU 1), and East (ESU 7). The centers serve the state with 11 regional recruiters collaborating with 8 project recruiters and numerous community and district liaisons.

In all five regions, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective towards Nebraska ID&R efforts. A referral network has been established amongst, regional and project recruiters and local liaisons. The referral network increases the likelihood of addressing all MEP needs.

The ID&R plan continues to advocate a statewide perspective in the supervision and staff development of all ID&R personnel within the community, the local districts, and among the regional recruiters. The plan includes a State ID&R Coordinator who is responsible for the coordination of all recruitment efforts.

This statewide recruiting system; a) provides year-round recruitment, b) provides ID&R coverage on a statewide basis with a focus on all aspects of the migrant population and the support services required by the unique demands of the migrant lifestyle, and c) blends local and statewide perspectives into a substantial and resourceful system of migrant support. Not only does this ID&R plan fulfill federal regulations but it also ensures all qualifying MEP children are identified and recruited in Nebraska.

NEBRASKA MIGRANT EDUCATION PROGRAM



Southwest Region

District Projects

- ★ Alliance
- ★ Crete
- ★ Fremont
- ★ Grand Island
- ★ Kearney
- ★ Lexington
- ★ Lincoln
- ★ Madison

Central Region

Regional Projects

- ESU 1
- ESU 7
- ESU 13
- ESU 15
- Head Start (Hastings)
- Omaha

East Region

State Initiative Project

- ESU 9

MEP PROGRAM GOALS

MISSION

Through the implementation of this plan, we strive to provide support and resources to strengthen and enhance the identification and recruitment process and to fully comply with all federal laws and regulations pertaining to the identification and recruitment of migrant children in Nebraska.

GOALS

The Nebraska MEP has established the following goals to ensure the proper and timely identification of eligible migrant children through an active statewide ID&R process.

1. Ensure quality and consistency through **training** recruiters on how to identify and recruit migrant children and make appropriate eligibility determinations.
2. Deploy recruiters to carry out statewide **identification and recruitment efforts** and monitor their progress.
3. Implement **quality control procedures** to ensure the reasonable accuracy of eligibility determinations.
4. Promote **interstate and intrastate coordination** through collaborative efforts.

MEASURABLE PROGRAM OBJECTIVES [MPOs]

- 1.1a Nebraska will provide at least **4 professional development opportunities** for recruitment staff during the 2019-20 year.
- 1.1b By the end of the 2019-20 year, **90% of recruiters** will score proficient or above on a competency based ID&R skills test.
- 2.1 During the 2019-20 year, the identification and recruitment of eligible children will be completed within 90 days of their arrival in **70% of the cases**.
- 3.1 The Migrant Education Program roster integrity will be measured through a quality control process with a discrepancy rate within a **95% confidence level** during the 2019-20 year.
- 4.1 During the 2019-20 year, **80% of MEP staff** who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to utilize the Migrant Student Information Exchange [MSIX] program.

STRATEGIES

1. **Professional Development**—The State will provide multiple training opportunities for recruiters to develop their skills in properly and reliably identifying and recruiting eligible migrant children. The trainings will focus on ethical decision making, knowledge of local agricultural and processing activities, knowledge of all MEP eligibility definitions, and proficiency in accurately completing a COE. Additional training topics will be reflective of recruiters' needs and requests.

2. **Implement Statewide ID&R Procedures**—Develop statewide recruitment procedures to effectively carry out and monitor identification and recruitment efforts. Included would also be a formal mapping system to identify where migrant families are likely to reside and work within the state. Local and individual ID&R plans will reflect the Statewide procedures.
3. **Quality Control**—The Nebraska MEP will implement quality control policies and procedures to ensure that all documentation related to eligibility determinations was accurate and sound. Quality control procedures would also include a re-interview process for a random sample of COEs on an annual basis to validate the documentation on the COEs as accurate.
4. **Interstate/Intrastate Coordination**—Ensure cooperation and coordination for the identification and recruitment of migrant children and youth including the utilization of a statewide database system and its connection with the Migrant Student Information Exchange [MSIX]. Serve as the lead state for the Identification & Recruitment Rapid Responses Consortium [IRRC] to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted.

MEP PROGRAM GOALS, MPOs, AND STRATEGIES TABLE

TARGET AREA	GOALS	MEASURABLE OBJECTIVES	STRATEGIES
PROFESSIONAL DEVELOPMENT	Ensure quality and consistency through training recruiters on how to identify and recruit migrant children and make appropriate eligibility determinations.	<p>1.1a Nebraska will provide at least 4 professional development opportunities for recruitment staff during the 2019-20 year.</p> <p>1.1b By the end of the 2019-20 year, 90% of recruiters will score proficient or above on a competency based ID&R skills test.</p>	The State will provide multiple training opportunities for recruiters to develop their skills in properly and reliably identifying and recruiting eligible migrant children. The trainings will focus on ethical decision making, knowledge of local agricultural and processing activities, knowledge of all MEP eligibility definitions, and proficiency in accurately completing a COE. Additional training topics will be reflective of recruiters' needs and requests.
ID&R PROCEDURES	Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their progress.	2.1 During the 2019-20 year, the identification and recruitment of eligible children will be completed within 90 days of their arrival in 70% of the cases.	Develop statewide recruitment procedures to effectively carry out and monitor identification and recruitment efforts. Included would also be a formal mapping system to identify where migrant families are likely to reside and work within the state. Local and individual ID&R plans will reflect the Statewide procedures.
QUALITY CONTROL	Implement quality control procedures to ensure the reasonable accuracy of eligibility determinations.	3.1 The Migrant Education Program roster integrity will be measured through a quality control process with a discrepancy rate within a 95% confidence level during the 2019-20 year.	The Nebraska MEP will implement quality control policies and procedures to ensure that all documentation related to eligibility determinations was accurate and sound. Quality control procedures would also include a re-interview process for a random sample of COEs on an annual basis to validate the documentation on the COEs as accurate.
INTER/INTRASTATE COORDINATION	Promote interstate and intrastate coordination through collaborative efforts.	4.1 During the 2019-20 year, 80% of MEP staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to utilize the Migrant Student Information Exchange [MSIX] program.	Ensure cooperation and coordination for the identification and recruitment of migrant children and youth including the utilization of a statewide database system and its connection with the Migrant Student Information Exchange [MSIX]. Serve as the lead state for the Identification & Recruitment Rapid Responses Consortium [IRRC] to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted.

I. PROFESSIONAL DEVELOPMENT

STATE GOAL: Ensure quality and consistency through training recruiters on how to identify and recruit migrant children and make appropriate eligibility determinations.

1.1A: Nebraska will provide at least 4 professional development opportunities for recruitment staff during the 2019-20 year.

1.1B: By the end of the 2019-20 year, 90% of recruiters will score proficient or above on a competency based ID&R skills test.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The State provides mandatory statewide trainings throughout the year with the main goal of improving identification and recruitment practices to ensure a valid and accurate ID&R process. Trainings are designed to meet the needs of individual recruiters while supporting the overall goals of the migrant program. Training topics include the following:

1. Knowledge of all MEP eligibility definitions;
2. Understanding of the decision-making process that recruiters should use, consistent with Federal definitions and SEA-adopted procedures, to determine each child's eligibility for the MEP;
3. Knowledge of local agricultural and fishing production and processing activities;
4. Familiarity with local growers, processors, and fishing companies;
5. Skill in the use of studies of the State's agricultural and fishing industries, where available, as guides to determine whether particular employment activities are temporary;
6. Proficiency in accurately, completely, and clearly filling out all sections of the COE; and
7. Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP.

As an evaluative piece, attendees complete a survey to provide feedback on the training topics and measure their knowledge growth. The results of the survey are analyzed and help support future professional development opportunities. In addition to the two yearly trainings, additional professional development opportunities are made available through online webinars to meet the needs of recruiters. Below is a graph representing the training topics requested by migrant recruiters.

Requested Professional Development Topics 2016-17



In addition, recruiter training also includes the utilization of a recruiter competency-based assessment designed to improve quality interviewing and making pre-eligibility determinations. During the 2019-20 year, 90% of recruiters will score proficient or above on the ID&R competency-based assessment. Those requiring additional professional development will be provided with individualized trainings in order to increase knowledge of identification and recruitment practices.

RECRUITER MONITORING & TECHNICAL ASSISTANCE:

The State ID&R Coordinator continually monitors the identification and recruitment practices of regional and district recruiters in order to verify that currently enrolled children are eligible to receive MEP services. Monitoring is continually conducted through quality control as a Certificate of Eligibility [COE] is submitted and throughout the COE review process. The State ID&R Coordinator reviews recruiter activity logs and individual ID&R action plans to help determine if efforts are being implemented properly. Technical assistance is provided on a project or individual basis if further support is needed.

In addition, LOAs can contribute to quality control by monitoring their own ID&R efforts using the same procedures and instruments employed at the state level. The accountability and quality control of programs can be improved by periodically scheduling state and local monitoring reviews.

II. STATEWIDE ID&R PROCEDURES

STATE GOAL: Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their progress.

3.1: During the 2019-20 year, the identification and recruitment of eligible children will be completed within 90 days of their arrival in 70% of the cases.

STATE RECRUITMENT

Nebraska's identification and recruitment plan take into consideration the changing needs of federal non-regulatory guidance, shifting migrant populations, and changing service needs.

The Statewide ID&R Plan includes project recruiters—those hired by local school districts or projects where migrant recruitment is only a part of their jobs. The primary focus of the project recruiter is the mission of the district; priority is given to meeting educational needs of the migrant students in a K-12 setting.

The State has a need to recruit in areas outside current projects and to address the needs of migrant children who may not currently be enrolled in school districts or other educational settings. To meet this need, the Statewide Identification & Recruitment Plan includes five statewide centers divided into regions: Panhandle (ESU 13), Southwest (ESU 15), Central (Hastings HSCFDP, Inc.), Northeast (ESU 1), and East (ESU 7). The centers serve the state with 10 regional recruiters collaborating with 7 project recruiters and numerous community and district liaisons.

This system requires the regional recruiters to have a statewide perspective with an emphasis on migrant children from birth to five years of age and those that are outside current K-12 educational settings in project areas. In non-project areas, state recruiters will recruit families with children birth through 21 years of age and/or out-of-school youth. State recruiters may also assist any district if needed.

The Plan has a State ID&R Coordinator located at the Nebraska State Department of Education. The State ID&R Coordinator is responsible for the coordination of all recruitment efforts of the project and state recruiters.

PROFESSIONAL DEVELOPMENT RESOURCES

[Recruiter Action Plan Template](#)

[Recruiter Competency Assessment](#)

[National ID&R Curriculum](#)

STATE ID&R COORDINATOR RESPONSIBILITIES:

- Directing the identification and recruitment efforts for the State of Nebraska
- Collaboration with the Regional/Project ID&R Coordinators
- Development of and facilitation of Statewide ID&R meetings
- Identification of training/mentor needs of all individual recruiters
- Developing and providing training for new and seasoned recruiters
- On-site visitation with each recruiter to address specific training needs
- Review of qualifying activities
- Review of recruitment logs of all recruiters
- Evaluation of the quality of recruiter performance
- Evaluation of the effective use of staff development
- Planning needs-based mass recruitment efforts

REGIONAL/DISTRICT ID&R COORDINATOR RESPONSIBILITIES:

- Identifying training needs of the regional recruiters
- Collaborating with the State ID&R Coordinator with the development of and presentation of Statewide ID&R trainings
- Coordination of activities of the district/regional recruiters
- Identifying the needs of migrant students and youth in non-project areas

The ID&R Process; a) blends local and statewide perspectives, b) provides year-round recruitment and c) provides ID&R coverage for the entire state with a focus on all demands of the migrant lifestyle.

State ID&R Coordinator

ESU 9 State Initiative Project

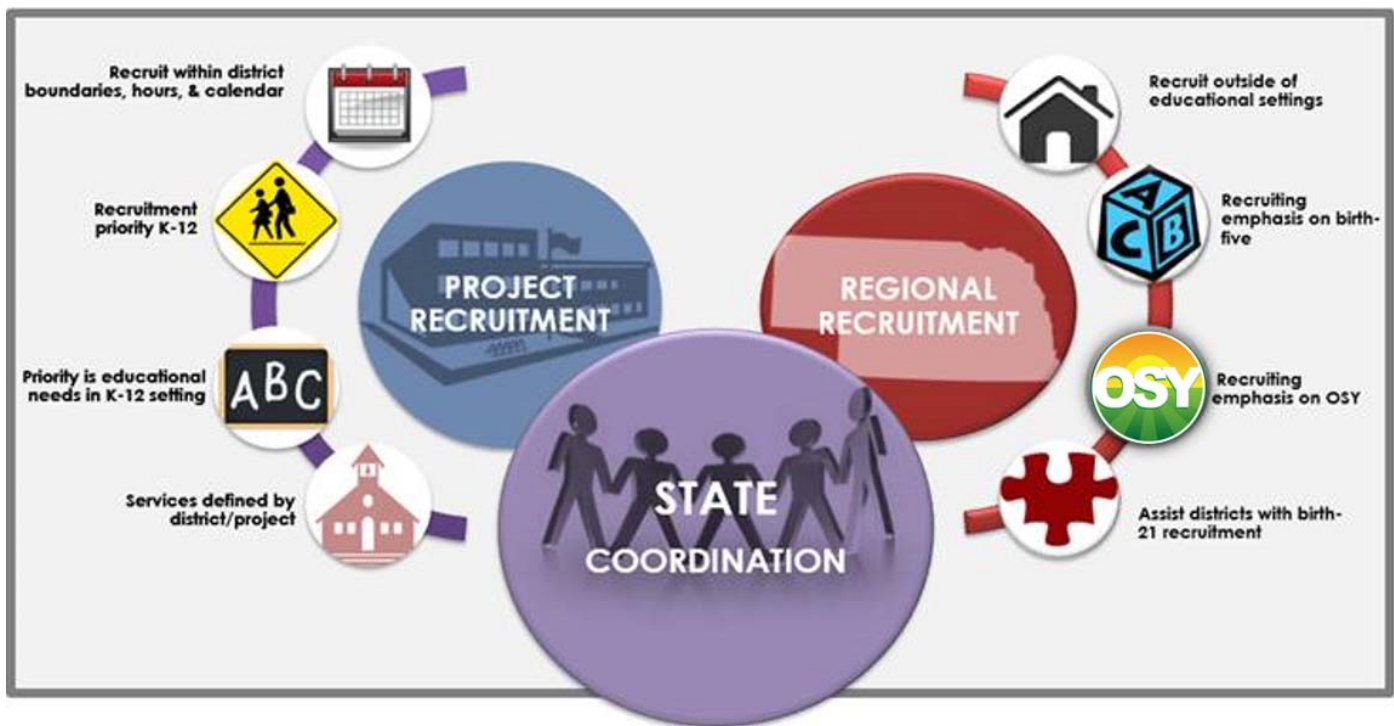
Regional ID&R

- Panhandle
- Southwest
- Central
- Northeast
- East

Project Based ID&R

- Alliance
- Crete
- Fremont
- Grand Island
- Kearney
- Omaha

STATE ID&R PROCEDURES GRAPHIC



NEBRASKA RECRUITER RESPONSIBILITIES

In order to be effective, recruiters should have adequate knowledge of:

- MEP eligibility requirements
- Be culturally sensitive to the cultures and languages of each family
- Languages spoken by migrant workers and families
- Knowledge of the cycles of seasonal and temporary work as they relate to agriculture and fishing work
- Local agricultural and fishing production and processing activities
- The local school systems, the services available for migrant children and their families, and the most effective strategies for recruiting within each school
- Local roads and the locations of housing where migrants most commonly reside
- MEP services offered by the local operating agency; and
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, WIA, WIC, and Migrant Head Start
- Know where community organizations are located and the different types of services they offer
- Obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP
- Make determinations of eligibility
- Accurately and clearly record information that establishes that a child is eligible for the MEP on a COE
- Maintain an ID&R Plan to manage time and effort
- Annual revalidation process
- Submission of Move Notification Forms
- Quality Control: Child Eligibility Initiative
- State ID&R training schedule and attendance

- Submission of Move Notification Form via MSIX

In every case, the recruiter (not the individual interviewed) determines the child's eligibility on the basis of the statute, regulations, and policies that the SEA implements through formal procedures. Because the SEA is responsible for all determinations of MEP eligibility, the information the recruiter records should be specific enough to be understood by a knowledgeable independent reviewer.

III. QUALITY CONTROL

STATE GOAL: Implement quality control procedures to ensure the reasonable accuracy of eligibility determinations.

2.1: The Migrant Education Program roster integrity will be measured through a quality control process with a discrepancy rate within a 100% confidence level during the 2019-20 year.

QUALITY CONTROL PROCEDURES

The Nebraska MEP will uniformly implement quality control procedures to ensure that all documentation related to child eligibility contains true and accurate information. The quality control process begins with the completion of a Certificate of Eligibility [COE] and continues through the COE review process. The COE Review Team carries out quality control procedures to be sure that the eligibility determinations are sound and accurate. Finally, Nebraska implements a re-interview process to ensure quality control measures on a regular basis.

CERTIFICATE OF ELIGIBILITY APPROVAL PROCESS

Identification and recruitment of eligible migrant children is a cornerstone of the Migrant Education Program, and its importance cannot be overemphasized. Identification is the process of determining the location and presence of migrant children. Recruitment means making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program and recording the basis of the child's eligibility on a Certificate of Eligibility (COE).

ID&R PROCEDURES RESOURCES

[COE Checklist](#)

[Nebraska Counties Index](#)

[Recruitment Safety Tips](#)

[Recruitment Tips](#)

[Qualifying Activities List](#)

[Recruiter Directory by County](#)

[Migrant Education Program Brochures](#)

[Migrant Education Program One-Pager](#)

[Migrant Education Program State Profile](#)

[Recruitment Postcard](#)

As part of the statewide ID&R process, the State Education Agency is responsible for implementing quality control procedures designed to ensure the reasonable accuracy of recruiters' eligibility determinations and written documentation. The Nebraska Migrant Education Program uses the national COE created by the U. S. Department of Education as the official record to document eligibility determinations for each individual child. The Local Operating Agencies (LOA's) submit COE's to the state migrant office for review, correction if necessary, and approval by the COE Approval Team.

The COE is reviewed by the first COE reviewer. After the first review, the reviewer signs and dates the COE and then it is forwarded to the second COE reviewer. The same is true for the COE to be forwarded from the second reviewer to the State ID&R Coordinator.

If either of the reviewers has questions regarding the eligibility determination reviewers' leave comments in the COE View Log for the recruiter to address. If there are any reviewer comments the coordinator summarizes them and adds any additional comments if applicable. If there are not comments or questions the approved COE is signed and dated by the State ID&R Coordinator and uploaded into MIS2000. A copy of the state approved COE can then be obtained by the LOA through MIS2000.

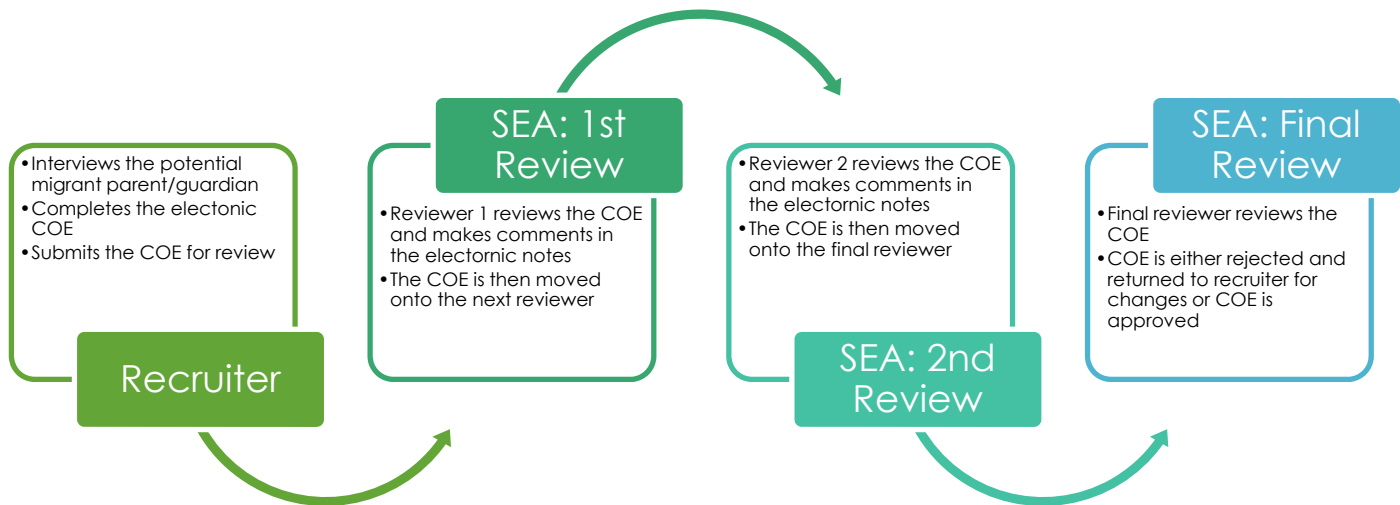
In the case the State ID&R Coordinator rejects the COE in MIS2000, the COE remains in rejected status until the recruiter can provide documentation to support the eligibility determination of the family. When the recruiter has gathered the information needed, the recruiter resubmits the COE to be reviewed again. The COE is again reviewed by the first and second COE reviewers. It is forwarded to the State ID&R Coordinator for a follow up review. If there are no further comments or questions, and the COE meets eligibility criteria, the approved COE is signed and dated by the State ID&R Coordinator and uploaded into MIS2000. A copy of the state approved COE can then be obtained by the LOA from MIS2000.

In the event that a recruiter's tablet malfunctions a recruiter may submit a paper COE. If the COE is approved, by the COE Approval Team a copy of the paper COE is sent to the LOA and the original is kept at the state migrant office.

If the paper COE is not approved, the COE is marked Non-Qualifying (NQ) and kept at the state migrant office. A copy of the COE is sent to the LOA with an explanation of why the children were not determined eligible for the Migrant program. The recruiter has the option to appeal the decision of the COE Approval Team. The recruiter may submit an appeal form describing the particular circumstance that supports the eligibility determination of the family. The appeal form is submitted to the State MEP to be reviewed by the COE Approval Team.

The COE appeal process does not guarantee the COE will be approved and requires the final decision of the State ID&R Coordinator.

COE APPROVAL PROCESS FLOWCHART



NOTIFICATION PROCESS FLOWCHART



VALIDATION PROCESS

As a component of an acceptable quality control system, the SEA reviews eligibility determinations at least once annually. This process includes:

1. An examination by qualified individuals at the SEA level of a representative sample of COEs for sufficiency of the written documentation;
2. A process for improvement, as needed, to eliminate the causes of common errors on COEs, such as not providing sufficient information to sustain an eligibility determination. This process should include a mechanism for communicating with reviewers and recruiters on a regular basis regarding these improvements; and

3. A process for corrective action if the State finds COEs that do not sufficiently document a child's eligibility for the MEP.

REINTERVIEW PROCESS

A core responsibility of each State Educational Agency is to identify all eligible migrant children/youth in the state. As part of the system of quality controls, an SEA that receives MEP funds must, on an annual basis, validate current year child eligibility determinations through the re-interview of a randomly selected sample of children previously identified as migratory. In conducting these re-interviews, at least once every three years an SEA must use independent re-interviewers. Independent re-interviewers will be used to validate child eligibility determinations made in the previous program year.

The re-interview process is important in protecting the integrity of the program by discovering and correcting any eligibility problems and ensuring only eligible migrant children are served and counted for MEP funding. Re-interviewing allows Nebraska to identify any ID&R issues before childcount is submitted to the Office of Migrant Education. It also identifies any specific recruiters or projects who may require additional training and/or technical assistance.

Re-interviewing:

- Is completed every year on the current year's eligible migrant students
- Is representative of all our eligible students and selected randomly through the MIS2000 database
- Is designed to describe, find, and fix any problems with the eligibility determination process before they impact reported numbers

IV. INTERSTATE & INTRASTATE COORDINATION

STATE GOAL: Promote interstate and intrastate coordination through collaborative efforts.

- 4.1 During the 2019-20 year, 80% of MEP staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to utilize the Migrant Student Information Exchange [MSIX] program.

QUALITY CONTROL RESOURCES

[Re-Interview Questionnaire](#)

[USDE Technical Assistance Guide to Re-Interviewing](#)

[Appeal Form](#)

INTERSTATE & INTRASTATE COORDINATION

Interstate and intrastate coordination between States and local operating agencies ensure the continuity of services for children who migrate from one State or school district to another, including but not limited to, the transfer of student records. Interstate and intrastate coordination helps reduce the effects of educational disruption that migrant children suffer as a result of repeated moves. Examples of inter/intrastate coordination includes some of the various activities listed as follows:

- Notifying "receiving" school districts about migrant families who have moved to those districts;
- Promoting the exchange of student educational records;
- Exchanging information on health screenings and health problems that interrupt a student's education;
- Meeting with other States to discuss issues related to the MEP

Nebraska is currently involved with the following consortiums in order to promote interstate coordination and positively impact identification and recruitment practices.

➤ IDENTIFICATION AND RECRUITMENT RAPID RESPONSE CONSORTIUM [IRRC]

- IRRC is a consortium of 12 states (AZ, DE, GA, IA, IL, KS, ME, NE [lead state], NM, NY, SC, and TN) with the priority focus of providing services designed to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted.
- **IRRC Goal Areas:**
IRRC strives to improve and enhance the way ID&R activities are engaged in through the following three key goal areas:
 - 1) **Design and develop systems, materials, strategies, and resources** for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts;
 - 2) **Expand states' capacity** through the sharing of resources, mentoring, and the deployment of Rapid Response Teams of highly effective and experienced ID&R specialists; and
 - 3) **Disseminate effective evidence-based ID&R practices** throughout the MEP community.
- <http://www.idr-consortium.net/Index.html>



➤ GRADUATION AND OUTCOMES FOR SUCCESS FOR OUT-OF SCHOOL YOUTH [GOSOSY]

- GOSOSY is a Consortium Incentive Grant funded by the Office of Migrant Education (OME) at the United States Department of Education (USDE) to build capacity in states with a growing secondary-aged migrant out-of-school youth population.
- The goal of Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional



development to support these activities, and institutionalize GOSOSY services into State plans to elevate the quantity and quality of services to this large, underserved population.

- o <http://www.osymigrant.org/>

MIS2000 MIGRANT STUDENT DATABASE

Section 1304(b)(3) requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. The Nebraska Migrant Education Program (MEP) uses MIS2000 to record this information.

MIS2000 is a solution for the information needs of states serving migrant children. MIS2000 provides for the storage, retrieval and reporting of student information. Records are electronically transferred without a dependency on a national database. The installation process establishes a state database which is served by multiple sub-state installation sites with region, county, or district levels. Each sub state site communicates directly with the state system. States using MIS2000 can easily transfer student information from state to state. The Nebraska MEP promotes interstate and intrastate coordination through the continuity of records.

TRANSFER OF STUDENT RECORDS

As stated in Sections 1303 and 1304 of the Title I, Part C Non-Regulatory Guidance, States are required to report certain information on the Migrant Education Program (MEP) through a Consolidated State Performance Report. Each year, in terms of the MEP, State education agencies (SEAs) are generally required to submit information about the numbers and characteristics of participating children, the types of services provided, the number of participants by grade level, and other pertinent data elements.

The Nebraska MEP utilizes the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirement of the program. Section 1306(b)(2) requires SEAs to promote interstate and intrastate coordination by providing educational continuity through the timely transfer of pertinent school records when children move from one school to another, whether or not the move occurs during the regular school year. The timely transfer of student records can be an effective means of reducing the effects of educational disruption on migrant students. It enables school officials to make appropriate decisions regarding a student's enrollment in school, grade placement, and academic plan.

UTILIZING THE MIGRANT STUDENT INFORMATION EXCHANGE

The Migrant Student Information Exchange [MSIX] is an online database containing records of migrant student across States to facilitate the exchange of student records. MSIX creates a single consolidated record for each student that contains information collected by each state in which the student was enrolled. It contains the minimum data elements necessary for proper enrollment, grade placement, and accrual of credits for migrant children. MSIX is used by personnel at the national, state, and regional level. The minimum required student data elements in MSIX are as follows:

- Grade
- Enrollment type
- Insufficient English Proficiency
- Limited English Proficiency indicator

- Immunization flag
- Priority for Services
- MEP Project type
- Medical Alert

MOVE NOTIFICATION PROCEDURE

Through the use of MSIX, migrant staff will send and receive move notifications of migrant families. If the migrant staff is made aware that a child/youth is moving to another state, he/she will send a move notification to the receiving state. Included will be any information that may help the receiving state/district locate the child/youth—with the exclusion of any sensitive student information.

V. RECRUITER/ADVOCATE SAFETY

GENERAL GUIDELINES

- Always be sure to let someone in your office know where you are going.
- Always carry a cell phone on home visits.
- Wear agency identification badge at all times.
- Limit valuables or money on your person when visiting a family's home. Please secure credit cards and keep your wallet out of sight.

INTRA/INTERSTATE COORDINATION RESOURCES

[MSIX User's Manual](#)

[MIS2000 Manual](#)

[Nebraska Security Procedures and Guidelines](#)

- Before leaving the office, secure personal belongings and equipment in the trunk of the vehicle, or in the glove compartment or under seats.
- Always be aware of your “audience” when placing items inside your vehicle trunk, or under the seats, or on the floorboard.
- Be aware of attire choices when making home visits. For example, wear shoes that allow you to move quickly in if necessary. Be cautious when wearing jewelry, scarves, ties, etc. that could potentially be grabbed. Keep jewelry to a minimum.
- When accommodating parents and scheduling visits after normal business hours (5:00 PM), inform someone of the scheduled meeting and make contact with that person upon completion of the visit.

WHEN PARKING & EXITING THE VEHICLE

- Know and follow office procedures regarding vehicle safety, (what to do in case of an accident, breakdown, flat tire, or other mechanical problem with the vehicle).
- If the home is in an unfamiliar area, prior to parking the vehicle become aware of businesses or places in the neighborhood where help could be obtained if an emergency occurs - for example, convenience stores, gas stations, restaurants other public facilities.
- Have gas in the car at all times.
- Park in a well-lit area with the vehicle facing the direction you intend to leave.
- Park in the street rather than the driveway when possible.
- Park with the driver's side door easily accessible.
- Locate the family's building prior to exiting the vehicle. If the residence is in an apartment complex, call the family and let them know you have arrived and to expect you shortly.
- Scan the area for potential safety risks prior to exiting the vehicle.
- Take only the items necessary to complete the home visit.
- Keep keys in a place where they are easily accessible (coat pocket, clipped to a clipboard, etc.)
- Keep vehicle doors locked.

WHEN APPROACHING A HOME

- Visually inspect the outside of the home and surrounding residences to become aware of people, animals, or unfamiliar vehicles. If animals are present and unsecured, do not attempt to approach the home until someone in the home can secure the animal or assure you that it is not dangerous.
- Look and listen for signs of disturbance involving or affecting people inside or outside of the residence. For example, is there fighting, crying, dog barking, etc?
- Take note of any smells associated with substance use or manufacturing. Also, melted blinds could be an indication of methamphetamine production.
- Do not walk around the residence looking in windows if no one answers the door.
- Ask for assistance from a supervisor or a co-worker if you feel unsafe.
- When a visit is not made due to safety concerns, staff shall consult with their immediate supervisor and family to schedule an alternative meeting place.

WHEN ENTERING A HOME

- Seek entrance through a door that is in plain sight of the street, when possible, and knock while standing to the side of the doorway.
- Complete a cursory visual inspection when the door is opened to assess any potential hazards which may be present.
- If conditions within the home are such there are concerns about health, conduct the visit outside or at an alternate location.
- Do not enter the home if summoned into the residence by an unseen person but rather wait for the person to present himself or herself.
- Do not enter the residence if no adult is present.

- Complete a cursory evaluation of the client's attitude, demeanor, and behavior to assess for signs of aggression, violence, substance use, or anything unusual or suspicious. When there is suspicion of weapons, illicit drugs, or alcohol present, the home visit is not to be made. Trust your instincts – your safety comes first!
- Leave and consult with a Supervisor regarding how to proceed, if you feel unsafe entering the residence.

WHILE IN THE HOME

- Be aware of all people who are present in the home during the visit, inquiring about any unseen people believed to be in other rooms or unfamiliar people arriving during the visit. Upon entering the home, one of the first questions should be: "Is there anyone else in your home today who you would like to hear the information we have to share?" This genuine statement provides that opportunity but also gives the team a possible heads up if there are others in the home.
- Note any unusual smells, such as gas, electrical, or fire hazards, as well as those which may be associated with the manufacture of substances.
- Sit in an area near or with easy access to an exit. Be aware of where you sit, taking care not to sit on sharp or wet items. Do not let anyone stand between you and the door.
- Remain alert and observant of the environment and the behaviors of those present.
- Establish a code word or phrase with your partner indicating it's time to exit the home immediately - for example, "We left some things in the car that we really need." If one of the two were to see or hear something of concern and could not communicate it to the other, this phrase would automatically elicit an exit response. Alternately, consider communicating that you have received an emergency text requesting you return to the office immediately.
- Leave immediately if there is a perceived safety risk.
- If a threat to safety occurs on a home visit, the employee should terminate the visit and immediately leave the scene. After ensuring safe exit from the area, the employee should contact the necessary people:
 - If the threat is to personal safety, local law enforcement should be contacted immediately, followed with a call to inform supervisor of the need to contact law enforcement. Document what occurred.
 - Inform your supervisor immediately if the threat level does not require law enforcement involvement but was such that the visit needed to be terminated. Be certain to document what occurred.
- Remember, Migrant employees are mandatory reporters – if there is a perceived danger to the welfare of any children in the residence, appropriate personnel **MUST** be notified (law enforcement/Department of Children and Families). Notify your supervisor if any such reporting is necessary.

WHEN LEAVING THE HOME

- Have car keys out and ready upon approaching the vehicle.
- Observe any people or activities taking place in relative proximity to the residence, the exit route, or the vehicle. If you are afraid or suspect danger you should go to a previously identified safe place. (**Note:** Leave the car and contact someone for alternative transportation, if you believe that you may not be able to return to or enter the vehicle without risk of harm.)
- Observe the back seat before entering the vehicle.
- Leave the area immediately. Do not remain outside the residence or in the vehicle to make phone calls or take notes; these activities should be completed when a safe or familiar destination is reached.
- Always wash your hands or use an alcohol based hand sanitizer after completing a home visit.

RECOMMENDED SAFETY ITEMS

- 911 programmed in favorites on cell phone
- Medical ID Information Completed in Emergency Tab on Cell Phone, if available
- Extra keys in your purse or pocket
- Extra phone charger in vehicle
- Hand sanitizer
- Disinfectant hand wipes
- Change of clothing (in case you sat on a dirty/ wet area)
- Towels for clean up
- First aid kit
- Jumper cables

SAFETY RESOURCES

Weather & Road Conditions

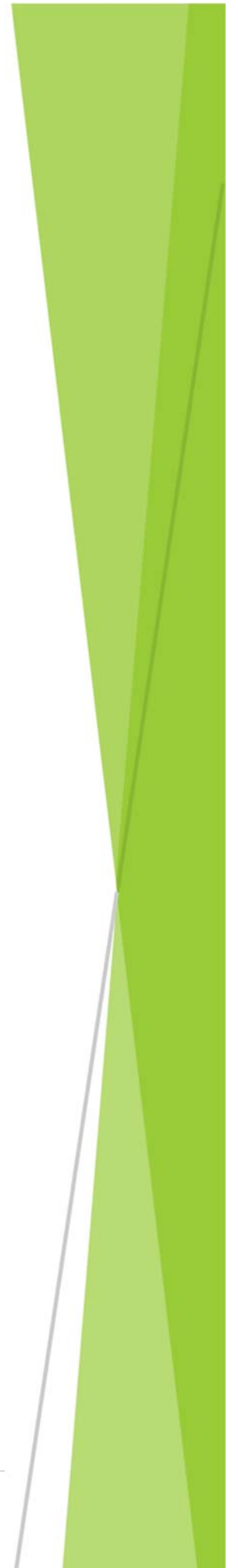
NEBRASKA 511: www.511.nebraska.gov
WEATHER FOR YOU: www.weatherforyou.com
WEATHER.COM: <https://weather.com/apps>
GET WEATHER BUG: <http://www.getweatherbug.com/>

Other Safety Apps

COMPANION: <http://www.companionapp.io/>
SAFE TREK: <https://www.safetrekapp.com/>
WATCH OVER ME: <http://www.watchovermeapp.com/>
KITESTRING: <https://www.kitestring.io/>
SPOT CRIME: <http://www.spotcrime.info/>
REACT MOBILE: <https://reactmobile.com>
FAKE A CALL: <https://itunes.apple.com/us/app/fake-a-call-free/id323341309?mt=8>
FAKE A TEXT: <https://itunes.apple.com/us/app/fake-text-free-fake-text-free/id340790528?mt=8>

APPENDIX

NEBRASKA IDENTIFICATION & RECRUITMENT RESOURCES



NEBRASKA COUNTIES INDEX

The tables below show each Nebraska County, county seat, square mileage, and population as of 2017.

COUNTY	COUNTY SEAT	SQ. MILES	POP.	COUNTY	COUNTY SEAT	SQ. MILE S	POP.
ADAMS	HASTINGS	563	31,678	HAMILTON	AURORA	544	9,207
ANTELOPE	NELIGH	857	6,362	HARLAN	ALMA	553	3,443
ARTHUR	ARTHUR	715	457	HAYES	HAYES CENTER	713	893
BANNER	HARRISBURG	746	742	HITCHCOCK	TRENTON	710	2,834
BLAINE	BREWSTER	711	482	HOLT	O'NEILL	2,413	10,202
BOONE	ALBION	687	5,352	HOOVER	MULLEN	721	674
BOX BUTTE	ALLIANCE	1,075	10,886	HOWARD	ST. PAUL	570	6,437
BOYD	BUTTE	540	1,977	JEFFERSON	FAIRBURY	573	7,178
BROWN	AINSWORTH	1,221	3,014	JOHNSON	TECUMSEH	376	5,185
BUFFALO	KEARNEY	968	49,732	KEARNEY	MINDEN	516	6,530
BURT	TEAKAMAH	493	6,535	KEITH	OGALLALA	1,061	8,072
BUTLER	DAVID CITY	584	8,053	KEYA PAHA	SPRINGVIEW	773	793
CASS	PLATTSMOUTH	559	25,889	KIMBALL	KIMBALL	952	3,619
CEDAR	HARTINGTON	740	8,530	KNOX	CENTER	1,108	8,472
CHASE	IMPERIAL	894	3,971	LANCASTER	LINCOLN	839	314,358
CHERRY	VALENTINE	5,961	5,818	LINCOLN	NORTH PLATTE	2,575	35,280
CHEYENNE	SIDNEY	1,196	9,676	LOGAN	STAPLETON	571	768
CLAY	CLAY CENTER	573	6,205	LOUP	TAYLOR	570	609
COLFAX	SCHUYLER	413	10,585	MADISON	MADISON	573	35,144
CUMING	WEST POINT	572	9,042	MCPHERSON	TRYON	859	499
CUSTER	BROKEN BOW	2,576	10,897	MERRICK	CENTRAL CITY	485	7,882
DAKOTA	DAKOTA CITY	264	20,186	MORRILL	BRIDGEPORT	1,424	4,836
DAWES	CHADRON	1,396	8,890	NANCE	FULLERTON	448	3,607
DAWSON	LEXINGTON	1,013	23,709	NEMAHA	AUBURN	409	6,949
DEUEL	CHAPPELL	440	1,883	NUCKOLLS	NELSON	575	4,275
DIXON	PONCA	476	5,754	OTOE	NEBRASKA CITY	616	16,027
DODGE	FREMONT	534	36,707	PAWNEE	PAWNEE CITY	432	2,641
DOUGLAS	OMAHA	331	561,620	PERKINS	GRANT	883	2,903
DUNDY	BENKELMAN	920	1,801	PHELPS	HOLDREGE	540	9,060
FILLMORE	GENEVA	576	5,582	PIERCE	PIERCE	574	7,138
FRANKLIN	FRANKLIN	576	2,990	PLATTE	COLUMBUS	678	33,175
FRONTIER	STOCKVILLE	975	2,631	POLK	OSCEOLA	439	5,328
FURNAS	BEAVER CITY	718	4,780	RED WILLOW	MCCOOK	717	10,728
GAGE	BEATRICE	855	21,601	RICHARDSON	FALLS CITY	554	7,969
GARDEN	OSHKOSH	1,705	1,906	ROCK	BASSETT	1,008	1,436
GARFIELD	BURWELL	570	2,016	SALINE	WILBER	575	14,441
GOSPER	ELWOOD	458	2,028	SARPY	PAPILLION	241	181,439
GRANT	HYANNIS	776	649	SAUNDERS	WAHOO	754	21,057
GREELEY	GREELEY	570	2,374	SCOTTS BLUFF	GERING	739	36,363
HALL	GRAND ISLAND	546	61,519	SEWARD	SEWARD	575	17,161

NEBRASKA COUNTIES INDEX CONT.

COUNTY	COUNTY SEAT	SQ. MILES	POP.
SHERIDAN	RUSHVILLE	2,441	5,289
SHERMAN	LOUP CITY	566	3,086
SIOUX	HARRISON	1,313	1,203
STANTON	STANTON	430	5,988
THAYER	HEBRON	575	5,045
THOMAS	THEDFORD	713	725
THURSTON	PENDER	394	7,223
VALLEY	ORD	568	4,209
WASHINGTON	BLAIR	390	20,721
WAYNE	WAYNE	443	9,318
WEBSTER	RED CLOUD	575	3,524
WHEELER	BARTLETT	575	818
YORK	YORK	576	13,806

BASIC MIGRANT CHILD ELIGIBILITY FACTORS

AGE

- ✓ The child is younger than age 22. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

SCHOOL COMPLETION

- ✓ The child is eligible for a free public education under State law. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

MOVE

- ✓ The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).
- ✓ The move was from one school district to another. ESEA § 1309(2); 34 CFR § 200.81(e).
- ✓ The move was a change from one residence to another residence. ESEA § 1309(2); 34CFR § 200.81(g)
- ✓ The move was due to economic necessity. ESEA § 1309(2); 34 CFR § 200.81(g).
- ✓ The move occurred within the past 36 months. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).

PURPOSE FOR THE MOVE

- ✓ One purpose of the worker's move was to seek or obtain qualifying work. ESEA § 1309(2); 34 CFR § 200.81(c), (g), and (i).

QUALIFYING WORK

- ✓ The worker sought or obtained temporary or seasonal employment in agricultural or fishing work. ESEA § 1309(2); 34 CFR § 200.81(a), (b), (j), and (k).

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C. §§ 6301 et seq. 34 Code of Federal Regulations (CFR) §§ 200.81-200.89; 73 Fed. Reg. 44102 (July 29, 2008).

IDENTIFICATION & RECRUITMENT TIPS

Tips a recruiter could use to prepare before the interview:

- Pre-screen the family prior to the visit.
- Utilize the state's migrant student database and MSIX to gain available information in advance, e.g., previous school records.
- Utilize referral services prior to the visit so that you bring useful resources for the family/OSY.
- Need to arrange for a translator to accompany during the interview (if necessary) and let the family know two people will conduct the interview.
- Dress neatly, but not too formally, so that the family is comfortable.
- Let all appropriate parties (schools, employers, housing unit manager) know your reason for contacting families.
- Review the basic child eligibility factors to be discussed at the interview.
- Bring your personal digital assistance, laptop, COE forms and writing materials.

Tips a recruiter could and in some cases must use during the interview:

- Observe the surroundings.
- Take notes on a secondary notepad before completing the COE.
- Use a conversational tone.
- Practice active listening.
- Repeat or reword questions.
- Answer questions and take notes for follow up.
- Ask for additional information when facts are unclear.
- Review the information with the parent/guardian/OSY.
- Allow the parent/guardian/OSY an opportunity to read the FERPA or the recruiter could read the FERPA to the person signing the COE.
- Thank the interviewee and ask for referrals.
- Introduce yourself and explain the purpose of the visit.
- Find common ground with the family or youth that you are interviewing.

Tips after an interview:

- Contact agencies (with family's prior permission) with referral information needed to address other needs outside the scope of the MEP.
- Consult with the translator (if applicable) to verify all information was recorded correctly.
- Record the interview in the recruiter log and complete the mileage log.
- Thank all parties involved for their cooperation/assistance.
- Update the state migrant student database.

NEBRASKA AGRICULTURE

This table outlines seasonal and temporary work by county.

County	Seasonal									Temporary								
	Soy Beans	Dry Beans	Corn	Fruits/Vegetables	Sugar Beets	Nursery	Grain	Farm Hand	Vineyard	Poultry Production	Beef Production	Pork Production	Food Processing	Feed Lot	Hog Farm	Dairy	Ranching	Egg
Adams	√		√		√						√			√	√	√		
Antelope			√												√	√		
Banner											√							
Blaine			√								√							
Boone	√		√								√	√						
Box Butte		√	√	√	√	√	√	√										
Boyd											√			√		√		
Brown	√		√					√			√	√		√	√			
Buffalo			√				√	√		√	√			√		√		
Burt											√	√				√		
Butler			√													√		√
Cedar				√							√	√				√		
Chase	√	√	√	√	√		√				√			√	√		√	
Cherry			√				√	√	√		√							
Cheyenne							√				√			√				
Clay			√				√				√	√				√		
Colfax	√		√								√			√	√	√		
Cuming				√							√	√				√		
Custer	√		√								√	√			√	√	√	
Dakota		√									√							
Dawes			√				√		√		√							
Dawson	√	√	√	√				√	√		√	√		√	√			
Deuel		√	√				√				√							
Dixon				√						√	√		√		√	√		√
Dodge			√								√	√						
Douglas			√	√		√					√	√	√					
Dundy			√	√							√			√			√	
Fillmore			√								√	√						
Frontier	√		√				√				√							
Furnas			√									√			√	√		
Gage											√	√				√		
Garden		√	√				√				√							
Gosper															√			
Grant											√							
Greeley														√				√
Hall		√	√	√	√						√		√					
Harlan														√				
Hamilton			√										√					
Harlan											√							
Hayes			√								√			√				
Hitchcock			√								√						√	
Holt	√		√	√			√				√		√			√		
Hooker											√							
Jefferson										√	√	√				√		
Johnson										√								
Kearney				√							√			√	√	√		

County	Seasonal									Temporary								
	Soy Beans	Dry Beans	Corn	Fruits/Vegetables	Sugar Beets	Nursery	Grain	Farm Hand	Vineyard	Poultry Production	Beef Production	Pork Production	Food Processing	Feed Lot	Hog Farm	Dairy	Ranching	Egg
Keith	√	√	√	√	√		√				√	√			√			
Keya Paha											√					√		
Kimball			√				√				√							
Knox											√					√		
Lancaster				√		√			√	√			√			√		
Lincoln	√		√	√			√		√	√	√			√			√	
Logan	√		√								√							
Loup			√								√							
Madison		√	√	√							√	√				√		
Merrick			√								√							
Morrill		√	√	√	√		√				√							
Nance											√							
Nemaha									√									
Nuckolls											√							
Otoe				√		√			√	√	√	√	√		√	√		
Pawnee			√				√		√									
Perkins			√				√				√			√				
Phelps			√								√	√		√	√		√	
Pierce			√	√							√							
Platte	√		√	√						√	√	√		√	√	√		
Polk			√								√	√		√		√		
Red Willow				√												√		
Rock											√							
Saline										√	√	√						
Sarpy										√	√							
Saunders				√					√		√							
Scotts Bluff		√	√		√				√		√	√				√		
Seward			√			√					√							
Sheridan		√	√	√	√		√			√	√	√					√	
Sherman							√	√			√						√	
Sioux											√							
Stanton												√		√				
Thomas		√	√								√							
Thurston												√				√		
Valley			√								√	√				√		
Washington											√							
Wayne			√													√		√
Webster											√	√		√	√		√	
Wheeler			√								√			√		√		
York	√		√	√			√				√			√				
Total	14	13	50	23	8	5	20	6	10	11	79	28	7	22	16	30	9	4

INDIVIDUAL ID&R PLAN

Below is a template for individual recruiter action plans.

ACTION PLAN					
Checklist of Activities to Support the ID&R Plan					
GOAL AREA	PERSONAL GOAL	ACTIVITY/STRATEGY TO ACHIEVE GOAL	STAFF RESPONSIBLE	TIMELINE	MONITORING & DOCUMENTATION
QUALITY CONTROL					
PROFESSIONAL DEVELOPMENT					
IDENTIFICATION & RECRUITMENT					
INTERSTATE & INTRASTATE COORDINATION					

ID&R PARENT SURVEY

Title I, Part C Survey

English

Parent / Guardian Information

Name
Address
Phone Number

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work?

Yes ____ No ____

Have your children moved with or to join the worker above in the past 36 months?

Yes ____ No ____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Encuesta de Title I, Part C

Spanish

Información de Padres/Tutor

Nombre
Dirección
Número de Teléfono

¿Se ha mudado usted o un miembro de su familia en los últimos 36 meses para hacer, o aplicar para, trabajo en algo relacionado con agricultura o pescadería, incluyendo lecherías, invernaderos, engordas, plantas procesadoras de carne, legumbres o frutas, o trabajo en el campo?

Sí ____ No ____

¿Se han mudado sus niños con, o para reunirse con el trabajador mencionado en la primera pregunta, dentro de los últimos 36 meses?

Sí ____ No ____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

الوصي/الأمر ولي بيانات

الاسم
العنوان
الهاتف رقم

أو، الألبان صناعة ذلك في بما، الأسماك صيد أو بالزراعة مرتبطة بأعمال للقيام بطلب التقديم/الانتقال الماضية شهرًا 36 الـ خلال أسرتك أفراد أحد أو أنت لك سبق هل الحقل؟ أعمال أو، والدواجن المواشي تغذية أو، الخضراوات أو اللحوم معالجة أو، المشاتل
 نعم لا

إليه؟ انضموا أو الماضية شهرًا 36 الـ في أعلاه المذكور العامل مع أطفالك انتقل هل
 نعم لا



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Nu le Pa / Zohkhenhtu Konglam

Min
Umnak Hmun
Fawn Nambat

Lo chungah cawhnuk chiahnak le thawpat cawhnuk kham tuahnak hmun pawl, tualleng zohkhenhnak hmun pawl, sa asiloah hanghnah le hangthei a dotdot tuahnak le riantiannak, sa'i larva caah rawl peknah hmun, asiloah saram tlonnak vawlei le hmun telh chih in, cin thlak le lo thlawhnak asiloah ngatlaihnak rian he aa pehtlaimi rian ah a liam cia caan thla 36 chungah nangmah asiloah na inn chungkhar pa khatkhat nih rian tuan ding asiloah rian sawk ding ah na `hial bal maw?

~hial bal _____ ~hial bal lo _____

Acung lei langhtermi ah a liam cia caan thla 36 chungah na ngakchia pawl an i `hial bal maw asiloah riantuantu sin ah an i tel bal maw?

~hial bal _____ ~hial bal lo _____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Lus Qhia Txog Niam Thiab Txiv / Tus Neeg Saib Xyuas

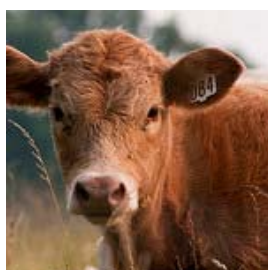
Lub Npe
Chaw Nyob
Nab Npawb Xov Tooj

Koj los yog puas muaj ib tus tswv cuab ntawm koj tsev neeg uas tau tsiv los nyob 36 lub hli dhau los nod uas yog xav ua hauj lwm los yog xav nrhiav ua cov hauj lwm ntsig txog kev ua liaj ua teb los yog kev nrwb ntes ntes, nrog rau cov hauj lwm ntsig txog kev tsim khoom lag luam mis nyuj, kev ua yub khoom txhiam laj txhiam xws, kev ua nqaij los yog kev ua zaub, kev tu qab vag tsib taug, los yog kev tu liaj teb?

Muaj ____ Tsis Muaj ____

Koj puas muaj cov me nyuam uas tau tsiv mus nyob nrog los yog mus koom nrog tus neeg ua hauj lwm li hais los saum toj nod 36 lub hli dhau los nod?

Muaj ____ Tsis Muaj ____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Amakuru yerekeye Umubyeyi / Urera umwana byemewe n'amategeko

Izina
Aderesi
Nomero ya telefone

Ese waba cyangwa ufite umwe mu bagize umuryango wawe wimutse mu mezi 36 ashize kugira ngo akore, cyangwa asabe akazi, gafitanye isano n'ubuhinzi cyangwa uburobyi, harimo ibijyanye no gukora mu bikomoka ku mata, mu ruhumbikiro, gutunganya inyama cyangwa imboga, gukora ahohorerwa amatungo avamo inyama, cyangwa gukora mu murima?

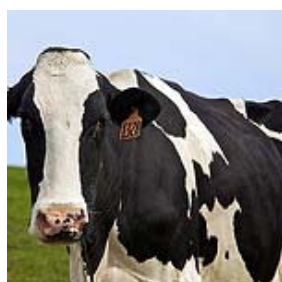
Yego ____ Oya ____

Ese abana bawe bimukanye cyangwa basanga umukozi umaze kuvugwa haruguru mu mezi 36 ashize?

Yego ____ Oya ____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Macluumaad Walidka / Masuulka

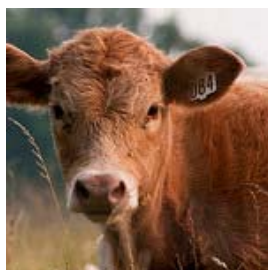
Magaca
Ciwaanka
Nambarka Teleefanka

Miyaad guurtay ama qof qoyskaaga kamida miyaa guuray intii lagu jiray 36 dii bilood ee ugudanbaysay si uu uga shaqeeyo, ama ucodsado, shaqo laxariirta beeraha iyo kaluumaysiga, ayna kamidyihiin warshada caanaha, kalkaalisoooyinka, samaynta hilibka ama qudrada, beeraha cuntada, ama goob shaqo?

Haa ____ Maya ____

Caruurtaadu malaguureen ama raaceen shaqaalaha kor lagu sheegay 36 dii bilood ee ugu danbaysay?

Haa ____ Maya ____



Feed cattle,
Processing, Packing



Dairy



Eggs



Cultivation,
Preparation of soil



Fishing



Harvest (fruit and
vegetables)



Trees- Planting,
cutting



Greenhouse, Nursery,
Sod

Maelezo ya Mzazi/Mlezi

Jina
Anwani
Nambari ya Simu

Je, wewe au jamaa yeyote katika familia yako umewahi kwenda kufanya au kuomba kazi inayohusika na kilimo au uvuvi, ikijumuisha kuchakata maziwa, nyama, mboga, malisho ya wanyama au kazi za nyanjani? Ndiyo ____ Hapana ____

Kuna watoto wako ambao waliambatana au kujiunga na mfanyakazi aliyetajwa hapo juu katika kipindi cha miezi 36 iliyopita? Ndiyo ____ Hapana ____

Feed cattle,
Processing, Packing

Dairy



Eggs

Cultivation,
Preparation of soil

Fishing

Harvest (fruit and
vegetables)Trees- Planting,
cuttingGreenhouse, Nursery,
Sod

QUALIFYING ACTIVITIES IN NEBRASKA

ALFALFA

ALFALFA - BAILING
ALFALFA - CHOPPING
ALFALFA - CUTTING
ALFALFA - FERTILIZING
ALFALFA - HARVESTING
ALFALFA - IRRIGATING
ALFALFA - PELLETING
ALFALFA - PLANTING
ALFALFA - PREPARING FIELD
ALFALFA - SORTING SEEDS
ALFALFA - SPRAYING

ALMONDS

ALMONDS - PICKING

APPLE ORCHARD

APPLES - GRADING
APPLES - HARVESTING
APPLES - PACKAGING
APPLES - PICKING
APPLES - SORTING
APPLES - WASHING
APPLES - WEIGHING
APPLES - SLICING
APPLE TREE - PLANTING
APPLE TREE - PRUNING

ASPARAGUS

ASPARAGUS - PICKING

AVOCADO

AVOCADO - HARVESTING

BASIL

BASIL - PICKING

BELL PEPPERS

BELL PEPPERS - PLANTING
BELL PEPPERS - PREPARING FIELD

BEEF PRODUCTION PROCESSING

BEEF - CUTTING
BEEF - DEBONING
BEEF - EVISCERATING
BEEF - GRINDING
BEEF - HANGING
BEEF - PACKAGING
BEEF - SKINNING
BEEF - SLAUGHTERING
BEEF - SORTING
BEEF - SPLITTING CARCASSES
BEEF - TRIMMING

CHICKEN PRODUCTION & PROCESSING

CHICKEN - CATCHING
CHICKEN - CUTTING
CHICKEN - EVISCERATING
CHICKEN - FEEDING
CHICKEN - GRINDING
CHICKEN - HANGING
CHICKEN - PACKAGING
CHICKEN - PEN CLEANING
CHICKEN - PREPARING FEED
CHICKEN - SLAUGHTERING
CHICKEN - SORTING
CHICKEN - TRIMMING BEAK
CHICKEN - VACCINATING

CHICORY

CHICORY - CLEANING
CHICORY - CULTIVATING
CHICORY - FERTILIZING
CHICORY - HARVESTING
CHICORY - IRRIGATING
CHICORY - PLANTING
CHICORY - PREPARING FIELD
CHICORY - SORTING
CHICORY - WEEDING

CORN

CORN - CULTIVATING
CORN - DETASSELING
CORN - FERTILIZING
CORN - HARVESTING
CORN - HUSKING
CORN - IRRIGATING
CORN - PACKAGING
CORN - PLANTING
CORN - POLINATING
CORN - PREPARING FIELD
CORN - ROGUING
CORN - SORTING

CUCUMBERS

CUCUMBERS - PICKING

DAIRY FARM

DAIRY COWS - CALVING
DAIRY COWS - CLEANING STALLS
DAIRY COWS - FEEDING
DAIRY COWS - HERDING
DAIRY COWS - MILKING

DRY BEANS

DRY BEANS - BAGGING
DRY BEANS - CLEANING
DRY BEANS - CULTIVATING
DRY BEANS - HARVESTING
DRY BEANS - IRRIGATING
DRY BEANS - PLANTING
DRY BEANS - PREPARING FIELD
DRY BEANS - WEEDING

ELEVATOR

ELEVATOR - MIXING FEED
ELEVATOR - UNLOADING GRAIN

EGGS

EGGS - PACKAGING
EGGS - SORTING

FARM HAND

FARM HAND – MENDING FENCE

FEEDLOT/RANCH

CATTLE - BRANDING
CATTLE - BREEDING
CATTLE - CALVING
CATTLE - CLEANING PENS
CATTLE - FEEDING
CATTLE - FENCING
CATTLE - HERDING
CATTLE - PEN RIDING
CATTLE - PREPARING FEED
CATTLE - SORTING
CATTLE - STUNNING
CATTLE - TAGGING
CATTLE - VACCINATING

HAY

HAY - BAILING
HAY - HARVESTING
HAY - RAKING

HOG FARM

HOG - BREEDING
HOG - CLEANING PENS
HOG - FEEDING
HOG - PREPARING FEED
HOG - TAGGING
HOG - VACCINATING
HOG - WASHING

HOPS

HOPS - WEEDING

MILO

MILO - CULTIVATING
MILO - HARVESTING
MILO - IRRIGATING
MILO - PLANTING
MILO - PREPARING FIELD
MILO - ROGUING

NURSERY

NURSERY - CULTIVATING
NURSERY - FERTILIZING
NURSERY - IRRIGATING
NURSERY - PLANTING
NURSERY - POTTING
NURSERY - PRUNING
NURSERY - THINNING
NURSERY - WEEDING

ONIONS

ONIONS - FERTILIZING
ONIONS - HARVESTING
ONIONS - PLANTING
ONIONS - PREPARING FIELD
ONIONS - SORTING
ONIONS - THINNING
ONIONS - TOPPING
ONIONS - WEEDING

PEPPERS

PEPPERS - PICKING
PEPPERS - PREPARING SOIL
PEPPERS - WEEDING

PINE STRAW

PINE STRAW - BAILING

PINE TREE

PINE TREE - PACKING

PINTO BEANS

PINTO BEANS - WEEDING

POPCORN

POPCORN - CLEANING
POPCORN - CULTIVATING
POPCORN - HARVESTING
POPCORN - IRRIGATING
POPCORN - PLANTING
POPCORN - PREPARING FIELD
POPCORN - SORTING

PORK PRODUCTION & PROCESSING

PORK - EVISCERATING
PORK - MEAT CUTTING
PORK - PACKAGING
PORK - SKINNING
PORK - SLAUGHTERING
PORK - SORTING
PORK - STUNNING
PORK - TRIMMING

POTATOES

POTATOES - BAGGING
POTATOES - CLEANING
POTATOES - CULTIVATING
POTATOES - FERTILIZING
POTATOES - HARVESTING
POTATOES - IRRIGATING
POTATOES - PLANTING
POTATO - PREPARING FIELD
POTATOES - SORTING
POTATOES - THINNING
POTATOES - UNLOADING
POTATOES - WEEDING
POTATO SEEDS - CUTTING

PUMPKINS

PUMPKINS - CULTIVATING
PUMPKINS - FERTILIZING
PUMPKINS - HARVESTING
PUMPKINS - IRRIGATING
PUMPKINS - PLANTING
PUMPKINS - PREPARING FIELD
PUMPKINS - WEEDING

SHEEP

SHEEP - FEEDING
SHEEP - HERDING
SHEEP - SHEERING

SOY BEANS

SOY BEANS - CULTIVATING
SOY BEANS - FERTILIZING
SOY BEANS - HARVESTING
SOY BEANS - IRRIGATING
SOY BEANS - PLANTING
SOY BEANS - PREPARING FIELD
SOY BEANS - ROGUING

STRAWBERRIES

STRAWBERRIES - PICKING

SUGAR BEETS

SUGAR BEETS - CULTIVATING
SUGAR BEETS - CUTTING
SUGAR BEETS - FERTILIZING
SUGAR BEETS - HARVESTING
SUGAR BEETS - IRRIGATING
SUGAR BEETS - PLANTING
SUGAR BEETS - PREPARING FIELD
SUGAR BEETS - SAMPLING
SUGAR BEETS - SORTING
SUGAR BEETS - THINNING
SUGAR BEETS - UNLOADING
SUGAR BEETS - WASHING
SUGAR BEETS - WEEDING
SUGAR BEETS - WEIGHING

SUNFLOWERS

SUNFLOWER - CULTIVATING
SUNFLOWER - FERTILIZING
SUNFLOWER - HARVESTING
SUNFLOWER - IRRIGATING
SUNFLOWER - PLANTING
SUNFLOWER - PREPARING FIELD
SUNFLOWER - WEEDING

TOMATOES

TOMATOES - CLEANING PLANTS
TOMATOES - PACKAGING
TOMATOES - PICKING
TOMATOES - PLANTING
TOMATOES - SORTING
TOMATOES - WEEDING

TREE

TREE - PLANTING
TREE - PACKING
TREE - WATERING

TURKEY PRODUCTION & PROCESSIN

TURKEY - CUTTING
TURKEY - PACKAGING
TURKEY - SORTING
TURKEY - SLAUGHTERING
TURKEY - TRIMMING BEAKS

VINEYARD

GRAPES - HARVESTING
GRAPES - IRRIGATING
GRAPES - PICKING
GRAPES - PREPARING BEDDING
GRAPE VINE - CLEANING
GRAPE VINE - PLANTING
GRAPE VINE - PRUNING
GRAPE VINE - REPAIRING FENCE
GRAPE VINE - TRANSPLANTING
GRAPE VINE - TYING
GRAPE VINE - WEEDING
VINEYARD - REPAIRING FENCE

WATERMELON

WATERMELONS - CULTIVATING
WATERMELONS - FERTILIZING
WATERMELONS - HARVESTING
WATERMELONS - PICKING
WATERMELONS - PLANTING
WATERMELONS - PREPARING FIELD
WATERMELONS - SORTING

WHEAT

WHEAT - CLEANING
WHEAT - CULTIVATING
WHEAT - FERTILIZING FIELDS
WHEAT - HARVESTING
WHEAT - IRRIGATING
WHEAT - PLANTING
WHEAT - PREPARING FIELD

ZUCCHINI

ZUCCHINI - CUTTING

ELECTRONIC COE CHECKLIST

MIS 2000 - NE999

Student

Find COEs

COE Year: 2018 COE Date: 06/25/18 Project ID: Pending

COE ID

I. FAMILY DATA

1a Parent/Guardian 1: Last Name 1 Last Name 2 Suffix First Name Middle Name 2a Current Address Address 2 2b City 2c State 2d Zip

1b Parent/Guardian 1: Last Name 1 Last Name 2 Suffix First Name Middle Name

3 Phone 1 Phone 2 Email Legal Parent/Guardian Data Language

I. Family Data

- ☐ Enter the **Project ID**
- ☐ **Parent/Guardian 1 & 2** – Enter the full legal name of the child(ren)'s Parent/Guardian(s).
If the child is the worker and is not living with a parent or guardian, enter a dash (-) in the first and last name fields of Parent/Guardian 1 ONLY.
- ☐ **Current Address** – Provide current physical address – if the physical address is different from the mailing address, provide the mailing address in Address 2 field of the COE
 - ☐ Current Address
 - ☐ Address 2
 - ☐ City
 - ☐ State
 - ☐ Zip Code
- ☐ **Phone 1 & 2** – Provide telephone number with 3 digit area code. It has a ten-digit entry (e.g. 123-456-7890; if available)
If no phone number is available, enter 000-000-0000 into the Phone 1 field.
- ☐ **Email** – Provide email address if available.
This field can also be used for a third phone number if available.
- ☐ **Legal Parent/Guardian Data** – Optional – List Legal Parent/Guardian information in this field if available
- ☐ **Language** – Select the spoken language of the family.
If specific language is not available, select "Other" and contact MEP Analyst to add a new language to MIS2000.

II. Child Data

- ☐ **OSY** – If child is an Out-of-School-Youth (OSY), check the OSY checkbox and complete the OSY Profile under the “Student” Tab.
- ☐ **Last Name & Last Name 2** – Child’s legal last name(s)
If child does not have a Last Name 2, leave COE field blank.
- ☐ **Suffix** – When applicable, record the child’s generation in the family/suffix (e.g. JR, SR, III), otherwise leave blank
- ☐ **First Name** – Enter child’s legal first name – NO NICKNAMES
- ☐ **Middle Name** – Enter child’s legal middle name – NO NICKNAMES
- ☐ **Sex** – Enter child’s gender: (M) Male or (F) Female
- ☐ **Birth Date** – Enter the child’s date of birth
(Children listed on the COE must have a birthdate prior to the QAD)
- ☐ **Age** – Age is automatically calculated based on the child’s DOB
- ☐ **Multiple Birth** – Is the child a twin, triplet, etc.? Select Y for Yes, N for No

II. Child Data (continued)

- ☐ **Code** – Birth Code – Record the last two numbers that correspond 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 (verbal only)
- 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
- 9999 – other

If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases the interviewer should record "07" – the number that corresponds to "parent's affidavit".

- ☐ **Residency Date** – Enter the date the child arrived at the city of residence.
The residency date and the QAD are the same if the most current move was made due to economic necessity, across school district lines, and with or as a qualified migrant worker. A subsequent move that does not meet these requirements would create a new residency date, but would not change the QAD.
- ☐ **Birth City** – Indicate the child's city of birth
- ☐ **Birth State** – Indicate the child's State of birth (if applicable)
At this time, USA and Mexico are the only countries that have state codes available in MIS2000

- ☐ **Birth Country** – Select the appropriate three letter code for the child's country of birth (e.g. USA)
- ☐ **Binational Code (BC)** – Y for Yes, N for No
Federal Definition: A Binational student is an eligible student who has moved between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months.

II. Child Data (continued)

- ☐ **Ethnicity** – Hispanic/Latino: Y for Yes, N for No
- ☐ **Race** – Select appropriate race code.
AM = Native America or Alaska Native
AS = Asian
BL = Black or African American
PI = Native Hawaiian or Other Pacific Islander
WH = White
- ☐ **NE Building Code/Facility Name** – For students attending an academic program in the regular school year, enter the facility information for the school the child is attending. For children who arrive during the summer or are Resident Only assign him/her to the facility the child would be attending if he/she were in school.
- ☐ **District of Residence** – Enter the school district in which the child resides (even if the child has opted into another district)
- ☐ **Comment (optional)** – Use this field to record any additional comments regarding child data. This field can be used to communicate information such as preschool, grade, enroll date, etc with your project data specialist.

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

5. The Qualifying work, * , was (make a selection in both a. and b.):
a. b.

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

4a - Engaged in new qualifying work comments

4b - Actively sought new qualifying work comments

Employer

* If applicable, check:
5c. ☐ Personal subsistence (provide comment)

6a - Worker's Statement - Indicate the length of time at qualifying activity

6b - Employer's Statement - Indicate the length of time at qualifying activity

6c - State documentation for:

III. Qualifying Moves & Work: Items 4-5

- ☐ **Item 4** – Complete the information about where the worker moved from and moved to due to economic necessity and provide the date of the move AND select one of the following:
 - ☐ **4a. – Engaged in new qualifying work soon after the move**
 - ☐ *Provide a comment of the worker engaged more than 60 days after the move*
 - ☐ **4b. – Actively sought new qualifying work AND has a history of recent moves for qualifying work**
 - ☐ *Provide comment to include new qualifying work information and history of (at least two) recent moves for qualifying work (e.g. Applied to work at Smith's farm feeding cows, but job was unavailable. June 2017 – Farm hand, October 2016 feeding cows)*
- ☐ **Item 5: The Qualifying Work** – Select activity from drop down menu.
If the activity is not listed, select "Other" from the menu and record qualifying activity in the COE Log
 - ☐ **5a.** – Select either seasonal or temporary
 - ☐ **5b.** – Select either agricultural or fishing work
 - ☐ **Qualifying Work** – Name of employer, City, State, & County (only required for NE employers)
 - ☐ *Submit Agribusiness Form prior to submitting COE if business is not on the list of qualifying employers*
 - ☐ **5c. Personal Subsistence** – Check if applicable and provide comment
- ☐ **Item 6:** *(Complete only if "temporary" is checked in item 5a)*
 - ☐ **6a. Worker's Statement** – If selected, provide a comment detailing the length of time the worker indicated he/she would be at the qualifying activity (# of days, weeks, months)
 - ☐ **6b. Employer's Statement** – If selected, provide comment detailing length of time the employer indicated the worker would be at the qualifying activity (# of days, weeks, months)
 - ☐ **6c. State Documentation** – *This section is not applicable*

V. INTERVIEWEE SIGNATURE

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 have provided to the interviewer is true.

☐ Sign Educational use of information has been explained to me (FERPA).

Signed By Name

Sign Date

Relationship To Child(ren)

IV. Interviewee Signature

- ☐ *The family must be informed of a possible re-interview by the state*
- ☐ **FERPA** – Interviewer selects whether FERPA was explained to interviewee
- ☐ **Interviewee Signature** – Interviewee signs COE
- ☐ **Signed By Name** – The interviewer uses the same name in this field as what was documented in the Family Section of the COE by selecting the name in the drop down
If the interviewee signs with an "X" interviewer provides documentation
- ☐ **Signature Date** – Interviewer records the date that the interviewee signed the COE
- ☐ **Relationship to Child(ren)** – Interviewer indicates whether the Interviewee is the child's Parent/Guardian

VI. ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

☐ Sign Interviewer Name

Sign Date

☐ Sign Approval 1 Name

Sign Date

☐ Sign Approval 2 Name

Sign Date

☐ Sign SEA Reviewer Name

Sign Date

V. Eligibility Data Certification

- ☐ **Interviewer signature** – Interviewer signs and dates
Interviewer must sign on the same date as interviewee.
- ☐ **Approval 1 Signature** – Reviewer 1 signs and dates.
- ☐ **Approval 2 Signature** – Reviewer 2 signs and dates.
- ☐ **SEA Reviewer Signatures** – Reviewer 3 signs and dates if COE is approved. If COE is not approved, it is not signed and it is put in Rejected status.