



Welcome!

20 to zero: How California reduced its statewide re-interview discrepancy rate and strengthened the quality of identification and recruitment (I&R)

20 to zero: How California reduced its statewide re-interview discrepancy rate and strengthened the quality of identification and recruitment (I&R) in the MEP



NASDME Conference 2024
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CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Introductions: Facilitators



Jamie Contreras

California Department of Education



Elvira Raya

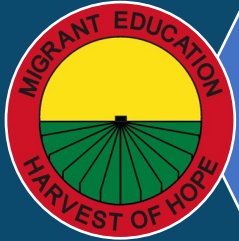
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Gabriela Garibay

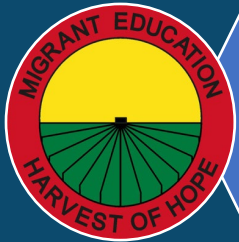
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Introductions: Small group facilitators



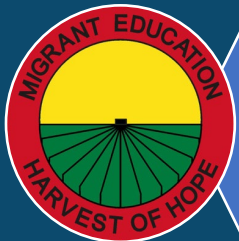
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Kern County Office of Education – Region 5



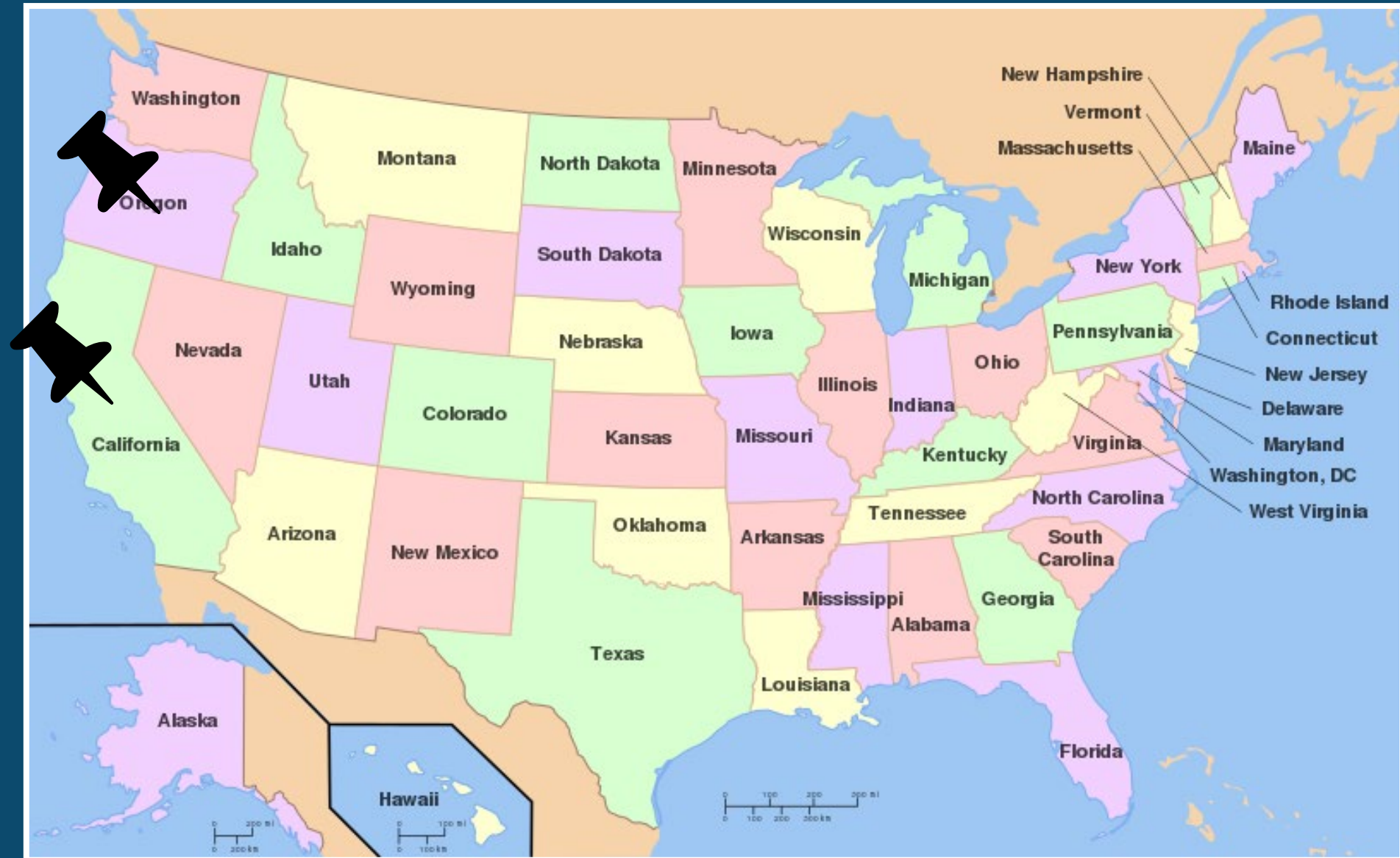
Ramon Santana

Imperial County Office of Education – Region 6

Introductions: Session participants



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Invitation to connect

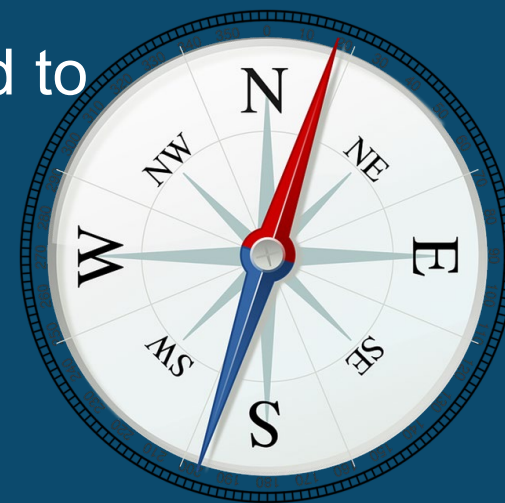
1. Share with the large group something for which your state is known.
2. Share with the large group something that people may not know about your state.



Session objectives

Participants will:

1. Learn about California's MEP journey going from a 20 percent re-interview discrepancy rate to its recent zero percent.
2. Learn about the multifaceted approach California implemented to clear I&R grant conditions and rebuild the I&R component.
3. Learn how building collaboration has strengthened the quality of California I&R component statewide.
4. Obtain ideas that are adaptable to different circumstances.
5. Network with California state and local I&R leaders and colleagues from other state MEPs to share approaches that have been successful in strengthening the quality of their I&R components.



Session outline

- California profile
- California's journey: From 20 to zero
- Multifaceted approach
- Networking: Conversations with colleagues
- Reflection
- Wrap-up





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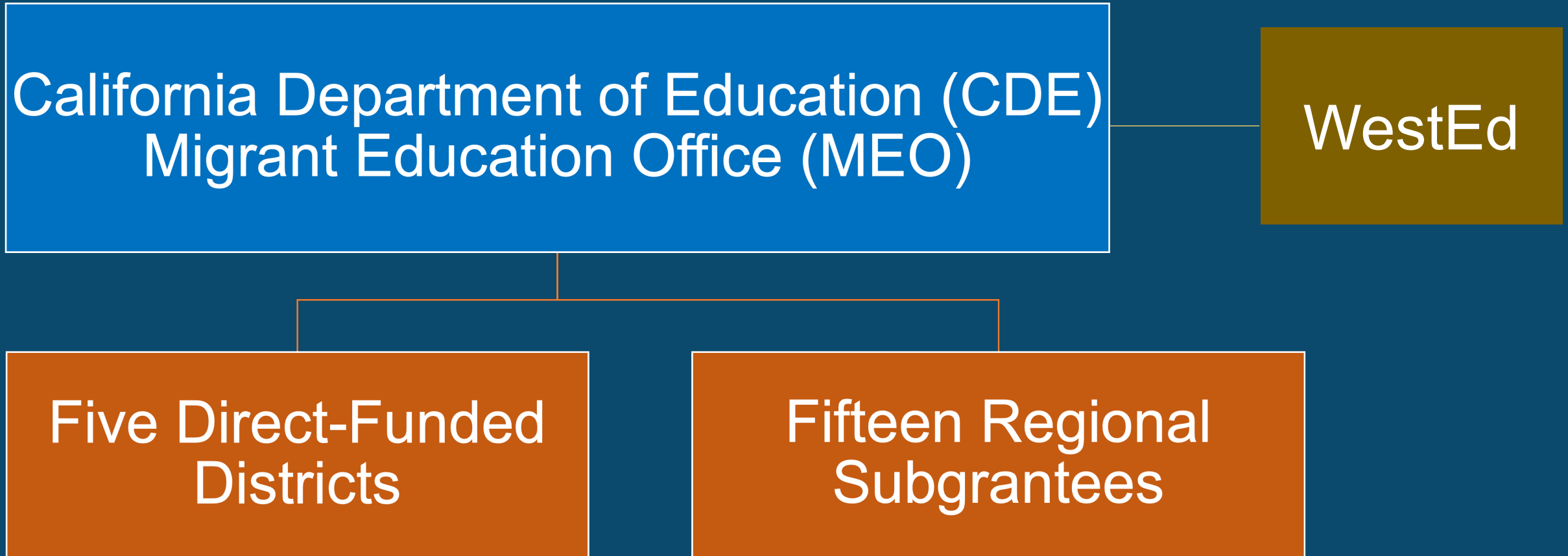
California profile

Primary products

- **Fruits:** grapes, tomatoes, peaches, various citrus, strawberries, and other berries
- **Vegetables:** lettuce, carrots, onion, olives, peppers, and various row crops
- **Livestock:** dairy production, cattle and calves, and poultry
- **Nuts:** almonds, pistachios, and walnuts
- **Flowers and plants:** in the field and in nurseries
- **Grains:** wheat, corn, and rice



MEP structure



Geography and MEP coverage



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The CA MEP serves children and youths in:

- **48 counties** (in 10 more on as-needed-basis); and
- **582 Local Educational Agencies (LEAs).**



Key I&R roles



Recruiters
(approx.
220)



Designated
State
Educational
Agency
(SEA)
Reviewers
(approx. 55)



Local I&R
Trainers
(multiple)



Local I&R
Coordinators
(22)



Re-
interviewers
(approx. 20)



Local Re-
interview
Coordinators
(20)



State I&R
Coordinator
(1)

Statewide
technical
assistance
and training
team
(1)

Other interesting facts

- Most common migration patterns:
inter-state and Mexico–California migration
- Top student exchange partner states:
Oregon, Arizona, Washington, and Texas
- Peak I&R times:
spring, summer, and early fall



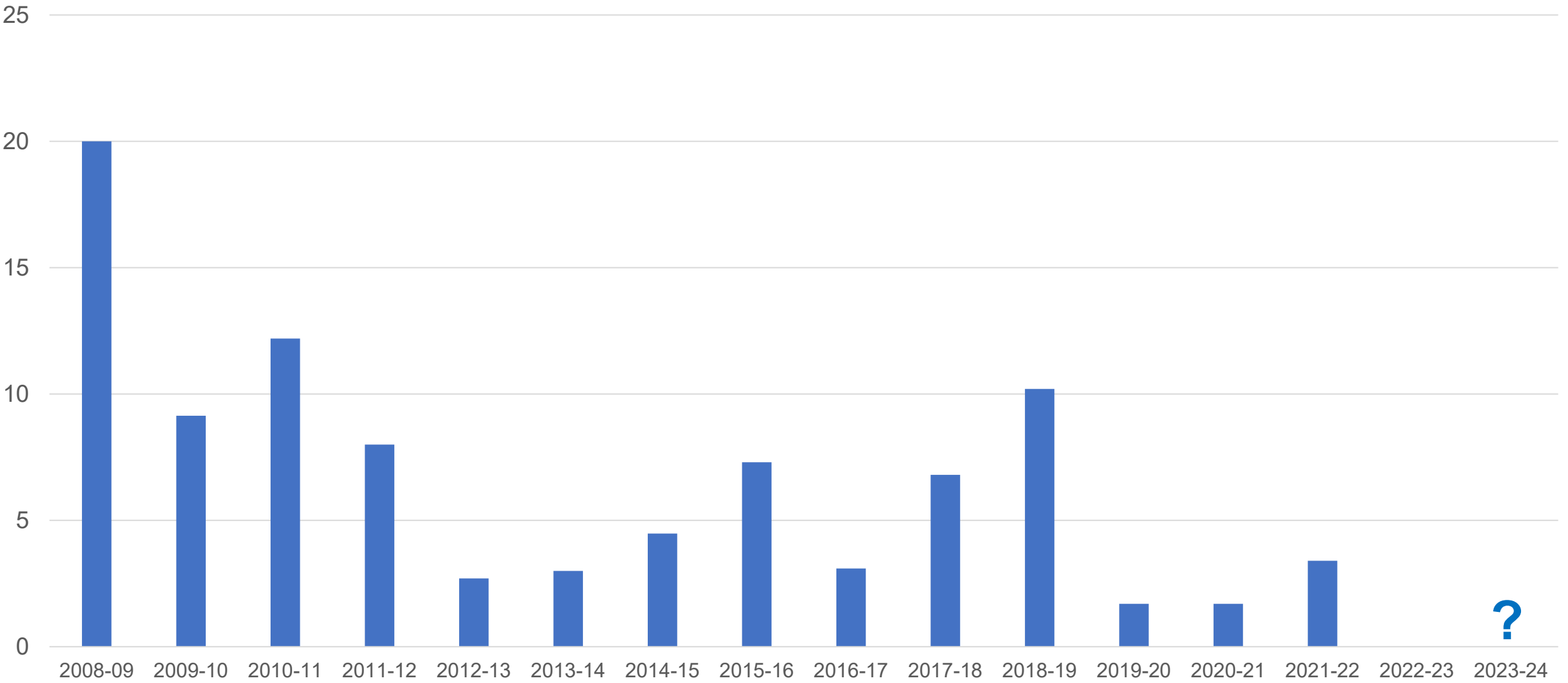


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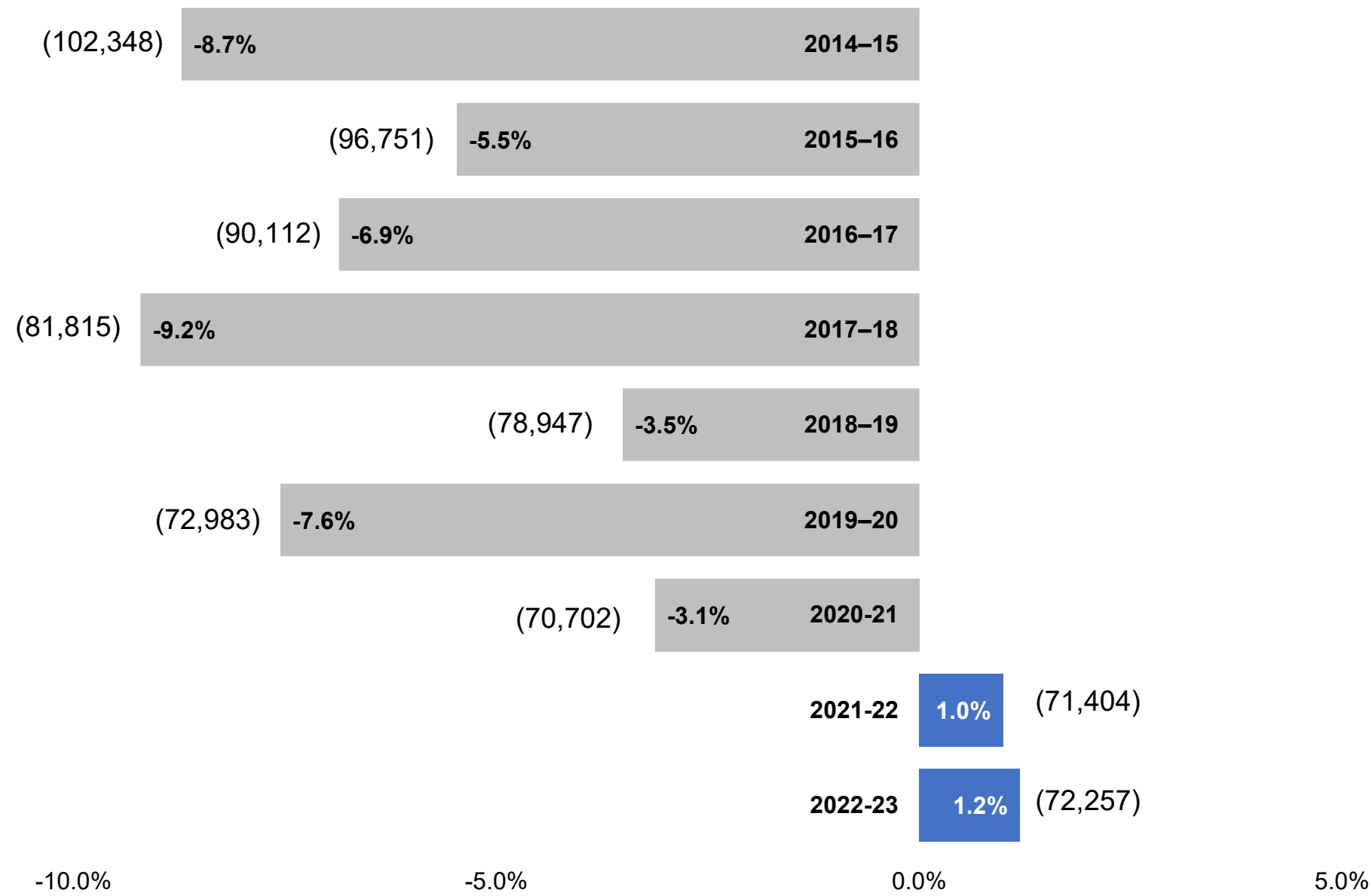
California's Journey: From 20 to zero

Declining re-interview discrepancy rate: 20 to zero

Eligibility discrepancy rate (percentage) by MEP performance period



California's statewide CAT1 child counts increased by 1.2 percentage points in 2022–23. This increase is the second year of increases after eight years of declining counts.



Category 1
statewide
counts:
starting to
reverse the
decline

State discrepancy rates and context

Performance period	Discrepancy rate percent	Response rate
2008-09	20.0	unknown
2009-10	9.14	Est. 75%
2010-11	12.2	71%
2011-12	8.0	60%
2012-13	2.7	66%
2013-14	3.0	59%
2014-15	4.48	90%
2015-16	7.3	98%
2016-17	3.1	96%
2017-18	6.8	100%
2018-19	10.2	100%
2019-20	1.7	100%
2020-21	1.7	100%
2021-22	3.4	100%
2022-23	0.0	100%
2023-24		

2008-09 Improved discrepancy rates record keeping and monitoring longitudinally. CA used to conduct retrospective re-interviews at the end of the performance period.

2010 OME's Re-interview Technical Assistance Guide released.

2011 CA I&R Manual published.

2012 CA hired current State I&R Coordinator. Implemented federally-required corrective actions.

2012 CA MEP Quality Control Plan for I&R issued.

2015 CA's last grant conditions cleared by OME. New eligibility criteria issued in the Every Student Succeeds Act (ESSA) by the USED.

2015-16 Prospective re-interviews in a rolling manner implemented.

2017 Updated federal eligibility criteria published. New National COE and CA COE implemented. CA COE Instructions were released.

2017-18 New ESSA-aligned re-interview instrument piloted and implemented.

2019-20 CA continuous improvement network (Professional Learning Network – PLN) implemented, five subgrantees each year.

2023 Updated CA State Quality Control Plan released to reflect refined processes.

2023-24 Updated National COE issued by OME (creating the need to re-align CA's COE and re-interview instrument)

2024 Implemented the updated CA COE (April). Launched re-developed COE creation and review system modals of the CA statewide MEP student information system (April). In the process of releasing the updated re-interview questionnaire.

Questions?



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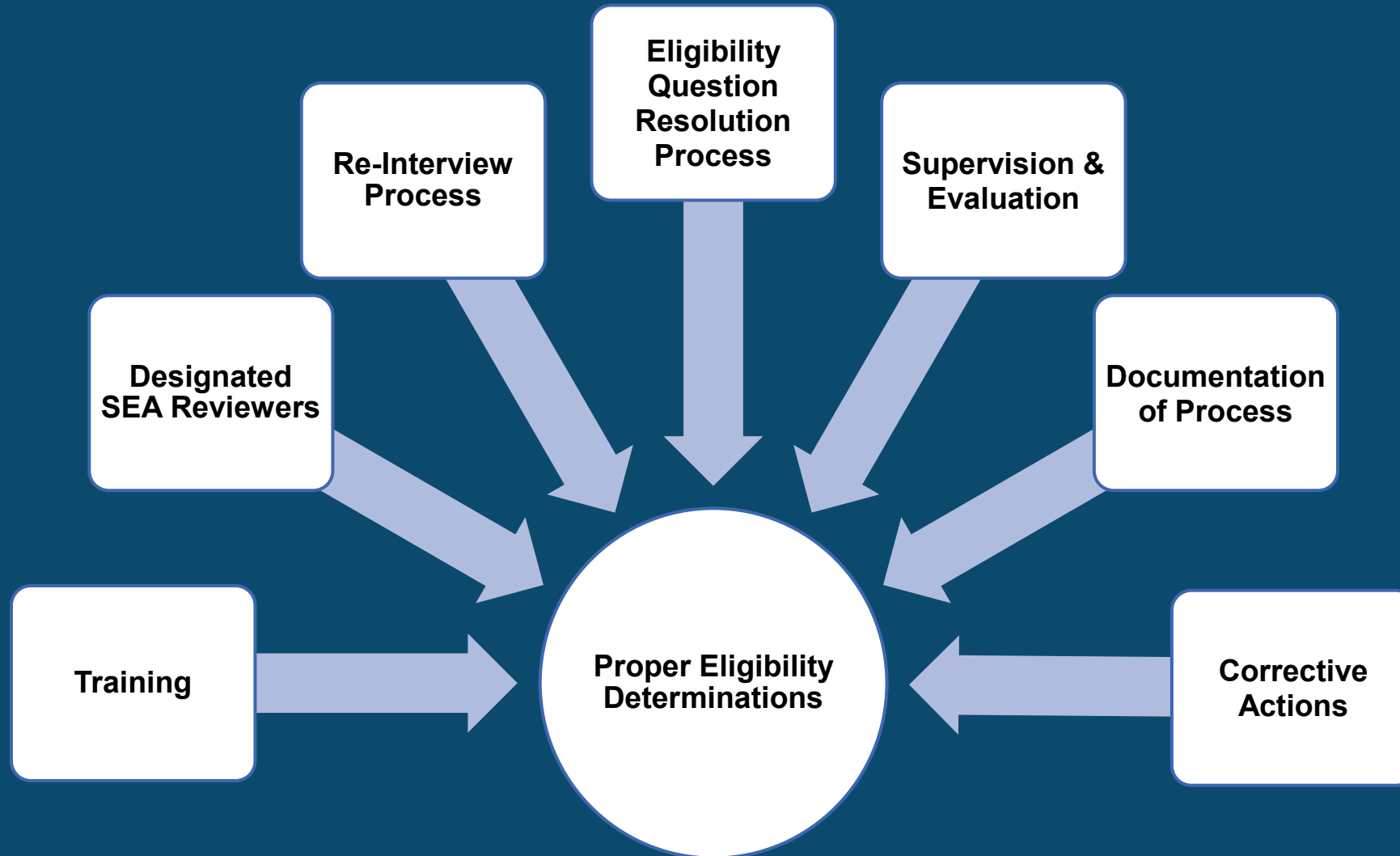




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Multifaceted approach

Required elements of an effective I&R quality control system



Going beyond the basic quality control requirements

**Continuous
improvement**

Data

Strategy

Communication

Courage

Curiosity

Prioritization

Consistency

Transparency

Openness

Refinement

**Experimentation
and innovation**

**Long-term
commitment**

Reflection

Collaboration

Resource sharing: State Quality Control Plan

CALIFORNIA MIGRANT EDUCATION PROGRAM

Identification and Recruitment Quality Control Plan

June 2023

Identification and Recruitment Quality Control Plan

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Identification and Recruitment Quality Control Plan

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Statewide prospective re-interviews

34 *Code of Federal Regulations (CFR)*
200.89(d): At a minimum, this system of quality controls must include the following components:

(5) A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing as described in paragraph (b)(2).



Strengthening the re-interview process



Before

- Delayed (annual prospective model)
- Lacked transparency
- Compliance-focused
- Could feel punitive
- Used a generic re-interview instrument that was not aligned to state recruitment processes

Now

- Timely (quarterly rolling prospective model)
- Local for individual discrepancy rate for quality control and continuous improvement practices
- State-level to report to the Consolidated State Performance Report (CSPR)
- Standardized statewide
- Subgrantee involvement in the development of updated processes and instruments.
- Clearer process
- Allows local program more and faster access to their own data.
- Collaborative and transparent process
- About compliance AND improving quality

- Family Re-interview Instrument (English)
- Family Re-interview Instrument (Spanish)
- Self-Qualifier Re-Interview Instrument (English)
- Self-Qualifier Re-Interview Instrument (Spanish)

Diligent year-round data quality monitoring



I&R data review and quality control as an ongoing process with numerous key players and multiple checkpoints:

- Recruiters (e.g., interview framework; proof of interview letter; self-review checklist; peer review systems)
- Designated SEA Reviewers (e.g., review checklist, reviewer module within the statewide MEP student information system, Migrant Student Information Network – MSIN)
- Tiered review process (e.g., first and second Designated SEA Reviewer)
- Programmed data checks within the state MEP student information system (i.e., Migrant Student Information Network – MSIN)
- Local review of COEs at different processing stages (e.g., random or targeted, prior or after approval)
- State review of COEs (e.g., quarterly review of COEs approved by subgrantees)

Additional layer of data quality control



An additional layer of targeted data review and quality control before closing the performance period (i.e., data close I&R activities):

- Finishing the processing of COEs (in creation, review, and fix states)
- Resolving any remaining child record deduplication tasks
- Reviewing and rectifying remaining errors:
 - COEs incorrectly basing eligibility on actively seeking new qualifying work and having a recent history of moves for qualifying work
 - COEs with misaligned Worker's Move Date and Qualifying Arrival Date (QAD)
 - COEs incorrectly listing moves to other countries as eligible moves

Additional layer of COE quality control: Data close I&R activities

Unprocessed deduplication records

(Child records that were
unable to be deduplicated
by the state's data close
deadline)



Baseline
performance period
2019-20: 13 records



Most recent
performance periods
2021-22: 6 records
2022-23: 0 records

Additional layer of COE quality control: Data close I&R activities (2)

Incomplete “recent history” COEs

(COEs erroneously marked eligible based on actively seeking new qualifying work and having a recent history of moves for qualifying work – typographical error)



Baseline
performance period
2018-19: 208 COEs



Most recent
performance periods:
2021-22: 10 COEs
2022-23: 9 COEs

Additional layer of COE quality control: Data close I&R activities (3)

Worker's Move & QAD misalignment

(COEs with alignment
issues between the
worker's qualifying move
date and the QAD)



Baseline
performance period
2018-19: 40 COEs



Most recent
performance periods
2021-22: 15 COEs
2022-23: 10 COEs

Additional layer of COE quality control: Data close I&R activities (4)

Incorrect “Move To” Location

(COEs erroneously listing a move to another country as an eligible move)



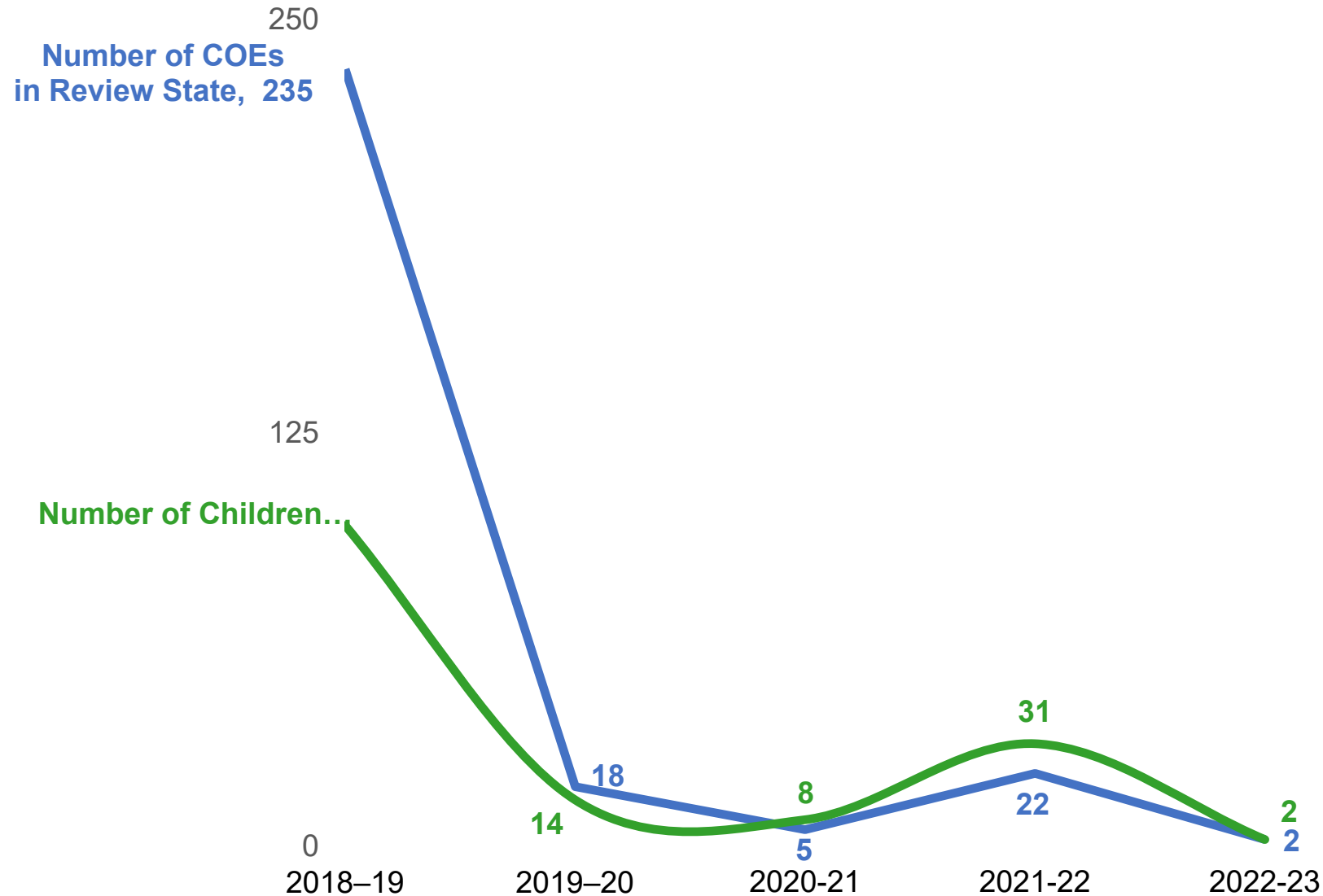
Baseline
performance period
2021-22: 10 COEs



Most recent
performance period
2022-23: 1 COEs

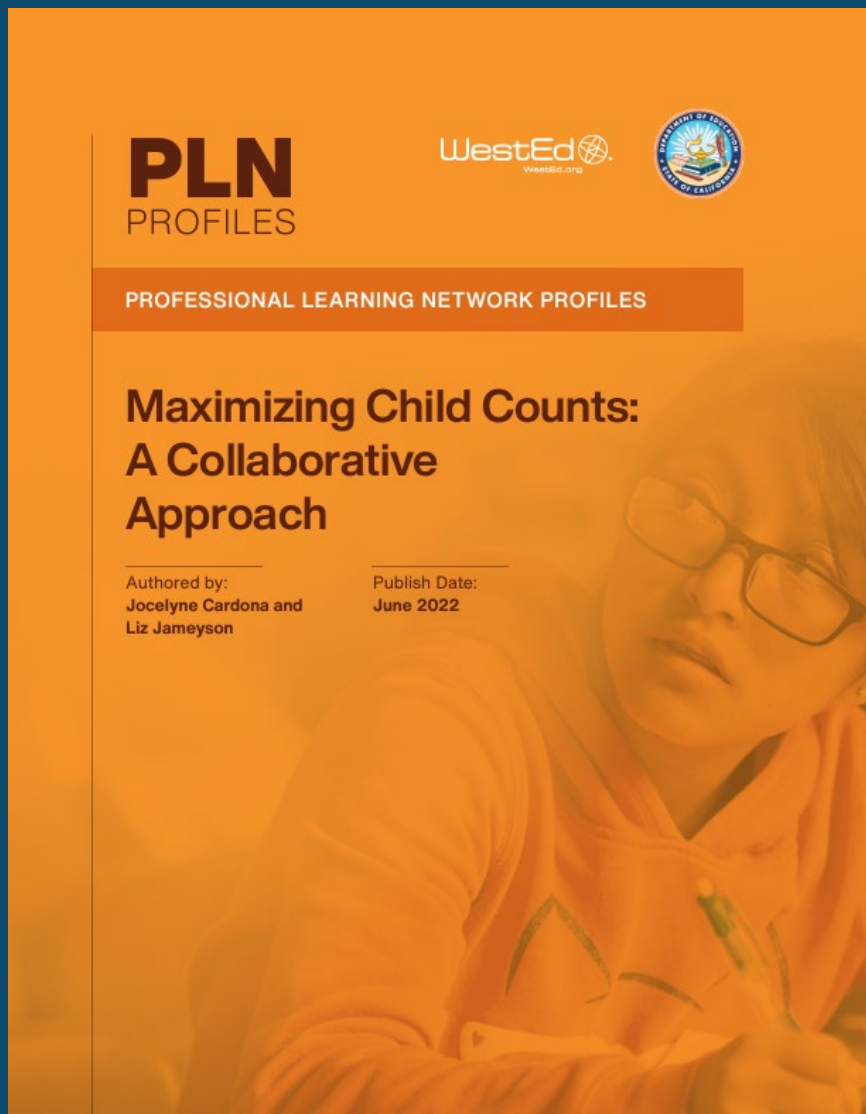


Since the 2018–19 performance period, subgrantees continue to have substantially fewer unprocessed COEs (review and fix states) and substantially fewer children not included in the counts by the state data close.



Data close
I&R activities:
Additional
efforts to
maximize
student counts

Resource sharing: PLN Profile on data close I&R activities



This profile describes a collaborative effort to maximize child counts to ensure that as many eligible children and youths as possible are enrolled in the Migrant Education Program (MEP) before the end of each performance period. This work was accomplished by the Migrant Student Information Network team at WestEd in collaboration with the California Department of Education Migrant Education Office and MEP subgrantees.

Questions? (2)



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Key I&R groups

State I&R Advisory Committee
(9 members)

I&R Coordinators Network
(22 representatives)

Key I&R groups in
California

I&R Leads
(approx. 80 representatives)

Professional Learning Networks
(Four cohorts of 10-15
members each)

State I&R Advisory Committee



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Purpose

To provide feedback & recommendations on critical topics to support policy and activities

Participants

One representative each from nine subgrantees (45% representation)

Frequency

Four times per year

Setting

In-person or remotely, as appropriate



Advisory
Committee

I&R Coordinators Network

Purpose

Foster communication and sharing;
promote networking & collaboration

Participants

The I&R coordinator from each
subgrantee (100% representation)

Frequency

Two-three times per year

Setting

Typically virtual meetings with the potential for one in-person session



Coordinators
Network

I&R Leads



Purpose: As the first point of contact and support for recruiters, receive updates and professional development. Provide current, direct information to the State MEP regarding the state of the local I&R components.

Participants: The I&R Coordinator, the Designated SEA Reviewer(s) and the local I&R Trainers from each of the 20 subgrantees (100% representation).

Frequency: Annually

Setting: In-person 2 or 2.5-day state-sponsored professional development event.



Professional Learning Network



Continuous Improvement Professional Learning Network

Purpose

Using data to study and improve
I&R practices

Participants

Participants from 20 subgrantees (100%
representation)

Frequency

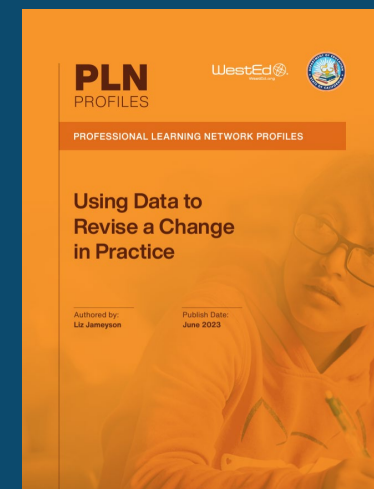
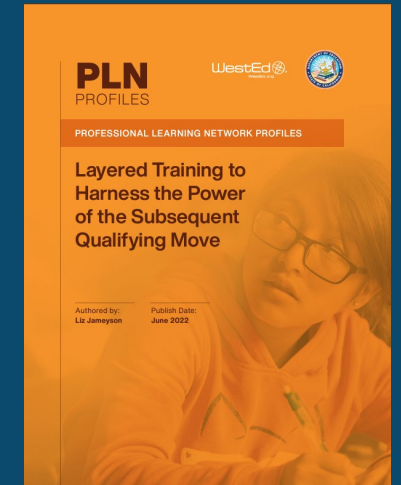
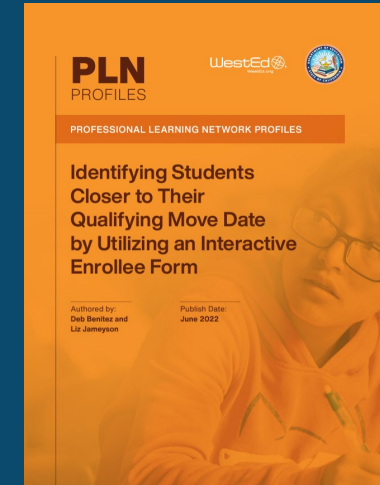
Four times per year

Setting

Half-day in-person or remote sessions, as appropriate

Resource sharing: Six PLN Improvement Profiles

- Using the PLN to Develop Leading Practices in I&R
- Using Data to Revise a Change in Practice
- Continuous Improvement Increases Child Counts and Reshapes the Meaning of Teamwork
- Identifying Students Closer to Their Qualifying Move Date by Utilizing an Interactive Enrollee Form
- Layered Training to Harness the Power of Subsequent Qualifying Moves
- Maximizing Child Counts – A Collaborative Approach



State I&R trainings

Training Statewide I&R for Leads

<p>★ Purpose</p> <p>Disseminate information and clarification; provide support</p>	<p>★ Participants</p> <p>I&R Coordinators, Designated SEA Reviewers, and local I&R trainers</p>
<p>★ Frequency</p> <p>Every other year, alternated with I&R for the Field</p>	<p>★ Setting</p> <p>Two day in-person session in Sacramento</p>

Training Statewide I&R for the field

<p>★ Purpose</p> <p>Disseminate information and clarification; provide support</p>	<p>★ Participants</p> <p>Recruiters and Designated SEA Reviewers</p>
<p>★ Frequency</p> <p>Every other year, alternated with I&R for Leads</p>	<p>★ Setting</p> <p>Two day in-person session in Sacramento</p>

Training Statewide New Recruiter

<p>★ Purpose</p> <p>Disseminate information and clarification; provide support</p>	<p>★ Participants</p> <p>New recruiters</p>
<p>★ Frequency</p> <p>Twice each year</p>	<p>★ Setting</p> <p>Three day virtual session</p>

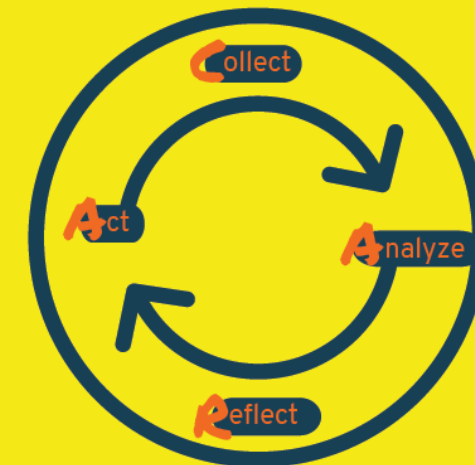
Training Statewide Migrant Re-interview

<p>★ Purpose</p> <p>Disseminate information and clarification; provide support</p>	<p>★ Participants</p> <p>Re-interview leads</p>
<p>★ Frequency</p> <p>Once each year</p>	<p>★ Setting</p> <p>Two day in-person session in Sacramento</p>

Training Local I&R or Re-interview

<p>★ Purpose</p> <p>Provide targeted clarification and support</p>	<p>★ Participants</p> <p>Varies, as necessary</p>
<p>★ Frequency</p> <p>Ongoing throughout the year on an as-needed basis</p>	<p>★ Setting</p> <p>In person or remotely, as appropriate</p>

Cycle of Continuous Improvement



State I&R trainings (2)

- Guided by:
 - Sound adult learning theory
 - Leading teaching practices
 - Deep familiarity and understanding of training participants
- Focused on:
 - Valuing individuals
 - Engaging participants
 - Addressing identified needs
 - Validating their experiences
 - Supporting staff retention
 - Removing barriers to learning
 - Creating a positive and welcoming learning experience
 - Applying state and federal I&R policies and guidance in a uniform way statewide

“

It is important to establish a “safe” learning environment where the recruiter feels free to share and to learn from both successes and failures.

”

Migrant Education National I&R Manual, Chapter 10

State I&R trainings (3)

- Informed by:
 - Input from key I&R groups (e.g., Advisory Committee, Coordinators Network)
 - Help tickets from the I&R Service Desk
 - Re-interview results
 - Quarterly review of COEs
 - Federal guidance, updates, or changes


“

Recruiting can quickly become an isolating job without a pre-established support team. Recruiters often find it essential to meet regularly with peer recruiters to share tips, discuss problems, and network.

”

Migrant Education National I&R Manual, Chapter 10

Resource sharing: Training materials examples



California Migrant Education Program Help Center

California Migrant Education Program Help Center › I&R › Training Materials


Training Materials

[FOLLOW](#)


2023 State Training for I&R Recruiters and Reviewers Materials

2021 State Training for I&R Recruiters and Reviewers Materials

2022 State Training for I&R Leads Materials

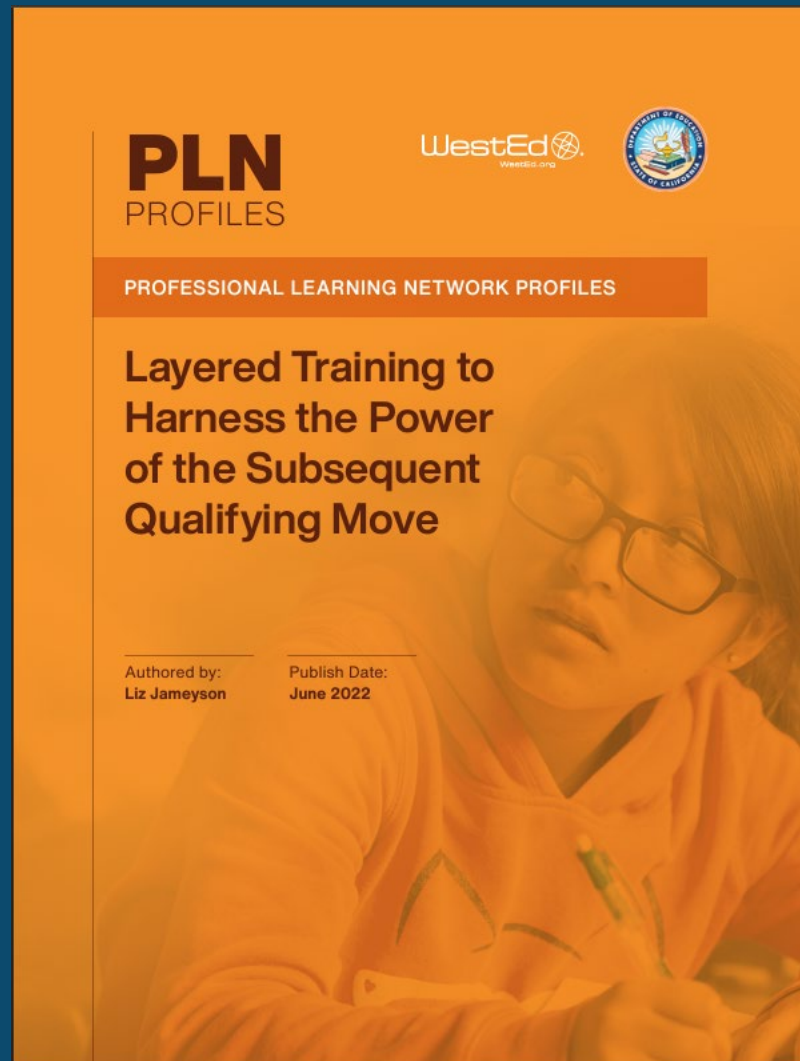


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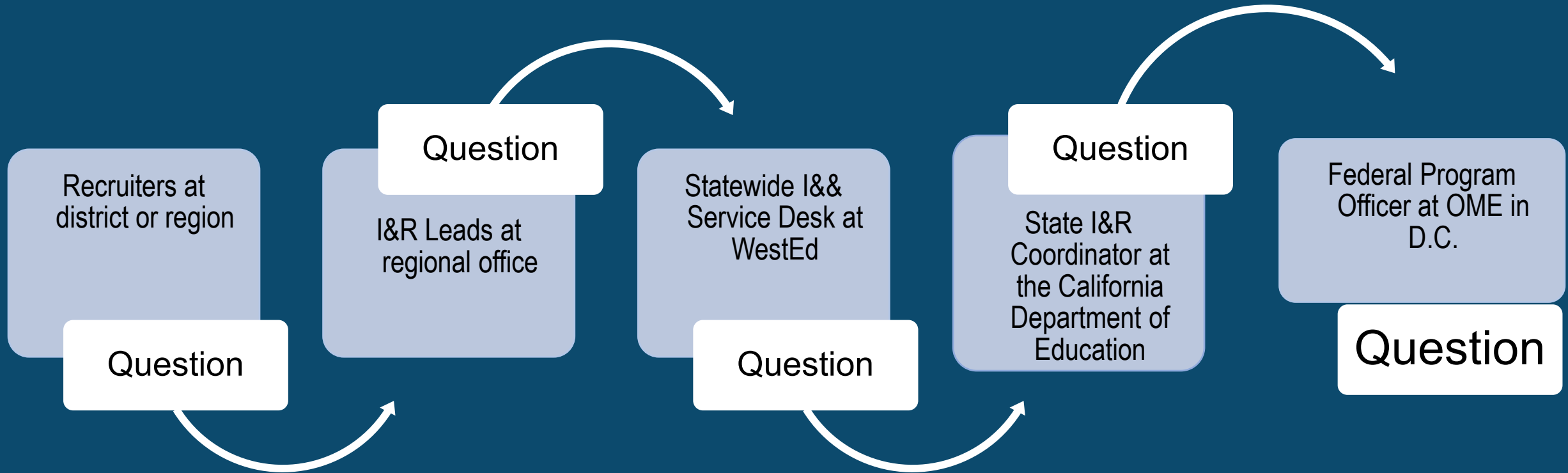
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Resource sharing: State-subgrantee layered training

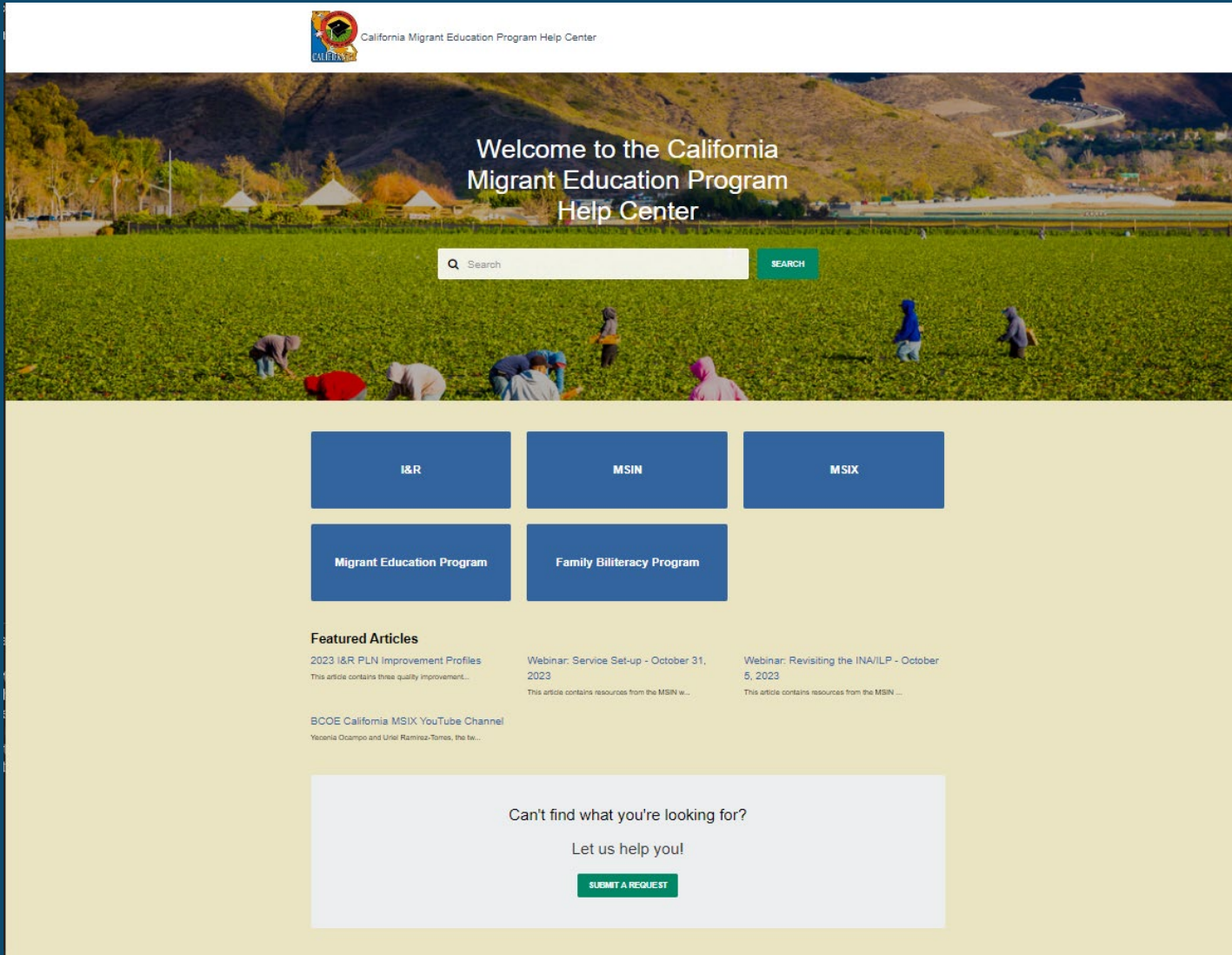


This profile describes work accomplished by the Kern County Office of Education Migrant Program, a Migrant Education Program (MEP) subgrantee in California. The Kern County Migrant Education Office, known as Region 5, took part in a professional learning network (PLN) in which participants used a continuous improvement process to make progress on an identified area of focus. Region 5 focused on increasing recruiters' use of the subsequent qualifying move to establish eligibility for migratory children.

Eligibility question resolution process



California MEP Help Center



- California Migrant Education Program Help Center
- <https://mephelpcenter.wested.org/>
- 800 number
- Email address
- Web portal
- Tiered support

Questions (2)





Networking: Conversations with colleagues



Activity instructions

1. From the list, identify the two topics that interest you the most.

Conversation Topic
Key I&R groups: State I&R Advisory Committee, I&R Coordinators Network, and I&R Leads, I&R Professional Learning Network (PLN)
State and local re-interviews: Re-interview processes, procedures, training, technical assistance, leading practices, and lessons learned
Training: Data and information-driven, targeted, and continuous I&R professional development for staff

Activity instructions (cont.)



2. Based on the topics you selected, you will participate in two small group conversations.

Conversation 1:

- Participants join the small group for one their topics of interest.
- Group facilitators will reintroduce the topic.
- Participants ask questions and share useful information on what has worked for them or their state.

Conversation 2:

- When directed by the facilitators, participants will join a different group and follow the same three steps as in Conversation 1.

3. When the facilitators bring back the large group, please be ready to share one takeaway from either or both of the small-group conversations.

California colleagues and conversation topics



Group Faciliators	Conversation Topic
<ul style="list-style-type: none">• Jamie Contreras• Ramon Santana	Key I&R groups: State I&R Advisory Committee, I&R Coordinators Network, and I&R Leads, I&R Professional Learning Network (PLN)
<ul style="list-style-type: none">• Gaby Garibay• Veronica Pimentel	State and local re-interviews: Re-interview processes, procedures, training, technical assistance, leading practices, and lessons learned
<ul style="list-style-type: none">• Elvira Raya• Simi Pannu	Training: Data and information-driven, targeted, and continuous I&R professional development for staff

Large group share out

Conversation Topic

Guiding Question

Key I&R groups: State I&R Advisory Committee, I&R Coordinators Network, and I&R Leads, I&R Professional Learning Network (PLN)

Did the discussion of key I&R groups and functions spark ideas you can use in your state?

Re-interviews: Re-interview processes, procedures, training, technical assistance, leading practices, and lessons learned

Did the discussion of state and local re-interviews activities provide ideas you can use to improve local processes?

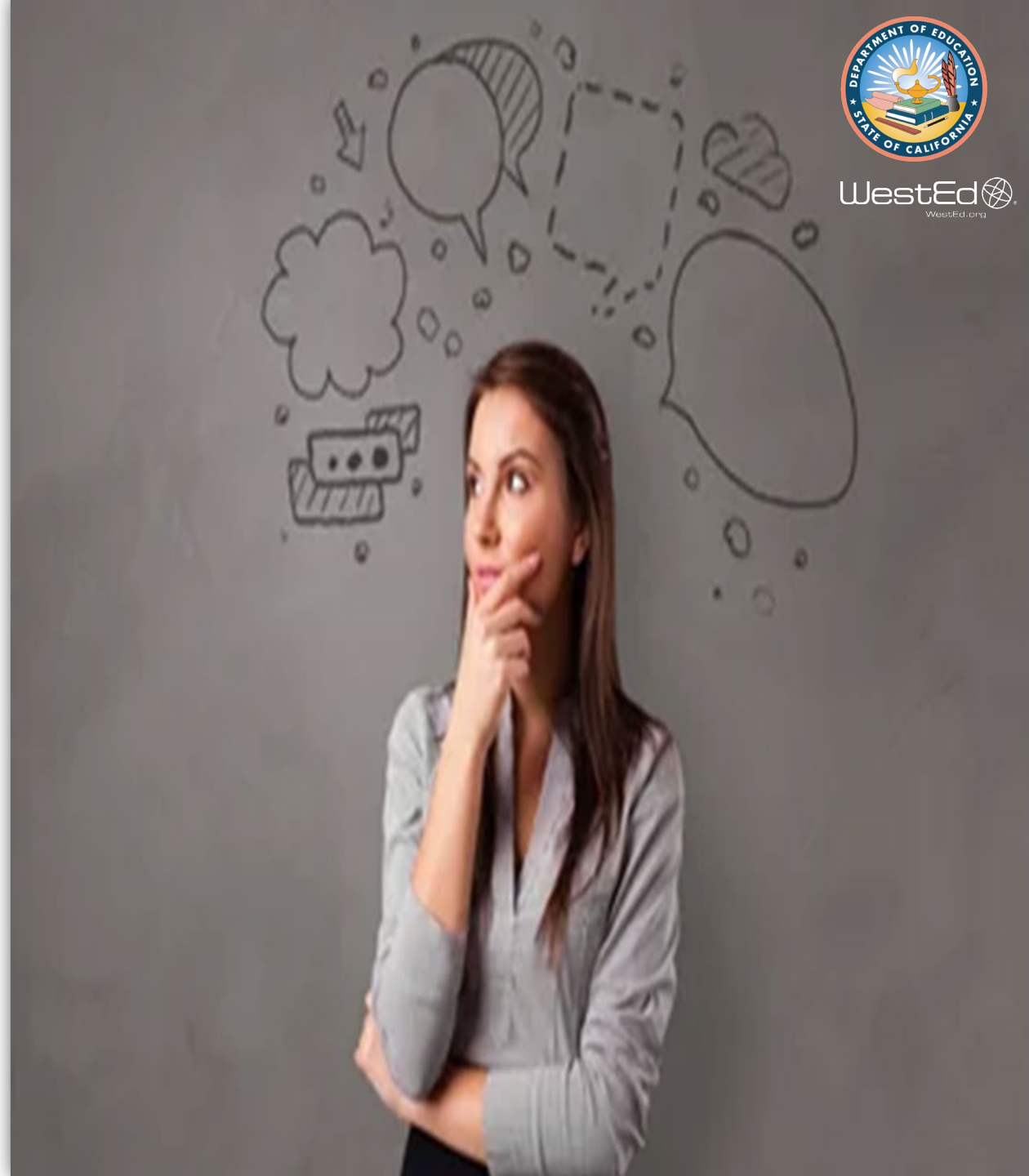
Training: Data and information-driven, targeted, and continuous I&R professional development for staff

Did the discussion of I&R professional development activities give you ideas you can use or would like to see included in your trainings?

Invitation to reflect

Quickly review any highlights or take-aways you may have noted on your handout. Reflect on the one thing you found most interesting.

- Do you have or do you do something similar in your state or local area?
- If it could be valuable, how might you adopt or adapt it to fulfill a need in your state or local context?





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Wrap-up

Last questions?



Participant feedback: We would like to hear from you



“The road of success is
always under construction”
—Anonymous



Thank you for
attending this session!



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