



# Nebraska Migrant Education Program Re-Interviews Handbook



Nebraska Department of Education  
Title IC, Migrant Education Program  
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# General Information

## Introduction

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State educational agencies (SEAs) to establish and improve education programs for migratory children directly or through local operating agencies (LOAs).

To the best of our knowledge, the information contained within this handbook complies with the Elementary and Secondary Education Act (ESEA), Title I, Part C, Section 1301-1309, as amended. Code of Federal Regulations: 34 CFR §§ 200.81-200.89; and Migrant Education Program Non-Regulatory Guidance, October 3, 2010, Chapter 2 Revision, March 2017.

## Migrant Education Program Mission and Goal

**Mission:** To help migratory 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 all migrant students reach challenging academic standards and graduate with a high school diploma (or complete an HSED) that prepares them for responsible citizenship, further learning, and productive employment.

## Statutory Purpose of Title I, Part C, Education of Migratory Children

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically. More specifically, the purposes of the MEP are to

1. Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.

2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. Help migratory children benefit from State and local systemic reforms.

Non-Regulatory Guidance issued by the U.S. Department of Education in October 2010 and amended through ESSA, March 2017 state requirements indicated that a local educational agency (LEA) applying for Title I Part C, Education of Migratory Children assures the SEA through appropriate local documentation that:

1. Children who are eligible to receive MEP services meet the definition of migratory child and the basis for their eligibility is properly recorded on a Certificate of Eligibility.
2. The project will complete an Identification and Recruitment plan for each individual recruiter aligned with the State Identification and Recruitment System.
3. A local needs assessment has been conducted to (1) determine the needs of migrant students and how those needs relate to the priorities established by the state; (2) design local services; and (3) select students for the receipt of those services.
4. The project will provide services that are educational or educationally related activities that are provided to migrant children to enable them to succeed in school. In providing services, with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who- (1) are failing, or most At-Risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school, (it only applies to USA schools).
5. The project will plan and carry out programs and projects in coordination with other local, State, and Federal programs; interstate and intrastate coordination between States and local operating agencies to 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; and grants or contracts provided under Section 1308 to improve coordination activities among educational programs that serve migrant children.
6. Local operating agencies will consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration.
7. The project will comply with the data collection plan to match the Measurable Program Outcomes that you indicated in the application as specified in the evaluation section (Section 9) of the Nebraska State MEP Service Delivery Plan. Specifically, data will be

collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP.

8. The local project will evaluate the effectiveness of the MEP. The evaluation will allow the local operating agencies to (1) determine whether the program is effective and document its impact on migrant children; (2) improve program planning by comparing the effectiveness of different types of interventions; (3) determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and (4) identify areas in which children may need different MEP services.
9. The project will provide the SEA MEP with program performance information that is required through a Consolidated Performance Report.
10. The SEA and the local operating agencies must comply with the two fiscal requirements regarding the expenditure of State and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migrant children receive. The statute requires the SEA and local operating agencies to (1) use MEP funds to supplement, not supplant, non-Federal funds; and (2) provide services to migratory children with State and local funds that are at least comparable to services provided to non-migratory children.

## **Definition of Migratory Student**

“The migratory child is one “who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—has moved from one school district to another...”

\* NRG Chapter II, Section 1.

### **OR**

A child is a “migratory child” if the following conditions are met:

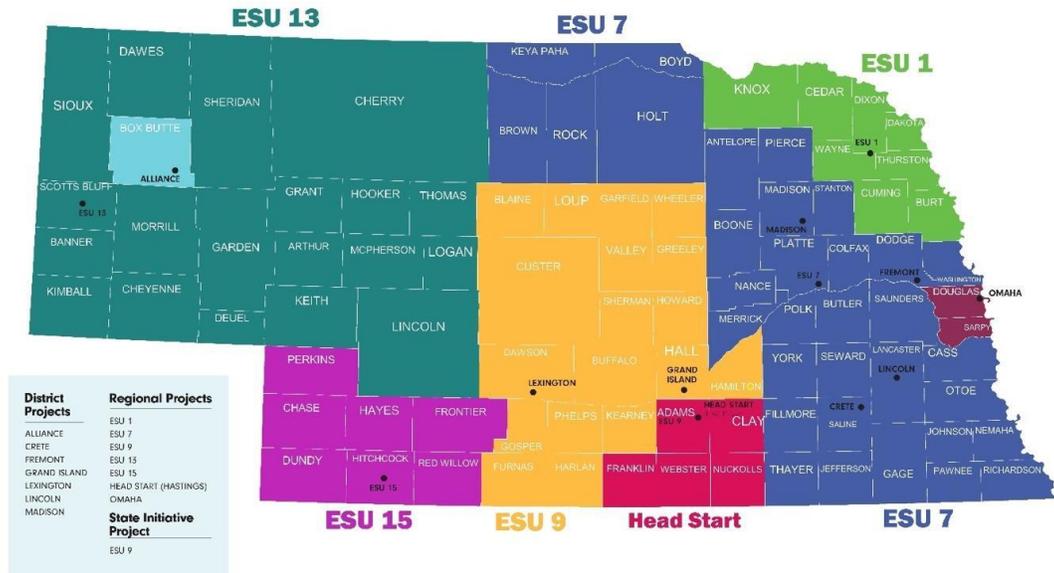
1. The child is not older than 21 years of age; and
2. a. The child is entitled to free public education (through grade 12) under State law, or  
b. The child is not yet at a grade level at which the LEA provides a free public education, and
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3, above, the child moved

due to economic necessity from one residence to another residence, and—

- a. From one school district to another; or
- b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district: or
- c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

\* NRG Chapter II, Section A1

## Migrant Education Program Locations



## Project Identification Codes

<b>Alliance</b>	NEBNKX	<b>Fremont</b>	NEFRET
<b>Crete</b>	NEQLSY	<b>Grand Island</b>	NEPRSW
<b>ESU 1</b>	NEESU1	<b>Head Start Hastings</b>	NETHTY
<b>ESU 7</b>	NEESU 7	<b>Lexington</b>	NEQTHT
<b>ESU 9</b>	NEESU9	<b>Lincoln</b>	NELICP
<b>ESU 13</b>	NEES13	<b>Madison</b>	NEMLJN
<b>ESU 15</b>	NEDUND	<b>Omaha</b>	NEOPSI

# Prospective Re-Interviews

## Summary

The Prospective Re-interview has been developed to help determine whether children enrolled in the Migrant Education Program (MEP) during a current program year were identified correctly and were eligible to receive services paid for with MEP funds. This document describes procedures and guidance that can be used on an ongoing basis to sample the state's recruited children, re-examine information obtained during an initial interview, and take appropriate steps based on the results. The plan has a sample universe including only those children recruited during the program year.

## Purpose

A core responsibility of each State Educational Agency (SEA) is identifying all eligible migrant children/youth in the state. As part of the system of quality controls, a SEA that receives MEP funds must, on an annual basis, validate current-year child eligibility determinations through the re-interviews of a randomly selected sample of children previously identified as migratory. Independent re-interviewers will be used to validate child eligibility determinations made in the previous program year.

The re-interview process is essential in protecting the program's integrity by discovering and correcting any eligibility problems and ensuring that only eligible migrant children are served and counted for MEP funding. Re-interviewing allows Nebraska to identify eligibility issues before the child count is submitted to USDE. It also identifies any specific recruiters or projects who may require additional training and/or technical assistance. Re-interviews are to be completed every year on the current year's eligible migrant children.

## Target Population

The target population of the prospective re-interview is migrant families newly enrolled during each program year. Re-interviews with families will be conducted on a bimonthly basis

## Methodology

The Prospective Re-interview Plan is comprised of five sections

**Part 1: Sampling** - explains different strategies for developing a sampling plan of sufficient size and correct sampling methods to meet suggestions from the Office of Migrant Education.

**Part 2: Training** - addresses the selection of a re-interview team and training that an effective re-interviewer would need.

**Part 3: Conducting Interviews** - addresses how to develop correct methods of obtaining data from families and documenting that data.

**Part 4: Determining eligibility/reviewing COEs** - addresses how data from the re-interviewer can be used to determine the eligibility of families enrolled in the program. It also addresses the appeal panel and an appeals process that can be used if a district or a recruiter would like to dispute findings by the re-interviewer.

**Part 5: Calculating defect rate** - explains how a state can calculate an accurate defect rate based on data collected during the re-interview process.

**Part 6: Quality Control**- explains how states can strengthen their quality control efforts due to the re-interview process.

## Part 1: Sampling

Nebraska Prospective Re-Interview plan for 2022 - 2023:

1. Re-interviews will be conducted throughout the year.
2. A minimum of 234 re-interviews and a maximum of 235 re-interviews are completed annually.
3. The quality control coordinator requests bi-monthly reports of all students, ages 3-21, entered into MIS 2000. The MEP Program Analyst is responsible for providing the random list for re-interviews.
  - In drawing a systematic random sample, the Nebraska program data analyst uses a randomizer tool (<https://randomizer.org>).
  - Each student is assigned a number, and the randomizer tool selects three random sets of numbers.
    - Each set contains 39 unique numbers, which are 39 different students
    - Set 1 is used as the assigned re-interview list.
    - Sets 2 and 3 are set up as a backup re-interview list. If all projects with COEs are not represented in List 1. Lists 2 and 3 will be used to select COEs from projects not represented in List 1.

## Part 2: Training

There are several key factors to consider when selecting re-interviewers. All re-interviewers must be independent of the original recruiters who recruited families in the state. They also need to be fluent in the language of the families they are to re-interview or be assisted by an interpreter that speaks the language of the family

being interviewed. The state should seek out individuals with knowledge and experience working with the migrant population.

Nebraska will provide training corresponding to the re-interviewer's responsibilities as conceived by its adapted Prospective Re-interview plan.

### **Re-interviewer's expectations:**

The re-interviewers should have knowledge and skills in the following areas:

- Understanding of the purpose of the Migrant Education Program
- Ability to conduct re-interviews through open-ended questions
- Knowledge of child eligibility criteria and qualifying activities in the specific geographical area where re-interviews are conducted.

Before re-interviews are conducted with migratory families, all re-interviewers will be trained to ensure that they follow the established procedures of the re-interview process in Nebraska.

The attached documents include a questionnaire used to gather information regarding eligibility. (APPENDIX A)

### **Preparing for the Re-interviews**

- Copies of COE's will be distributed among assigned re-interviewers.
- Re-interviewers prepare for re-interview activities by having access to needed resources - re-interview questionnaires, pens, sticky notes, clipboard, and identification badge.
- All re-interviews are conducted face-to-face or by phone unless instructed differently by the Quality Control Coordinator.
- Re-interviewers should review the list of COE's with Migrant Education staff in a logical fashion and prepare to visit/call the first family to be re-interviewed
- If the family is home, they proceed to conduct the re-interview
- If the family is NOT home check the appropriate box on the questionnaire and proceed to the next family on the list. (Must make no more than three attempts to visit a family).

- Phone calls can be up to 10 attempts before replacing the family with a new COE
- If the family has moved, check the appropriate box on the questionnaire and proceed to the next family on the list.

### **Part 3: Conducting Interviews**

Re-interviewers should be given specific instructions to follow a set of questions and record the answers on approved forms. (APPENDIX A)

The re-interviewer will make an eligibility determination based on the information provided at the reinterview, or a separate reviewer will review the data collected to determine the eligibility of a child.

#### **Conducting a Re-Interview:**

- Introduce yourself to the family. Hi, I'm \_\_\_\_\_, and I work with the Migrant Education Program.
- To put the family at ease and explain the visit's purpose, please say something close to the following:
  - May I please speak with [person interviewed] who spoke with [recruiter's name] about eligibility for the Migrant Education Program? Today's purpose of the visit is to ask a few questions related to the interview process with families for eligibility purposes for the Migrant Education Program in Nebraska. Your family was randomly selected for this re-interview. This information will help improve the Nebraska Migrant Education Program in determining eligibility. If the family declines the interview, thank them and move on to the next re-interview)
- Follow the Re-interview questionnaire in the exact order that it appears. Ask open-ended questions to obtain a response. When necessary, ask for further explanation to the questions.
- DO NOT leave any part of the questionnaire blank. If the subject does not wish to respond, note DID NOT RESPOND in the space provided.  
(APPENDIX A)

#### **Original COE Review**

- Once the re-interviewer has completed the re-interview questionnaire, he/she must review the copy of the original COE

- Review the Child Eligibility Section of the COE to determine if the information provided by the family during the re-interview confirms the information provided on the re-interview form.
- If the information is different or conflicting, ask follow-up questions to clarify eligibility criteria.
- Note responses in the appropriate section of the questionnaire
- Once the Re-interview questionnaire is completed, ask the interviewee to sign the questionnaire.

## **After the Re-Interview**

- Thank the interviewee for his or her cooperation.
- Re-interview questionnaire and COE with all related information will be secure in a sealed envelope.

The re-interviewer will determine eligibility based on the information gathered during the re-interview. The designated ID&R Quality Control team will review the data collected and determine if eligibility criteria have been met.

## **Part 4: Determining Eligibility**

Once re-interviews have been conducted, and eligibility determinations related to the re-interviews have been made, a formal appeal process will be initiated.

- **Initial Notification Letter:** The Quality Control Coordinator will send an initial notification letter of the findings (APPENDIX C) and an appeal form (APPENDIX B) to the program recruiter and coordinator/coordinator. The recruiter will have ten working days to submit any supporting documentation related to the eligibility determination.
- **Appeal and Documentation:**
  - To appeal the ineligibility of the COE, the recruiter must complete an appeal form and gather factual documentation such as school records, employment documentation, etc., and present it to their local project coordinator/director for approval before submitting it to the state quality control coordinator.
  - If no appeal is received within ten days, the child/children documented on the COE will be determined ineligible for the MEP.
- **Approval Team Determination:**

- After the appeal is received, the quality control team meets to review the COE, the reinterview results, and the appeal form and documentation to determine if the COE will be found eligible or ineligible (APPENDIX D).
- **Final Determination Letter:** The quality control coordinator will notify the project recruiter and local project coordinator/director of the COE's quality control team eligibility findings (APPENDIX E).
- **Family/District Notification:** The project is responsible for notifying the family and the district (s) of any change in eligibility. It is also recommended to follow up with a phone call to the family in case they have questions about the letter of determination (APPENDIX F).
  - The local project coordinator/director will provide a copy of the letters sent to the quality control coordinator.
- **Remove from MIS2000:** The child/children listed on the ineligible COE will be removed from MIS 2000 after all notifications of ineligibility are sent to the appropriate parties to ensure the child/children are not included in any further reports and to discontinue services. It is advised that projects keep proper documentation of ineligible COEs for your records.
- **ID&R Consultation/Training:** The ID&R coordinator will conduct an individual consultation/training with the recruiter after each COE has been removed from MIS2000. The local project coordinator/director is encouraged to be present. Items addressed during the consultation/training may include but are not limited to: reviewing ID&R plan goals, NRG eligibility criteria, filling out a COE, etc. (APPENDIX G)
  - Consultation/Training data will be gathered to provide all state ID&R training on a monthly basis.

Mid-September, before Child Count, a yearly report will be compiled from the bi-monthly reports collected throughout the year to ensure all ineligible children have been removed from MIS 2000. All efforts will be made to ensure that accurate documentation is kept during all steps of the re-interview process.

## **Part 5: Calculating the Defect Rate**

Nebraska uses a formula for calculating defect rates. Using a random sample to represent the whole group would not properly represent the population. The number of migrant students interviewed is taken and divided into the number. For example, if 65

students were interviewed and ten students were found to be ineligible ( $10/65 = .015 \times 100 =$  defect rate of 15.3%)

## **Part 6: Quality Control**

The results of the Prospective Re-interview inform the state of corrective actions needed to be taken to recruit all and only eligible children. To address corrective actions, the state MEP will consider changes that need to be made to the ID&R process, such as

1. Revising the ID&R Manual
2. Redesigning required training for recruiters
3. Developing a professional development schedule for local project directors and recruiters to ensure knowledge and understanding of the MEP Non-regulatory Guidance
4. Implement specific, ongoing technical assistance in ID&R projects with continual error rates.
5. Increasing accountability between local projects and the state ID&R staff.

## **Part 7: Conclusion**

The implementation of the prospective re-interview process provides a cost-effective early warning of problems in the state's ID&R process. The results from the prospective reinterview process provide an assessment of the state's ID&R efforts to provide quality ID&R and provide information to monitor and improve the process. ID&R issues identified through the prospective reinterview process will be addressed through continual technical assistance and training with all recruiters.

APPENDIX A

 **TITLE I PART C**   
**Education of Migratory Children**  
**CHILD ELIGIBILITY RE-INTERVIEW QUESTIONNAIRE - (ESSA)**

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COE Number \_\_\_\_\_ Project \_\_\_\_\_  
Report \_\_\_\_\_ List 1 \_\_\_\_\_ List 2 \_\_\_\_\_  
Re-interviewer finds eligible:  Yes  No Reason for Determination: \_\_\_\_\_  
Reviewer finds eligible:  Yes  No Reason for Determination: \_\_\_\_\_  
Final Determination:  Eligible  Ineligible  
If ineligible: \_\_\_\_\_ Date Appeals letter sent \_\_\_\_\_  
Appeals Outcome:  Eligible  Ineligible (Attach Documentation of Appeals findings)

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Attempt #1  Home  Not Home \_\_\_\_\_  
 Attempt #2  Home  Not Home \_\_\_\_\_  
 Attempt #3  Home  Not Home \_\_\_\_\_  
 Moved Away – Indicate the reason (see below)  Declined Interview  
 New tenant in residence  Residence empty/abandoned  Neighbor indicated family moved

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Re-interviewer Name \_\_\_\_\_ Date of Interview \_\_\_\_\_  
Person Accompanying Interviewer \_\_\_\_\_  
Town/City of Interview \_\_\_\_\_ State of Interview \_\_\_\_\_  
Language(s) of Interview \_\_\_\_\_  
Person(s) Interviewed (*Try to interview the person who signed COE first*)  
1. Interviewee Name \_\_\_\_\_ 2. Interviewee Name \_\_\_\_\_  
Relationship to Child/Student \_\_\_\_\_ Relationship to Child/Student \_\_\_\_\_  
Qualifying Worker \_\_\_\_\_  
Relationship to Child/Student \_\_\_\_\_  
Home Address: Street \_\_\_\_\_ Town/City \_\_\_\_\_  
Child/Student Information:  
Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Identification Number \_\_\_\_\_ Grade \_\_\_\_\_

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The information obtained and documented from this interview is correct, to my knowledge.  
**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Interviewer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Child Eligibility Re-interview Questionnaire Cont.'**

1. Have you or a family member moved to engage in any agricultural or fishing work in the last 3 years or 36 months?  
 Yes  No

2. Where did the worker move from and move to?

Moved from:

\_\_\_\_\_ City State Country

Moved to:

\_\_\_\_\_ City State Country

3. When was the date the worker moved to engage in qualifying work activity?

**Worker Move Date** \_\_\_\_\_

4. What was the qualifying work done by the worker? \_\_\_\_\_  
 Seasonal  Temporary

Or actively sought work Yes \_\_\_\_\_ No \_\_\_\_\_

History of qualifying moves? 1. \_\_\_\_\_ 2. \_\_\_\_\_

5. Did the worker engaged in new qualifying agricultural or fishing work within 60 days of arriving in \_\_\_\_\_  
"Moved to" City from #2

Yes  No If No enter what date the worker started working in agriculture work \_\_\_\_\_

6. Where did the worker do the qualifying work? (City and State)

\_\_\_\_\_ Employer \_\_\_\_\_  
City State

7. At the time of the worker's move, did \_\_\_\_\_ (sample child) made the same qualifying move with, or precede or join the migratory agricultural worker?

Yes, moved with;  Moved to precede/join (date \_\_\_\_\_);  Moved on own;  No

If NO is marked, what is the date of the latest subsequent qualifying move? \_\_\_\_\_

Where did the student move from and move to?

Moved from: \_\_\_\_\_  
City State

Moved to: \_\_\_\_\_  
City State

8. **QAD:** \_\_\_\_\_

9. At the time of the latest subsequent qualifying move, did \_\_\_\_\_ (sample child) move with, or precede or join the migratory agricultural worker?

Yes, moved with;  Moved to precede/join (date \_\_\_\_\_);  Moved on own;  No

10. Open the copy of the original COE that you brought. Compare it with the re-interview. Is the information the same?  
 Yes  No

10. Comments:

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Verification of Services Questionnaire

1. Are the children (child) receiving free lunches?  Yes  No
2. Other than today, have you received a follow-up visit from the district Migrant Liaison?  
 Yes  No
3. Has anyone provided information on additional MEP services?  Yes  No

If so, what services? \_\_\_\_\_  
\_\_\_\_\_

Appeals Process Documentation – Use if necessary.

Preliminary reason for ineligibility determination:

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Challenge Response:

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Evaluator Panel:

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Date of Review Conference: \_\_\_\_\_

After the evaluators reviewed submitted documentation on this child, their conclusion is that the child has been determined to be: (Please check the appropriate box.)

- Eligible  Ineligible  Unable determine eligibility or ineligibility

*This determination  Was  Was Not Unanimous.*

## APPENDIX B



# TITLE I PART C Education of Migratory Children



### Appeal form

The COE Appeal Process allows recruiters to submit an appeal form describing the particular circumstances that support the eligibility determination of the family. The appeal form is to be submitted to the State MEP ID&R Coordinator 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 #** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Form Completed by:** \_\_\_\_\_

**Project Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

Child Last Name	First Name	Date of Birth	Student ID #

Below describe particular circumstances that support the eligibility determination of the family:

Recruiter Signature: \_\_\_\_\_

## APPENDIX C Initial Letter Notification



### TITLE I PART C Education of Migratory Children



DATE

COE NE

A core responsibility of each State Education Agency (SEA) under the Title I Part C, Migrant Education Program (MEP) is to identify all eligible migrant children/youth in the state and ensure that only those children who are eligible for the MEP are recruited, counted, and served. As part of the required quality control process, 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 an eligible migratory child/youth.

A re-interview was conducted with a family residing in your designated ID&R area that was selected in the random sampling. The results of the re-interview process include an ineligible determination made by the re-interviewer. EXPLANATION OF FINDINGS If you support the ineligible results from the re-interview process, please email me and let me know you agree with this determination.

If you would like to appeal the re-interviewer's ineligible determination, please complete the attached appeal form and provide supporting documentation related to your eligibility determination. Please respond to the request within the next 10 working days and submit it to me. Due to the CSPR report due date, please prioritize this letter. If you have questions, please contact me.

Thank you,

A handwritten signature in blue ink that reads "Veronica Estevez".

**Veronica Estevez**  
State QC & Parent Engagement Coordinator  
Title IC Education Program | ESU9  
308-370-9030

**APPENDIX D**  
**Approval Determination**

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Determination Form

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Reviewer's Name: \_\_\_\_\_

- |                    |          |    |            |
|--------------------|----------|----|------------|
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |
| I find COE # _____ | ELIGIBLE | OR | INELIGIBLE |

**APPENDIX E**  
**Final Determination Letter**



**TITLE I PART C**  
**Education of Migratory Children**



DATE

COE NE

A core responsibility of each State Education Agency (SEA) under Title I Part C, Migrant Education Program (MEP) is to identify all eligible migrant children/youth in the state and ensure that only those eligible for the MEP are recruited, counted, and served. As part of the quality control process, a SEA that receives MEP funds must, on an annual basis, validate current-year eligibility determinations by re-interviewing a randomly selected sample of children previously identified as eligible migratory children/youth. A re-interview was conducted with a family residing in your designated area who was selected through random sampling.

The COE Approval Team has reviewed the data collected from the re-interview process. Due to conflicting eligibility information between COE documentation and information provided during the re-interview process, the COE Approval Team has determined that the children listed on COE NE ~~-----~~ DETERMINATION for the Migrant Education Program. Please notify the family of their ineligibility status for the MEP within 10 days of receiving this letter. In addition, please send me a copy of the letter sent to the family notifying them of their ineligibility for the Migrant Education Program for our records. It is also recommended to follow up with a phone call to the family if they have questions about the determination.

As part of the process, the State Data Coordinator will remove the children listed on the ineligible COEs from the Nebraska MEP student database system (MIS2000). Please let me know if you have any questions.

Thank you,

A handwritten signature in blue ink that reads "Veronica Estevez".

**Veronica Estevez**  
State QC & Parent Engagement Coordinator  
Title IC Education Program | ESU9  
308-370-9030

**APPENDIX F**  
**Family Notification**

To: The parent(s)/guardian(s) of:  
COE:

We thank you for your time and attention as you were recently re-interviewed by a recruiter in the Migrant Education Program.

Our letter is to inform you that, at this time, your family/child(ren) do(es) not meet the eligibility criteria set by the Migrant Education Program. Therefore, your Certificate of Eligibility (COE) application will be withdrawn from our program. Please contact our program coordinator if you have additional questions about your eligibility.

Thank you,  
Coordinator

Para: Los padre (s) /guardián(es) de:  
COE:

Le agradecemos su tiempo y atención, ya que recientemente fue entrevistado/a por nuestro reclutador en el Programa de Educación de Migrantes. Nuestra carta es para informarle que en este momento su familia / hijo(s) no cumple(n) con los criterios de elegibilidad establecidos por el Programa de Educación para Migrantes, por lo tanto, su solicitud de Certificado de Elegibilidad (COE) se retirará de nuestro programa. Si tiene preguntas adicionales con respecto a su elegibilidad, comuníquese con nuestro coordinador.

Gracias,  
Coordinator

## APPENDIX G

### ID & R Consultation and Training

**ID&R Consultation/Training**

Thank you for taking time out of your day for a one-on-one consultation/training with me! This form is a summary of what we covered during our time together. Let me know if you have any questions.

This form was sent to the recruiter and program coordinator/director.

**Meeting Date**

Select date

Select time

**Type of Consultation/Training**

Approval Process

Appeal

End of eligibility (Quality Control Team Procedure)

Other (see in comment box)

**Project**

Tap to select

**Recruiter**

Tap to select

**Program Coordinator Present**

Yes No

**COE Number**

Type here

**Reviewed COE Eligibility Criteria**

Yes No

**Eligibility Criteria Reviewed**

Type here

**Comments**

Type here

**Documentation**  
COE, appeal letter, etc.

Tap to select

**ID&R Coordinator Signature**

Tap to sign

The following question is asked if Appeal process is selected.

**Discussed possible solution to appeal**

Yes No

**Possible solution to appeal comments**

Type here