

# Migrant Re-interview Report 2022–23

## California Department of Education Migrant Education Office

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## Executive Summary

For 2022–23, the Migrant Education Office of the California Department of Education contracted WestEd to develop and implement a process to coordinate and conduct a prospective statewide re-interview of California’s migrant families. The purposes of a prospective statewide re-interview are to verify eligibility of children and youths for migrant education services and to identify a valid eligibility discrepancy rate for the state. Information collected from a prospective re-interview process is used as an early warning system for states to identify potential issues with the quality control of identification and recruitment of migratory children and youths.

This report summarizes the status of prospective statewide re-interview activities for program year 2022–23, which extended from September 1, 2022, through August 31, 2023. The structure of the report includes a methodology that describes the approved re-interview tasks (writing and implementing the sampling plan, providing a re-interview training to local Migrant Education Program staff, and managing and analyzing re-interview data); descriptive results of the prospective re-interviews (state response and discrepancy rates, including reasons for ineligibility decisions); and data interpretation and recommendations for future re-interview cycles.

### Key Findings

- The state’s re-interview response rate was 100 percent for the 2022–23 re-interview cycle.
- The state’s discrepancy rate was zero (0.0) percent for the 2022–23 re-interview cycle.

Recommendations based on these key findings and on the re-interview process as a whole are provided in the Conclusion section of this report, beginning on page 12.

## Introduction

The Migrant Education Program (MEP) is authorized under Part C of Title I of the Elementary and Secondary Education Act of 1965. The California MEP is administered by the California Department of Education (CDE) Migrant Education Office (MEO). The CDE provides subgrants to 20 local MEP offices that serve students in 45 of the state's 58 counties. Each year, per Title 34 *Code of Federal Regulations* 200.89 (b)(2), the CDE must validate current-year child eligibility determinations through a re-interview of a randomly selected sample of children previously identified as eligible to receive services from the MEP. Prior to the update effective September 1, 2020, the *Code of Federal Regulations* required statewide re-interviews to be completed by independent re-interviewers at least once every three years. The CDE MEO last conducted an independent re-interview for the 2018–19 program year.

For the 2022–23 re-interview cycle, the CDE MEO contracted WestEd to coordinate prospective statewide re-interviews of California's migrant families. The purposes of a prospective statewide re-interview are to verify eligibility of children and youths for migrant education services and to identify a valid eligibility discrepancy rate for the state. Information collected from a prospective re-interview process is used as an early warning system for states to identify potential issues with the quality control of the identification and recruitment (I&R) of migratory children and youths. The 2022–23 re-interviews were conducted in accordance with the US Department of Education's 2010 *Technical Assistance Guide on Re-interviewing*.<sup>1</sup>

This report summarizes the prospective statewide re-interview activities for program year 2022–23, which extended from September 1, 2022, through August 31, 2023. The structure of the report includes a methodology that describes the approved re-interview tasks (implementing the sampling plan, providing re-interview training to local re-interview coordinators, and managing and analyzing re-interview data); descriptive results of the prospective statewide re-interview (state response and discrepancy rates, including reasons for ineligibility decisions); and data interpretation and recommendations for future re-interview cycles.

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<sup>1</sup> US Department of Education. 2010. *Technical Assistance Guide on Re-interviewing*. Washington, DC: Author. <https://results-assets.s3.amazonaws.com/tools/mep-reinterviewing-guide-dec-10.pdf>

## Methodology

### Sampling Plan

WestEd conducted a simple random sample for the state, calculated using a four percent discrepancy rate with a 95 percent confidence level and a plus or minus (+/-) five percent margin of error. Aligning to the federal requirements, a sample of 59 children was drawn from across the state. To account for nonresponses, an oversample of an additional 59 children across the state was drawn, for a total sample draw of 118 child names.

To ensure the sample demonstrates rigor and is representative of the state's population of children eligible to receive MEP services, the sampling universe included all children from the state's database whose Certificate of Eligibility (COE) was signed between September 1, 2022, and August 31, 2023. Each child had an equal chance of being chosen. The sample included five draws, one each for quarters 1, 2, and 3, and two<sup>2</sup> for quarter 4, as follows:

- **Quarter 1 COEs:** In early December 2022, a sample of 19 student names and an oversample of 19 student names were drawn from COEs signed between September 1, 2022, and November 30, 2022.<sup>3</sup>
- **Quarter 2 COEs:** In early March 2023, a sample of 10 student names and an oversample of 10 student names were drawn from COEs signed between December 1, 2022, and February 28, 2023.
- **Quarter 3 COEs:** In early June 2023, a sample of 16 student names and an oversample of 16 student names were drawn from COEs signed between March 1, 2023, and May 31, 2023.

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<sup>2</sup> There are two draws for quarter 4 COEs to ensure the entire year's student population is included in the sample and to allow the state sufficient time to submit accurate data for the Consolidated State Performance Report. Having two draws allows for more time to conduct quarter 4 re-interviews. To illustrate, if quarter 4 followed the same pattern as the previous three quarters, the sample would be drawn once in early September, allowing only a few short weeks to conduct 14 re-interviews across the state.

<sup>3</sup> Each sample draw was weighted based on the prior year's quarterly eligibility percentage. For example, in the 2021–22 program year, 32 percent of recruitments occurred during the period of September 1, 2021, to November 30, 2021. This percentage was used to determine what percentage of the overall sample was drawn for quarter 1 COEs from program year 2022–23 (32 percent of 59 is 18.9, rounded up to 19 student names and doubled for oversample to equal 38 student names).

- Quarter 4 COEs:
  - In early August 2023, a sample of 10 student names and an oversample of 10 student names were drawn from COEs signed between June 1, 2023, and July 31, 2023.
  - In early September 2023, a sample of four student names and an oversample of four student names were drawn from COEs signed between August 1, 2023, and August 31, 2023.

## Re-interview Instruments

California uses four re-interview instruments: (1) family instrument, English; (2) family instrument, Spanish; (3) self-qualifier instrument, English; and (4) self-qualifier instrument, Spanish. The family instrument is used when re-interviewing a COE signer who is a parent, guardian, or spouse, and the self-qualifier instrument is used when re-interviewing a COE signer who qualified as the worker. The language of the instrument (English or Spanish) is determined by the preferred language of the family.

These instruments were created to align with California's 2017 COE<sup>4</sup> and were developed and tested in accordance with the US Department of Education's 2010 *Technical Assistance Guide on Re-interviewing*.

Each instrument includes a gray-shaded column on the right-hand side for comparisons between the re-interview data and the COE. On each instrument, the specific section of the COE that corresponds to a re-interview question is listed next to the question. This transparent alignment between the COE and the instruments helps to ensure that the re-interviewer and the reviewer appropriately compare the re-interview data to the information recorded on the COE. Appendix A includes excerpts from the English versions of the family and self-qualifier instruments.

Due to health restrictions and other circumstances, re-interviews were conducted mostly remotely by phone for the re-interview cycle, although a higher number of in-person re-interviews were conducted this year than in the prior two years. To accommodate remote re-interviews as well as distanced transferring of re-interview data (electronically), California implemented a fillable PDF version of each re-interview instrument during the 2019–20 re-interview cycle, which was employed in later re-interview cycles as well. This fillable re-interview instrument matched the validated

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<sup>4</sup> California's 2017 COE was developed to reflect the US Department of Education's eligibility guidelines as updated in March 2017.

paper instruments described above exactly in structure and contents. These PDFs were stored and transferred in adherence with state and local guidelines for data security.

## **Re-interview Training**

In November 2022, representatives from all California MEP subgrantees were invited to participate in an in-person re-interview training that spanned two days. The training addressed the following topics: (1) reviewing the process of statewide and local re-interviews, including subgrantee roles and responsibilities in each; (2) collecting unbiased data by completing the re-interview questionnaire thoroughly; (3) scheduling a re-interview appointment; (4) demonstrating cultural sensitivity throughout the re-interview process; (5) learning about the re-interview instruments and practicing using them within the re-interview protocol for interviewing families and self-qualifiers; (6) establishing a reliable re-interview review process for local re-interviews; (7) understanding the simple random sample used for re-interviews and when subgrantees may wish to sample beyond a simple random sample; and (8) using local data analysis and reflection tools and protocols. The training agenda is included in appendix B.

## **Re-interview Data: Collection, Review, and Management**

WestEd disseminated packets<sup>5</sup> to re-interviewers after each sample draw. WestEd disseminated electronic packets for each of the four re-interview quarters. The electronic packets were used to support subgrantees to adhere to state and local health and safety guidance during the pandemic. Table 1 below shows the length of time re-interviewers conducted re-interviews in each quarter.

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<sup>5</sup> The term *packet* refers to electronic re-interview packets. An electronic packet is a folder that includes four documents: a label document, which includes contact information for families (to facilitate making a re-interview appointment without opening the COE) and a table for capturing contact attempts; a COE; and both Spanish and English versions of the appropriate re-interview instrument.

**Table 1. Re-interviews Are Conducted Near the Time of the Sample Draw**

Quarter	Date range of COE signatures	Date of sample draw	Date range of re-interviews
1	September 1 to November 30, 2022	December 2, 2022	December 9, 2022 to January 30, 2023
2	December 1, 2022, to February 28, 2023	March 3, 2023	March 13 to April 11, 2023
3	March 1 to May 31, 2023	June 2, 2023	June 15 to July 14, 2023
4	June 1 to July 31, 2023	August 2, 2023	August 10 to September 22, 2023
4	August 1 to August 31, 2023	September 5, 2023	September 8 to September 22, 2023

Electronic packets were returned to WestEd via a secure file system, Box, which meets California's requirements for data security when data is at rest and in transfer.

WestEd created two tools for data collection and management: a re-interview contact log and a re-interview data file, both in spreadsheet format. WestEd entered accurate and complete data into the re-interview contact log and the re-interview data file.

WestEd updated the contact log after receiving re-interview packets from subgrantees, and the data file after the re-interview review process was complete.

### **Re-interview Contact Log**

WestEd created and populated a contact log in a Microsoft Excel spreadsheet. The contact log included information on (1) family contact attempts, (2) re-interviewer name, (3) method of re-interview (in person or remotely), (4) any qualitative notes that could be used as lessons learned to improve the process, and (5) data related to tracking the submission and receipt of re-interview packets. The re-interview contact log served the dual purposes of capturing details of family contact attempts and re-interview outcomes as well as tracking physical and electronic packets through the re-interview and review process.

### **Re-interview Data File**

WestEd created and populated a Microsoft Excel spreadsheet that included a column for each data point in each instrument as well as columns to capture specific differences

between the re-interview and the COE. The re-interview data spreadsheet acted as an electronic record of each re-interview. The re-interview data file template is included in this report in appendix C.

## Re-interview Review Process

The re-interview review process consisted of two tiers (Tier 1 and Tier 2), each with its own review team. The Tier 1 review team screened and reviewed every completed re-interview. Those re-interviews deemed “clean” (no eligibility concerns) by the Tier 1 review team were then logged and electronically filed. Any packet determined by the Tier 1 team to have potential eligibility issues was submitted to the Tier 2 review team. For each packet in question, two Tier 2 team members independently reviewed the packet. If they agreed on the recommendation, that recommendation was submitted to the CDE. If the Tier 2 reviewers did not agree after their independent reviews, they discussed the packet in an effort to come to a consensus; the consensus recommendation was then provided to the state. Each tier of review was documented, with rationales for ineligibility included, using a standardized form (included in appendix D).

Each packet that passed through Tier 2 and was found to have eligibility concerns was presented to the CDE with an eligibility recommendation. Those recommendations fell into one of two categories: (1) *ineligible* or (2) *important information on the COE not verified*. The CDE reviewed all eligibility recommendations and made initial eligibility determinations for each case. The initial eligibility determinations fall into three categories: both the recommendations mentioned above and a *maintain eligibility* category. Descriptions of all determinations and their outcome processes are captured below. Note that all determinations and outcome processes are included below although not all were utilized this year. For example, there were no ineligibility determinations this year and no subgrantees submitted an appeal on an ineligibility determination.

- **maintain eligibility**—There were no eligibility concerns. Any differences between re-interview data and that recorded on the COE were minor and did not affect the child’s eligibility. In these cases, the state did not notify the subgrantee, and no action was required on the part of the subgrantee. The child continued to be eligible to receive MEP services. The re-interview outcome was *maintain eligibility*.
- **ineligible**—Based on information collected during the re-interview, the child did not appear to meet eligibility criteria and was deemed ineligible to receive MEP services. The state notified the subgrantee. The subgrantee had 15 days to appeal the ineligibility decision through engaging in the statewide appeals process.
  - If no appeal was submitted or if the appeal was denied, the COE was marked ineligible in California’s Migrant Student Information Network (MSIN) and the

child was no longer eligible to receive services. The re-interview outcome was *ineligible*.

- If an appeal was submitted and accepted, the child maintained their eligibility to receive MEP services. The re-interview outcome was *maintain eligibility*.
- **important information on the COE not verified**—Based on information collected during the re-interview, the child appeared to meet eligibility criteria; however, there were substantive differences between the information collected during the re-interview and that recorded on the COE (for example, move dates off by weeks or months, different move-to or move-from cities). The state notified the subgrantee. The subgrantee had 15 days to send a recruiter—a different one than the original recruiter—to conduct a new recruitment interview.
  - If the child was determined to be eligible on the basis of that recruitment interview, either the existing COE was validated and maintained or the current COE was deleted and a new COE generated. The child continued to be eligible to receive services. The re-interview outcome was *maintain eligibility*.
  - If the child was not eligible based on that recruitment interview or the subgrantee did not conduct a second recruitment interview, the child was deemed ineligible. The COE was marked ineligible in MSIN, and the child was no longer eligible to receive services. The re-interview outcome was *ineligible*.

## Results

Overall, re-interviewers conducted 59 valid re-interviews across the state, for a **100 percent response rate**. Twelve re-interviews were conducted in person, while 47 were conducted remotely.<sup>6</sup> No re-interviews resulted in an ineligibility determination, for an **eligibility discrepancy rate of zero (0.0 percent)**, a 3.4 percentage point decrease from the discrepancy rate found in the 2021–22 re-interview cycle.

Table 2 shows the reasons for eligibility determinations and re-interview outcomes for each packet reviewed by the Tier 2 team. For each of these re-interviews, the outcome was *important information on the COE not verified as recorded*. Because each child maintained their eligibility to receive services after the re-interview, the re-interviews did not contribute to the discrepancy rate. If a child's eligibility had been withdrawn as a result of the re-interview process, that re-interview would have contributed to the discrepancy rate.

**Table 2. Eligibility Determinations and Outcomes, by COE**

COE # and eligibility determination	Reason(s) for eligibility determination	Re-interview outcome and notes
<b>D820923</b> <i>Important information on the COE not verified as recorded</i>	<ul style="list-style-type: none"><li>The worker's move cities and districts were not verified.</li><li>The worker was not verified.</li><li>The worker's qualifying work was not verified.</li></ul>	<i>Maintain eligibility</i> —Local I&R staff spoke with the family and verified that COE D820923 is accurate as recorded. The difference in information collected during the re-interview and recorded on the COE was a result of confusion because the family has two migratory workers.
<b>DA17747</b> <i>Important information on the COE not verified as recorded</i>	<ul style="list-style-type: none"><li>Child's move date not verified.</li><li>Child's move cities/districts not verified.</li><li>Worker's move date not verified.</li></ul>	<i>Maintain eligibility</i> —Local I&R staff conducted a second recruitment interview and replaced COE DA17747 with COE DA18281. COE DA18281 records the accurate child move date and the accurate worker move date.

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<sup>6</sup> The number of in-person re-interviews is higher than in the past two years, as COVID-19 stay-at-home orders eased and local health conditions allowed for more in-person interactions.

## Conclusion

During the 2022–23 prospective statewide migrant re-interview cycle, 59 valid re-interviews were conducted, for a state response rate of 100 percent. Out of the 59 re-interviews, no children were determined to be ineligible to receive services, for a state eligibility discrepancy rate of zero (0.0) percent, which is noteworthy and a decline from last year's rate of 3.4 percent.

Like the cycles beginning with the 2017–18 cycle, the 2022–23 re-interview used a revised, Every Student Succeeds Act (ESSA) compliant re-interview instrument. This user-friendly instrument allowed for the collection and review of data more efficiently and with less human error than the re-interview instrument used in the years prior to 2017–18. The CDE's re-interview instrument and the tools and processes used to review and track re-interview data allow for an accurate, thorough, consistent, and transparent re-interview process.

The following recommendations will enable the state to continue conducting a transparent, high-quality, valid, and reliable re-interview process.

## Recommendations

### **Recommendation 1: Continue the rolling re-interview process**

As in prior years, WestEd recommends that the state maintain a quarterly rolling re-interview process when conducting statewide re-interviews, whereby re-interviews are conducted throughout the year. A quarterly re-interview process minimizes errors because families are re-interviewed closer to the time of the original recruitment interview. The shorter time frame between recruitment and re-interview should also make families easier to locate for a re-interview, leading to higher response rates; it also may enable families to better recall details of qualifying moves, leading to the collection of more reliable data.

### **Recommendation 2: Continue standardized local re-interview processes**

In the 2022–23 re-interview cycle, the discrepancy rate decreased from 3.4 percent in 2021–22 to zero (0.0) percent. Four years prior, the discrepancy rate was 10.2 percent. The CDE MEO and WestEd have been providing ongoing training and guidance to subgrantees to help support quality I&R practices, and subgrantees have adopted the statewide protocols and tools into their own ongoing re-interview processes. By employing a standardized process by which subgrantees conduct local re-interviews using the same re-interview protocol that is used in the statewide re-interview, both subgrantees and the CDE better understand subgrantee-specific trends, bright spots, and needs within local I&R processes.

### **Recommendation 3: Develop an electronic instrument platform to reduce the possibility of error**

The ESSA-compliant instruments used in the 2022–23 statewide prospective re-interview cycle were designed to be as user-friendly as possible while collecting all data points necessary for reviewers to verify eligibility (or to highlight eligibility concerns or issues with COE quality). To reduce the possibility of human error in data collection, WestEd recommends transitioning to a smart electronic instrument that utilizes automatic fill, immediate comparison of items, and skip logic. Such a transition would decrease the potential for human error during data collection, tracking, and review. After transitioning to phone re-interviews during the pandemic, subgrantee re-interviewers used a fillable PDF of the instrument. This fillable PDF version of the instrument has some benefits of a smart electronic instrument (for example, it can be transferred electronically, and it can be pre-filled with the child's name); overall, though, it is functionally the same as the paper form. At this point, the fillable PDF instrument does not have the capability of connecting with a database or source document that might allow for the prepopulation of COE data or an automatic comparison between re-interview data and the data recorded on the COE.

### **Recommendation 4: Provide ongoing support and feedback for local re-interviewers**

During the past several re-interview cycles, subgrantee re-interviewers benefited from ongoing support and technical assistance throughout the re-interview process. WestEd established flexible resources through which subgrantees could receive support, including a call line, a dedicated email address, individual calls and virtual meetings, and a technical assistance session on reviews for all interested subgrantees. The combination of these efforts improved the quality of the data collected and, thus, the fidelity of the re-interview process. WestEd recommends that future re-interview cycles also provide ongoing support and technical assistance opportunities for local re-interviewers, whether coordinated by WestEd or through local MEP offices.

### **Recommendation 5: Continue in-person annual re-interview training**

The annual re-interview training for the 2022–23 re-interview cycle was held in-person for the first time after two years of remote training due to state health orders and recommendations. The training for the cycle currently in process (2023–24) was also held in person. The nature of the training continues to be more effective in person. When in person, participants can practice the instrument face-to-face with one another and get immediate feedback from a facilitator who is circulating throughout the room. On the virtual platform, while facilitators observed breakout rooms, it was not feasible to give the same level of feedback as occurs in an in-person training. Conducting the

annual training in person may reduce the amount of technical assistance needed throughout the cycle, since participants are provided more feedback on their practice during in-person sessions.

## Appendix A: Re-interview Instrument Excerpts

### Family Re-interview Instrument, English

Date of Re-Interview: _____		Start Time of Re-Interview: _____
Name of Re-Interviewer: _____		Re-interview conducted: <input type="checkbox"/> In-person <input type="checkbox"/> Phone
<b>Introduction</b> <i>After greeting the re-interviewee, please say:</i> Thank you for your participation in this re-interview. As you might recall, the person who conducted the initial interview of your child(ren) who is/are in the Migrant Education Program, mentioned that there may be a follow-up interview. That follow-up interview is the one we are about to begin now. This re-interview serves to confirm the information originally collected to establish the eligibility of your child(ren) in the Program.		
<b>Personal Information</b>	<b>Directions are in italics. To complete this form:</b> <input checked="" type="checkbox"/> = write <input type="checkbox"/> = check      [ ] = complete without asking	
	<b>Re-Interview Questions: Personal Information</b>  1. What is your full name? (IX)    What is your relationship to [ ]? (IX) <small>sampled child name</small>   <input type="checkbox"/> Parent (Father/Mother) <input type="checkbox"/> Guardian <input type="checkbox"/> Spouse <input type="checkbox"/> Other (explain):	<b>Do not complete this column until instructed to in #10.</b>  Focus on the fields where you entered information on the left. Use the labels in parentheses next to each field to identify the corresponding COE items for comparison.  Do the fields match the corresponding COE items?  <input type="checkbox"/> Yes <input type="checkbox"/> No  <i>If No, COE shows:</i>  Explain the reason(s) for the difference(s):

# Self-Qualifier Re-interview Instrument, English

## SELF-QUALIFIER

Date of Re-Interview: \_\_\_\_\_

Start Time of Re-Interview: \_\_\_\_\_

Name of Re-Interviewer: \_\_\_\_\_

Re-interview conducted:  In-person  Phone

### Introduction

After greeting the re-interviewee, please say: Thank you for your participation in this re-interview. As you might recall, the person who conducted the initial interview for your participation in the Migrant Education Program, mentioned that there may be a follow-up interview. That follow-up interview is the one we are about to begin now. This re-interview serves to confirm the information originally collected to establish your eligibility in the Program.

### Start of Re-Interview

<b>Directions are in italics. To complete this form:</b>  = write <input type="checkbox"/> = check    [ ] = complete without asking		<b>Do not complete this column until instructed to in #6.</b>
<b>Personal Information</b>	<b>Re-Interview Questions: Personal Information</b>	
	1. We are conducting this re-interview for [ <i>sampled child name</i> ].	Focus on the fields where you entered information on the left. Use the labels in parentheses next to each field to identify the corresponding COE items for comparison.
	What is your full name? (VI - names) 	The self-qualifier instrument allows the re-interviewer to skip questions about the re-interviewee's relationship to the sample child. Do the fields match the corresponding COE items? <input type="checkbox"/> Yes <input type="checkbox"/> No
	What is your birth date? (VI- birthdate) 	<i>If No</i> , COE shows:  Explain the reason(s) for the difference(s):
	When you were initially interviewed on [ <i>MEP date on label</i> ], had you graduated from high school or the equivalent in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No    (VII - grade)	
	<i>If yes</i> : When did you graduate from high school or the equivalent in the United States? 	

## Appendix B: 2022–23 Statewide and Local Re-interviews: Purposes, Protocols, and Tools Training Agenda

Day 1 Agenda: Wednesday, November 30, 8:00 a.m. to 5:00 p.m.

Topic	Learning Outcomes
Welcome and Introductions and Connection activity	<ul style="list-style-type: none"><li>Continue developing a collaborative support network.</li></ul>
Statewide and local re-interview overview	<ul style="list-style-type: none"><li>Understand the purpose for local re-interviews and statewide re-interviews.</li><li>Understand the difference between the statewide re-interviews and local re-interviews as part of local quality control.</li><li>Understand subgrantee roles in both the statewide and local re-interview.</li></ul>
Accurate data collection	<ul style="list-style-type: none"><li>Understand the importance of accurate data collection for the re-interview process.</li><li>Understand how to use probes to gather specific data.</li><li>Understand strategies to document collected data specifically and without bias.</li></ul>
Scheduling a re-interview appointment	<ul style="list-style-type: none"><li>Understand and apply techniques to successfully schedule an appointment with a family.</li></ul>
Re-interview tools overview: Certificates of Eligibility (COE) & re-interview questionnaires	<ul style="list-style-type: none"><li>Begin to become familiar with the family and out-of-school youth (OSY) re-interview questionnaires.</li></ul>
Lunch Break	Recharge and re-energize
Welcome and Introductions and Connection activity	<ul style="list-style-type: none"><li>Continue developing a collaborative support network.</li></ul>
How cultural competency relates to successful re-interviews	<ul style="list-style-type: none"><li>Demonstrate cultural sensitivity when engaging in the re-interview process.</li></ul>
Family questionnaire guided practice & partner practice	<ul style="list-style-type: none"><li>Continue to develop familiarity with the family re-interview questionnaire, including use of the COE during re-interviews.</li><li>Apply knowledge of the family re-interview questionnaire.</li></ul>

<b>Topic</b>	<b>Learning Outcomes</b>
<b>Closing and Day 1 Survey</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of using the COE during re-interviews.</li> <li>• Communicate learning and feedback to the facilitation team.</li> </ul>
<b>Optional Questions and Answers (Q&amp;A)</b>	<ul style="list-style-type: none"> <li>• Optional time to ask additional questions to the facilitators.</li> </ul>

**Day 2 Agenda: Thursday, December 1, 8:00 a.m. to 1:00 p.m.**

<b>Topic</b>	<b>Learning Outcomes</b>
<b>Recap of Day 1 and Q&amp;A</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Self-qualifier guided practice &amp; partner practice</b>	<ul style="list-style-type: none"> <li>• Continue to develop familiarity with the self-qualifier re-interview questionnaire, including use of the COE during re-interviews.</li> <li>• Apply knowledge of the self-qualifier re-interview questionnaire.</li> <li>• Apply knowledge of using the COE during re-interviews.</li> </ul>
<b>Sampling and standardized review process</b>	<ul style="list-style-type: none"> <li>• Understand what a simple random sample is and when we go beyond a simple random sample.</li> <li>• Understand and apply a standardized review process to ensure valid and reliable re-interview results.</li> </ul>
<b>Closing and Day 2 Survey</b>	<ul style="list-style-type: none"> <li>• Communicate learning and feedback to the facilitation team.</li> </ul>
<b>Optional Q&amp;A</b>	<ul style="list-style-type: none"> <li>• Optional time to ask additional questions to the facilitators.</li> </ul>

## Appendix C: Re-interview Data File Template

### Identifying Information from the Label

2	Region	RID	COES_ID	COE_#	Recruiter	Date
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### Personal Information

2	PI.1 Match?	Name	COE_Signer_Name	Relationship	Relationship	COE Signer?	non-match
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2	PI.2 Match?	RI_Child_Name	Child_Name	RI_DOB	COE_DOB	RI_Grade	COE_Grade	Explanation for non-match
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### Qualifying Worker

2	MP Match?	Move_Date	te	W/in 3 yrs?	RI_Move_From	From	o	To
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2	RI_Worker_District_Mo	District_Move_Fr	District_Mo	COE_Worker_District_Mo	RI_Worker	COE_Worker	Relationship	Relationship	Explanation for non-match
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### Qualifying Work

2	Match?	tained	Obtained	60 days?	Type	Type	Obtained_1	Obtained_1	pe_1	Type_1	match
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### Child Move

2	MP1 Match?	e	Move_Date	Join	Join	RI_QAD	COE_QAD	Explanation for non-match
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### Subsequent Move

2	Date	te	om	om	Move_To	ri_Move_To	ved_From	e_From
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2	RI_Move_Type	COE_Move_Type	ove_Date	Move_Date	RI_QAD	COE_QAD	match
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### Round-Trip Move

2	Match?	Away		Away	Explanation for non-match
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## Appendix D: Re-interview Review Form

Data Accuracy Outcome:  Data is accurate and thorough enough to review.  Crucial pieces of data are missing.

<b>Review Outcome</b>	
<input type="checkbox"/> Child is eligible to continue to receive services.	
<input type="checkbox"/> <b>Child is <u>ineligible</u> to receive services.</b> <i>(Choose one or more reasons from the list below.)</i>  <input type="checkbox"/> Child older than 22 at the time of recruitment. <input type="checkbox"/> Child not entitled to public education at the time of recruitment. <input type="checkbox"/> Child did not move in preceding 36 months. <input type="checkbox"/> <del>Child's move not for economic necessity.<sup>1</sup></del> <input type="checkbox"/> Child did not move across district boundaries. <input type="checkbox"/> Child did not move with, to join, or to proceed worker. <input type="checkbox"/> Worker did not move in preceding 36 months. <input type="checkbox"/> Worker's move not for economic necessity. <input type="checkbox"/> Worker's move not across district boundaries. <input type="checkbox"/> Worker did not engage in qualifying work. <input type="checkbox"/> Work was not within 60 days. <input type="checkbox"/> Work was permanent. <input type="checkbox"/> Work was not in agriculture or fishing. <input type="checkbox"/> Worker did not seek qualifying work within 60 days. <input type="checkbox"/> Worker does not have a recent history of moves (if 4b was chosen). <input type="checkbox"/> Other (please describe)	<input type="checkbox"/> <b>Important information on the COE was <u>not verified</u>, even though child may be eligible</b> <i>(Choose one or more reason from the list below.)</i>  <input type="checkbox"/> Child's move date not verified. <input type="checkbox"/> Child's move cities/districts not verified. <input type="checkbox"/> Child's move type (e.g., to join/with) not verified. <input type="checkbox"/> Worker not verified. <input type="checkbox"/> Worker's move date not verified. <input type="checkbox"/> Worker's move reason not verified. <input type="checkbox"/> Worker's move cities/districts not verified. <input type="checkbox"/> Worker's qualifying work not verified. <input type="checkbox"/> Crop and/or task not verified. <input type="checkbox"/> Other (please describe)

***Please provide any necessary comments. Continue on the back of this sheet if more room is necessary.***

<sup>1</sup> This reason has been struck through because a child's economic necessity is assumed to be established by the worker's economic necessity. A child's economic necessity should not be considered separately from that of the worker.