

Nebraska MEP 2024-25 Evaluation Training



Training Materials

2024-25 Evaluation Documents

2024-25 CNA/SDP/Evaluation Alignment Chart

2024-25 Evaluation Data Checklist for Local MEPs

Form 1 Parent Training Evaluation

Form 2 Staff Survey

Form 3 Parent Survey

Form 4 Preschool Assessment Tracking Form

Form 5 Math/Reading Assessment Tracking Form

Form 6 Recruiter Survey

Form 7 Fidelity of Strategy Implementation (FSI)

2024-25 CNA/SDP/ Evaluation Alignment Chart from the SDP

- Shows all of the Strategies and Measurable Program Outcomes (MPOs) for the 2024-25 evaluation.

Nebraska MEP 2024-25 Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: No state performance target for school readiness at this time.

Concern Statements: We are concerned that migratory preschool children, especially ELs, do not have access to free, quality early childhood programs and therefore do not have the school readiness skills to be prepared for kindergarten and beyond; who are not enrolled in a preschool program are not receiving MEP instructional services. We are concerned that migratory parents/family members do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs; may not be aware of how to support school readiness, how to enroll their child, or have access to resources to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers; may need additional support/ training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.

Data Summary: In 2020-21, the NAC Goal Area Group reported that migratory parents have requested assistance with health care, dental care, and other basic needs. In 2019-20, 48% of 3-5-year-old migratory children participated in preschool services and 35% of migratory children ages 3-5 received MEP instructional services.

Need Statement: The percentage of parents requesting assistance with health care, dental care, and other basic services needs to decrease and the percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1.1a: Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).	MPO 1A-1: By the end of the 2024-25 performance period, 47% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?	- How many 3-5-year-old migratory children participated in preschool programming? - What types of instructional services were provided to migratory preschool children?
Strategy 1.1b: Provide PD to prepare staff to address the unique educational needs of migratory children ages 3-5 using evidence-based strategies for instruction and support services.	MPO 1A-2: By the end of the 2024-25 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.	What percentage of 3-5-year-old children (PFS & non-PFS) scored proficient or showed a gain of at least 10% on the NePAT?	- What types of PD were provided to staff to support their use of evidence-based strategies to preschoolers?
Strategy 1.2: Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.	MPO 1B: By the end of the 2024-25 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?	What types of support services were provided to 3-5-year-old children?
Strategy 1.3: Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.	MPO 1C: By the end of the 2024-25 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.	What percentage of parents reported increased knowledge of school readiness skills?	How many parents participated in FACE/PAC opportunities? What types of services were provided to parents/families?

Nebraska MEP 2024-25 Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: No state performance target for school readiness at this time.

Concern Statements: We are concerned that migratory preschool children, especially ELs, do not have access to free, quality early childhood programs and therefore do not have the school readiness skills to be prepared for kindergarten and beyond; who are not enrolled in a preschool program are not receiving MEP instructional services. We are concerned that migratory parents/family members do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs; may not be aware of how to support school readiness, how to enroll their child, or have access to resources to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers; may need additional support/ training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.

Data Summary: In 2020-21, the NAC Goal Area Group reported that migratory parents have requested assistance with health care, dental care, and other basic needs. In 2019-20, 48% of 3-5-year-old migratory children participated in preschool services and 35% of migratory children ages 3-5 received MEP instructional services.

Need Statement: The percentage of parents requesting assistance with health care, dental care, and other basic services needs to decrease and the percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1.1a: Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).</p> <p>Strategy 1.1b: Provide PD to prepare staff to address the unique educational needs of migratory children ages 3-5 using evidence-based strategies for instruction and support services.</p>	<p>MPO 1A-1: By the end of the 2024-25 performance period, 47% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.</p> <p>MPO 1A-2: By the end of the 2024-25 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.</p>	<p>What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?</p> <p>What percentage of 3-5-year-old children (PFS & non-PFS) scored proficient or showed a gain of at least 10% on the NePAT?</p>	<p>- How many 3-5-year-old migratory children participated in preschool programming?</p> <p>- What types of instructional services were provided to migratory preschool children?</p> <p>- What types of PD were provided to staff to support their use of evidence-based strategies to preschoolers?</p>
<p>Strategy 1.2: Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.</p>	<p>MPO 1B: By the end of the 2024-25 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.</p>	<p>What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?</p>	<p>What types of support services were provided to 3-5-year-old children?</p>
<p>Strategy 1.3: Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.</p>	<p>MPO 1C: By the end of the 2024-25 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.</p>	<p>What percentage of parents reported increased knowledge of school readiness skills?</p>	<p>How many parents participated in FACE/PAC opportunities?</p> <p>What types of services were provided to parents/families?</p>

2024-25 Evaluation Data Checklist

Nebraska Migrant Education Program (MEP) 2024-25 Evaluation Data Checklist for Local Migrant Education Programs

✓	#	Evaluation Forms/Instruments	MPO(s)/ Implementation	Person(s) Completing	When to Complete	Due
	1	Parent Training Evaluation (Online or Paper)	1C/2C/3C/4C	P	After Training	9/30
	2	Staff Survey (Online)	All	D/MEP	Year End	9/30
	3	Parent Survey (Online)	All	P	Year End	9/30
	4	Preschool Assessment Tracking Record	1A-2	D/MEP	Year End	9/30
	5	Math/Reading Assessment Tracking Record	2A-2/2A-3	D/MEP	Year End	9/30
	6	Recruiter Survey (Online)	Implementation	R	Year End	9/30
	7	Fidelity of Strategy Implementation (FSI) Tool	Implementation	D/MEP	Year End	9/30
	8	Student Services Tracking Record (Optional)	Implementation	D/MEP	Year End	N/A

KEY: D = Directors; MEP = MEP Staff and Teachers; P = Parents; R = Recruiters



QR Code & Link to Form 2 MEP Staff Survey

<https://www.surveymonkey.com/r/NEMEPStaffSurvey24-25>

QR Code & Link to Form 3 Parent Survey

<https://www.surveymonkey.com/r/NEMEPParentSurvey24-25>



✓	Other Evaluation Data Needed from Local MEPs	Due
	MPO 1A-1: Documentation of preschool migratory children (ages 3-5) participating in MEP/non-MEP preschool services (MIS2000)	9/30
	MPOs 1B/2B/3B/4B: Documentation of support services for migratory students/OSY (MIS2000)	9/30
	MPOs 2A-1/3A/4A: Documentation of instructional services to migratory students/OSY (MIS2000)	9/30



QR Code & Link to Form 6 Recruiter Survey

<https://www.surveymonkey.com/r/NEMEPRecruiterSurvey24-25>

Please send all completed forms to:
Benjamin Zink, Education Specialist
(402) 416-9876
Benjamin.Zink@nebraska.gov

For questions about the evaluation:
Cari Semivan, Nebraska MEP Evaluator
META Associates * (720) 339-5349
cari@metaassociates.com

2024-25 Evaluation MPOs 1A-1, 2A-1, 3A, 4A,

Data Needed:

- **MPO 1A-1:** Number of children ages 3-5 that attended preschool or received MEP preschool services.
- **MPO 2A-1:** MEP instructional services provided to migratory students in grades K-8.
- **MPO 3A:** MEP instructional services provided to migratory students in grades 9-12.
- **MPO 4A:** MEP instructional/leadership/career and college/life skills services provided to migratory OSY.

Data Source: **MIS2000**

Due Dates: Projects submit in MIS2000 or send to NDE by **9/30/25**, Danielle submits to Cari in **January 2026**

2024-25
Evaluation
**MPO
1A-2**

Data Needed:

- **MPO 1A-2:** Pre/post NePAT results of 3-5-year-old migratory children that received MEP preschool services.

Data Source: **Form 4:
Preschool Assessment
Tracking Record**

Due Dates: Projects complete Form 4 and submit to NDE by **9/30/25**, Benjamin submits Form 4's (in Excel) to Cari in **October 2025**

Form 4: Preschool Assessment Tracking Record

Nebraska Migrant Education Program (2024-25)

Please indicate the proficiency of all children receiving MEP school readiness instruction on the spreadsheet.

Site:		Person Completing:	
Date:		Phone:	

MIS2000 ID	Student Last Name	Student First Name	Age	PFS Status	Name of Assessment	Math or Language & Literacy?	Pretest Score	Post-test Score	Percent Difference	Proficiency
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	
									#DIV/0!	

*IMPORTANT: Delete student names prior to submitting information to the State.

Form 4 (Due 9/30/25)

2023-24 Evaluation MPOs 1B, 2B, 3B, 4B

Data Needed:

- **MPO 1B:** MEP support services provided to migratory children ages 3-5.
- **MPO 2B:** MEP support services provided to migratory students in grades K-8.
- **MPO 3B:** MEP support services provided to migratory students in grades 9-12.
- **MPO 4B:** MEP support services provided to migratory OSY.

Data Source: **MIS2000**

Due Dates: Projects submit in MIS2000 or send to NDE by **9/30/25**, Danielle submits to Cari in **January 2026**

2024-25 Evaluation MPOs 1C, 2C, 3C, 4C

Data Needed:

- **MPO 1C:** Parent ratings of MEP FACE/PAC activities addressing school readiness.
- **MPO 2C:** Parent ratings of MEP FACE/PAC activities addressing ELA and math.
- **MPO 3C:** Parent ratings of MEP FACE/PAC activities addressing graduation/college/career/life readiness.
- **MPO 4C:** Parent ratings of MEP FACE/PAC activities addressing graduation/college/career/life readiness.

Data Source: **Form 1: Parent Training Evaluation**

Due Dates: Parents complete online evaluations **after each parent activity** or submit paper training evaluations to NDE by **9/30/25**.

Form 1: Parent Training Evals



Omaha MEP 2024-25 Parent Training Evaluation

Evaluación de la Capacitación Para los Padres

1. Date / Fecha

Date / Fecha

Date

MM/DD/YYYY	
------------	--

2. Title / Título

3. MEP Goal Area Addressed / Enfoque de la capacitación

☐ School Readiness
Preparación para el kinder

☐ English Language Arts/Math

QR codes/ links
for each
project's
Parent Training
Evaluation can
be found on
the 2024-25
Evaluation
Data Checklist

QR Codes/Links to the 2024-25 Parent Training Evaluations (Form 1)

Alliance



Alliance MEP 2024-25 Parent Training Evaluation
Evaluación de la Capacitación Para los Padres
<https://www.surveymonkey.com/r/AllianceMEPParentTrainingEval24-25>

Crete

Crete MEP 2024-25 Parent Training Evaluation
Evaluación de la Capacitación Para los Padres

<https://www.surveymonkey.com/r/CreteMEPParentTrainingEval24-25>



ESU 1



ESU 1 MEP 2024-25 Parent Training Evaluation
Evaluación de la Capacitación Para los Padres
<https://www.surveymonkey.com/r/ESU1MEPParentTrainingEval24-25>

ESU 7

ESU 7 MEP 2024-25 Parent Training Evaluation
Evaluación de la Capacitación Para los Padres

<https://www.surveymonkey.com/r/ESU7MEPParentTrainingEval24-25>



ESU 9



ESU 9 MEP 2024-25 Parent Training Evaluation
Evaluación de la Capacitación Para los Padres
<https://www.surveymonkey.com/r/ESU9MEPParentTrainingEval24-25>

2024-25 Evaluation MPOs 2A-2, 2A-3

Data Needed:

- **MPO 2A-2:** Pre/post district ELA assessment results of migratory students in grades K-8 that received MEP reading instruction.
- **MPO 2A-3:** Pre/post district math assessment results of migratory students in grades K-8 that received MEP math instruction.

Data Source: **Form 5: Math/Reading Assessment Tracking Record**

Due Dates: Projects complete Form 5 and submit to NDE by **9/30/25**, Benjamin submits Form 5's (in Excel) to Cari in **October 2025**

Form 5 - Math/Reading Assessment Tracking Record

Nebraska Migrant Education Program (2024-25)

Only submit district reading/math assessment results for migratory students in grades K-8 that received MEP supplemental reading and/or math instructional services. Please indicate the proficiency of all students on the spreadsheet.

[illegible]

***IMPORTANT:** Delete student names prior to submitting information to the State.

Form 5 (Due 9/30/25)

2024-25 Evaluation Strategy Implementation

Data Needed:

- Documentation and ratings of the implementation of the strategies in the Nebraska MEP Service Delivery Plan (SDP) by each project.
- Documentation of parent training provided by each project.

Data Source: **Form 7: Fidelity of Strategy Implementation (FSI) rubric**

Persons Responsible/Timelines: Districts complete and submit to NDE by **9/30/25**. Benjamin submits to Cari in **October 2025**.

2024-25 FSI


GOAL AREA 2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

☐ Strategy not applicable - Reason: _____

Strategy 2.1a	Level of Strategy Implementation				
	Not implemented with fidelity to the SDP			Implemented with fidelity to the SDP	
	Not Aware	Aware	Developing	Succeeding	Exceeding
2.1a Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.	<ul style="list-style-type: none"> No provision of targeted, evidence-based ELA and math support to migratory students. No progress monitoring to inform MEP services. No coordination with other programs/ service providers. 	<ul style="list-style-type: none"> Inadequate provision of targeted, evidence-based ELA and math support to migratory students. Limited progress monitoring to inform MEP services. Limited coordination with other programs/ service providers. 	<ul style="list-style-type: none"> Some provision of targeted, evidence-based ELA and math support to migratory students. Some progress monitoring to inform MEP services. Some coordination with other programs/ service providers. 	<ul style="list-style-type: none"> Sufficient provision of targeted, evidence-based ELA and math support to migratory students. Sufficient progress monitoring to inform MEP services. Frequent coordination with other programs/ service providers. 	<ul style="list-style-type: none"> Extensive provision of targeted, evidence-based ELA and math support to migratory students. Extensive progress monitoring to inform MEP services. Regular coordination with other programs/ service providers.
If this Strategy is rated "Developing" or below, please indicate how you plan to improve implementation in the future.					
<p>Check (✓) the ways in which this Strategy was implemented by your project</p> <div> <div> <input type="checkbox"/> 4-H Robotics camp <input type="checkbox"/> After-school STEM/robotics program <input type="checkbox"/> After-school tutoring/homework club <input type="checkbox"/> ESL paraprofessionals provide interpreting and supplemental educational support <input type="checkbox"/> Enrichment programs <input type="checkbox"/> Extended day/week programming <input type="checkbox"/> Facilitate communication between home/school/MEP (e.g., social media, school letters, phone calls, translation). </div> <div> <input type="checkbox"/> Home-based instruction <input type="checkbox"/> Individual student plans <input type="checkbox"/> In-school support <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance) <input type="checkbox"/> Paraprofessional services during/after school <input type="checkbox"/> Recruit students for program opportunities. <input type="checkbox"/> School visits </div> <div> <input type="checkbox"/> Summer school focusing on math and reading <input type="checkbox"/> Tablets/computers <input type="checkbox"/> Transportation to/from extended programming <input type="checkbox"/> Use assessment results to plan and modify instruction to close learning gaps. <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of online programming <input type="checkbox"/> Utilize reading and math curriculum developed specifically for summer services. <input type="checkbox"/> Virtual/online tutoring </div> </div>					
If applicable, cite additional ways in which the Strategy was implemented.					
What was the most effective way(s) your project implemented this Strategy?					
<p>Check (✓) the documentation that is kept onsite for this Strategy</p> <div> <div> <input type="checkbox"/> Attendance records <input type="checkbox"/> Close Up records/documents <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Documentation of reading and math services <input type="checkbox"/> Documentation on enrollment </div> <div> <input type="checkbox"/> Enrollment records <input type="checkbox"/> Final student summary report <input type="checkbox"/> Individual student plans <input type="checkbox"/> Information on instruction provided <input type="checkbox"/> Lesson plans </div> <div> <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Reading and math assessment results <input type="checkbox"/> Student records showing needs and strengths <input type="checkbox"/> Student work <input type="checkbox"/> Summer school attendance/progress records </div> </div>					

Form 2: Staff Survey





2024-25 Nebraska MEP Staff Survey (Form 2)

Nebraska Migrant Education Program (MEP)

Hello MEP Staff,

Please take a moment to complete this survey to share your perspective about the impact of the MEP. Thank you very much!!

1. Please check your location:

<input type="radio"/> Alliance	<input type="radio"/> ESU 9	<input type="radio"/> Head Start
<input type="radio"/> Crete	<input type="radio"/> ESU 13	<input type="radio"/> Lexington
<input type="radio"/> ESU 1	<input type="radio"/> ESU 15	<input type="radio"/> Lincoln
<input type="radio"/> ESU 7	<input type="radio"/> Fremont	<input type="radio"/> Omaha

Other (please specify)

2. Please check your position:

<input type="radio"/> MEP Instructional Staff	<input type="radio"/> MEP Non-Instructional Staff
---	---

3. Please rate the extent to which...

	Not at all	A Little	Somewhat	A Lot	Very Much	N/A
The MEP helped migratory students improve their English language arts (reading/writing) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MEP helped migratory students improve their math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


4. What were some of the key ways in which the MEP impacted migratory students' reading and math achievement?

Link to Form 2: Staff Survey

<https://www.surveymonkey.com/r/NEMEPStaffSurvey24-25>

Form 3: Parent Survey





2024-25 Nebraska Parent Survey (Form 3) / Encuesta Para Los Padres

**Nebraska Migrant Education Program
Programa de Educación Migrante de Nebraska**

1. Please check your location / **Por favor indique su local:**

<input type="radio"/> Alliance	<input type="radio"/> ESU 9	<input type="radio"/> Head Start/Hastings
<input type="radio"/> Crete	<input type="radio"/> ESU 13	<input type="radio"/> Lexington
<input type="radio"/> ESU 1	<input type="radio"/> ESU 15	<input type="radio"/> Lincoln
<input type="radio"/> ESU 7	<input type="radio"/> Fremont	<input type="radio"/> Omaha

2. Grade level(s) of your children / **Grado(s) de sus niños:**

☐ Preschool / **Pre-escolar**

☐ K-8

☐ 9-12

☐ out-of-school / **Jóvenes que no asisten a la escuela**

3. Did you attend any migrant PAC meetings, parent meetings, parent/family nights, or the Parent and Family and Student Conference?
¿Asistió usted en alguna junta de concilio, junta para los padres, noches familiar, o la Conferencia para Padres de Familia y Estudiantes Migratorios?

☐ Yes / **Sí** ☐ No

4. All Parents / **Para todos los padres:**

	Not at all / Nada	Somewhat / Algo	A Lot / Mucho	N/A / No me aplica
--	-----------------------------	---------------------------	-------------------------	---------------------------

How much did parent activities and/or resources/information provided by the migrant program help you feel better prepared to support your child's education?
Si usted participó en actividades y/o recibió recursos/información del programa migrante, ¿cuánto le prepararon para apoyar a su hijo en su educación?


<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

QR Code/Link to Form 3: Parent Survey

<https://www.surveymonkey.com/r/NEMEPParentSurvey24-25>

Form 6: Recruiter Survey





2024-25 Nebraska Recruiter Survey (Form 6)

Nebraska Migrant Education Program

Hello MEP Recruiters,

Please take a moment to complete this survey so we can determine the effectiveness of identification and recruitment (ID&R) in Nebraska. Thank you very much!!

1. Please indicate your level of experience with recruiting:

☐ Less than 1 year ☐ 1-3 years ☐ 3+ years

2. What is your proficiency level on the Recruiter Competency Assessment?

☐ Not Proficient ☐ Proficient ☐ Mastery ☐ Don't Know

☐ Other (please specify)

3. Please indicate your location (choose all that apply):

<input type="checkbox"/> Alliance	<input type="checkbox"/> ESU 9	<input type="checkbox"/> Head Start
<input type="checkbox"/> Crete	<input type="checkbox"/> ESU 13	<input type="checkbox"/> Lexington
<input type="checkbox"/> ESU 1	<input type="checkbox"/> ESU 15	<input type="checkbox"/> Lincoln
<input type="checkbox"/> ESU 7	<input type="checkbox"/> Fremont	<input type="checkbox"/> Omaha
<input type="checkbox"/> Other (please specify)		

QR Code/Link to Form 6: Recruiter Survey

<https://www.surveymonkey.com/r/NEMEPRecruiterSurvey24-25>

Q&A

Questions about the Evaluation?



Contact Cari at
cari@metaassociates.com
(720) 339-5349



**THANK
YOU**