

Quality Always Matters

Quality Control
Requirements and Practices

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Agenda:

Quality control is a crucial and necessary aspect of the Identification and recruitment process. However, it is often overlooked or misunderstood by many ID&R staff. During this presentation we will look at what quality control is, why it is important, and look at some example scenarios from the field to put our quality control skills into practice.



Important Note:

Every state has different quality control practices and procedures. By the end of this presentation you should be able to recognize how your state handles quality control and ensuring that only eligible students are enrolled in the Migrant Education Program.



What is Quality Control?

In business, quality control is a process or system used to guarantee products achieve a determined standard.

Quality control often involves reviewing and evaluating **all** aspects of production to identify possible problem areas.



What is Quality Control?

A good system of quality control **analyzes** what is currently happening, **evaluates** if current practices meet necessary standards, **plans** strategies to implement corrective actions, and **implements** action steps to see improvement.



What is Quality Control?

In Identification and Recruitment, quality control means reviewing and evaluating a state's identification and recruitment practices and processes to ensure that proper eligibility determinations are being made and being adequately documented.



What is Quality Control?

Proper quality control must examine **all** facets of the identification and recruitment process in order to identify any potential areas where recruiters may grow and must include steps to **quickly** implement corrective action when necessary.



Why is Quality Control Important?

In the Migrant Education Program quality control is crucial to guarantee only children/students who are truly eligible are recruited, counted for reporting purposes, and served.



Why is Quality Control Important?

Quality control helps guarantee that Migrant Education Program funds are being properly spent and that MEP child counts are accurate and properly reflect the migrant population in the state for funding purposes.



Why is Quality Control Important?

Errors in eligibility and student count can have serious consequences and can be extremely costly for states. Quality Control helps to reduce the amount of errors and can help save states time and money.



Why is Quality Control Important?

Recruiters at times may feel pressured to find ways to sign up families for the program. They may bend the rules or data to sign up families. When eligibility is not clear or cannot be proven there can be real and expensive consequences for states.



Why is Quality Control Important?

Every state is required by the Federal Office of Migrant Education to implement a thorough quality control process and provide documentation explaining how they ensure that proper eligibility determinations are being made.



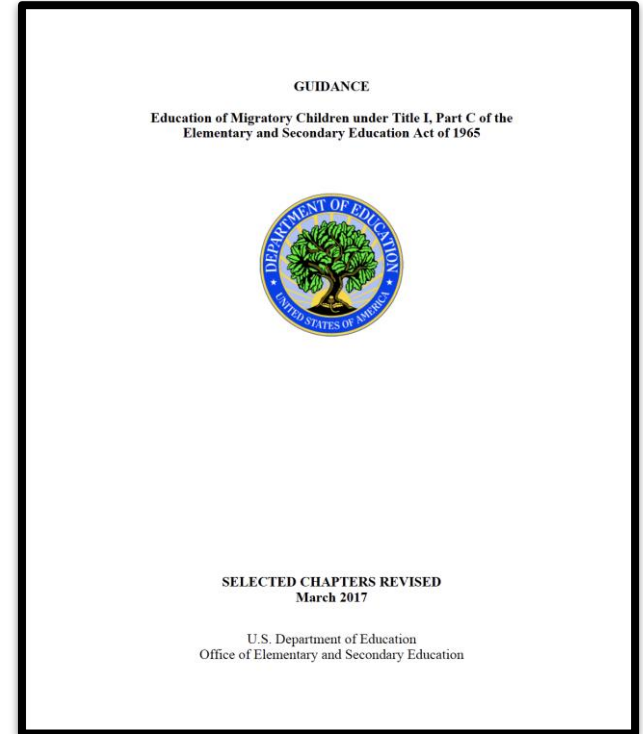
Why is Quality Control Important?

Everyone who works in Identification and Recruitment, including recruiters and administrative ID&R staff, is responsible for knowing the child eligibility requirements and ensuring implementation of their state's quality control processes.



What Does the Guidance Say?

The quality control requirements and expectations for State Educational Agencies are outlined in questions A10 - A19 in *Chapter III: Identification and Recruitment* (pages 38 - 41) of the Non-Regulatory Guidance.

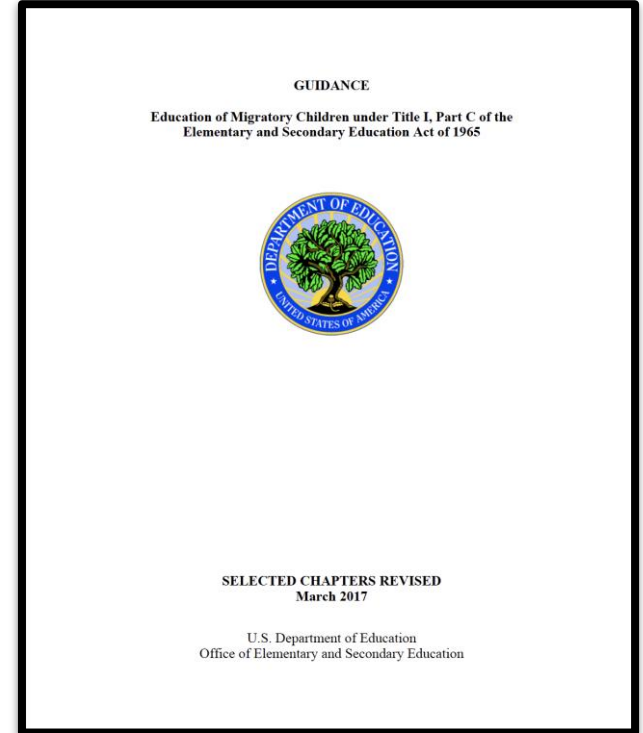


What Does the Guidance Say?

A10. Is the SEA responsible for ensuring the accuracy of a recruiter's eligibility determinations?

Yes. The SEA and its local operating agencies are responsible for ensuring the accuracy of the information used to determine each child's eligibility for the MEP.

Source: Non-Regulatory Guidance Chapter III QA10 pg. 38

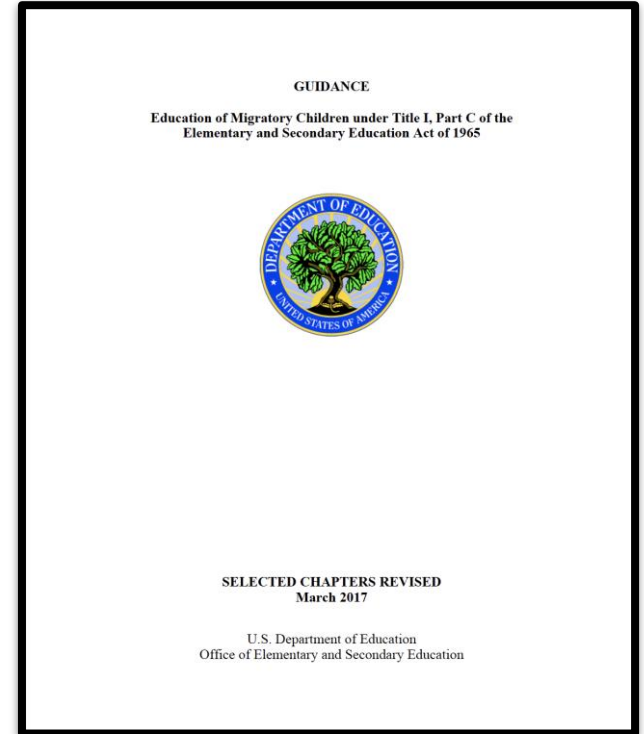


What Does the Guidance Say?

A12. How does the SEA ensure the accuracy of the information used to determine a child's eligibility for the MEP?

The SEA should have a system of "quality control" to ensure that the information used to determine eligibility is accurate. This system provides the SEA and its local operating agencies a reasonable basis for determining that the children who are recruited are, in fact, migrant children and allows the SEA to demonstrate that it is entitled to receive MEP funds.

Source: Non-Regulatory Guidance Chapter III QA12 pg. 39

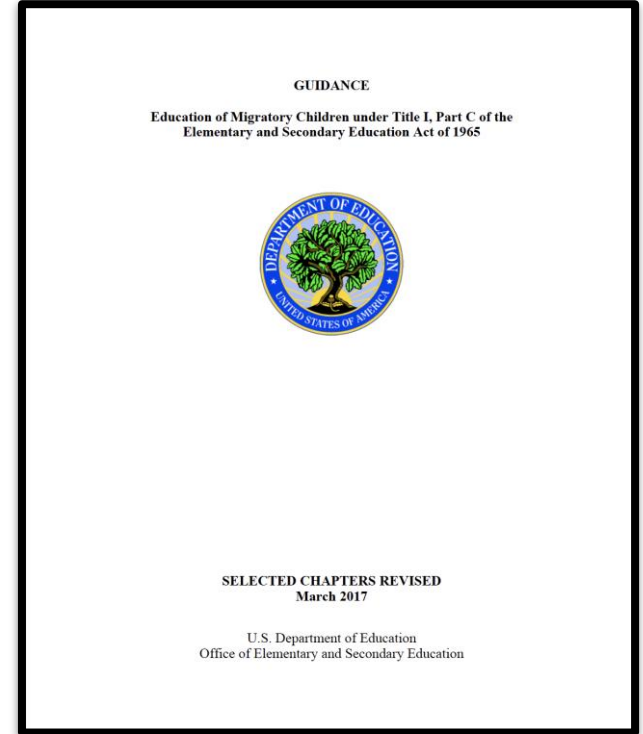


What Does the Guidance Say?

A13. What does the Department consider to be the components of an acceptable system of quality control at the SEA level?

1. Training for ID&R Staff
2. Designated System to Verify Certificates of Eligibility and Child Eligibility
3. Process for Resolving Eligibility Questions from ID&R Staff
4. Ensuring Eligibility Determinations Were Made Correctly
5. Monitoring ID&R Practices of Community Outreach Liaisons
6. Documentation of Implementation of Quality Control Systems
7. Process for Implementing Corrective Action When Needed

Source: Non-Regulatory Guidance Chapter III QA13 pg. 39



Putting it into Practice

Now we will look at some real life examples of quality control issues and discuss how you would respond or what corrective action you would take.

For each scenario please comment in chat when prompted and let us know what corrective action you believe is required.



Scenario 1 - Common Errors on the COE

A recruiter in South Carolina meets a man named Jorge Gonzalez at a local restaurant. Jorge tells the recruiter he has been living in South Carolina for two year. Joge moved from Immokalee, Florida to Saint Helena Island, South Carolina on June 7, 2019. Jorge moved with his three school aged children and his wife and the day after he arrived in South Carolina he began working on a farm picking tomatoes. Jorge tells the recruiter he doesn't have a lot of time and so the recruiter writes the COE as quickly as they can.

Qualifying Moves & Work Section

1. The child(ren) listed on this form moved due to economic necessity from a residence in ___/Immokalee_/Florida___ to a residence in ___Beaufort_/Saint Helena Island_/South Carolina___.

2. The child(ren) moved (complete both a. and b.):

a. as the worker, OR with the worker, OR to join or precede the worker.

b. The worker, Jorge Gonzalez, is the child or the child's parent/guardian " spouse.

i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on MM/DD/YY.
The worker moved on MM/DD/YY. (provide comment)

3. The Qualifying Arrival Date was 06/07/19.

4. The worker moved due to economic necessity on 06/07/16, from a residence in Saint Helena Island/South Carolina to a residence in Immokalee/FL, and:

- a. engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
b. " actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

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

- a. seasonal OR temporary employment
B. agricultural OR " fishing work

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

- a. " worker's statement (provide comment), OR
b. employer's statement (provide comment), OR
c. " State documentation for Employer.

How many
errors can you
find?

Qualifying Moves & Work Section

1. The child(ren) listed on this form moved due to economic necessity from a residence in __/Immokalee_/Florida__ to a residence in __Beaufort_/Saint Helena Island_/South Carolina__.

Section 2a incorrectly marked

2. The child(ren) moved (complete both a. and b.):

a. as the worker, OR with the worker, OR to join or precede the worker.

b. The worker, Jorge Gonzalez, is the child or the child's parent/guardian " spo
i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on MM/DD/YY.

Cities in move are reversed

MM/DD/YY. (provide comment)

There are 6 errors total

3. The Qualifying Arrival Date was 06/07/19.

4. The worker moved due to economic necessity on 06/07/16, from a residence in Saint Helna Islnd / South Carolina to a residence in Immokalee / FL, and:

- a. engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
- b. " actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

Incorrect Migrant Worker move date

Misspelled names of cities in move

5. The qualifying work, * harvesting was (ma

- a. seasonal OR temporary employment
- B. agricultural OR " fishing work

6. (Complete if "temporary" is checked in #5a) T ry employment based on:

a. worker's statement (provide
t (provide
n for

Qualifying activity does not meet required guidelines

Section 5b not answered

Scenario 1 - Common Errors on the COE

Errors found on the COE:

- Worker listed as having incorrectly moved to join/precede the worker
- Migratory agricultural worker. date is incorrect
- Cities for the Migratory agricultural worker are misspelled/incorrect
- The qualifying Activity listed on the COE does not match required guidelines
- An option was not selected for question 5b

**These are the
most frequent
errors found
while reviewing
COEs**

Scenario 1 - Common Errors on the COE

Other commonly found errors:

- Missing comments or comments that do not include sufficient information
- Incorrect children names
- Incorrect birthdate
- Incorrect grade
- Incomplete contact information

These are the most frequent errors found while reviewing COEs

Scenario 1 - Common Errors on the COE

Avoiding Errors on the COE

- COEs should always show a clear story/picture of eligibility
- A lot of errors on the COE are caused from recruiters working too fast and carelessness.
- You should take a moment and slow down to ensure that the information you have is correct.



Scenario 1 - Common Errors on the COE

Avoiding Errors on the COE

- If the interviewee is rushed, get their contact information and set aside a time to talk to them to obtain the COE.
- Always repeat back at least once the information you have on the COE to ensure it is correct
- Always review COEs for completion before submitting them for approval



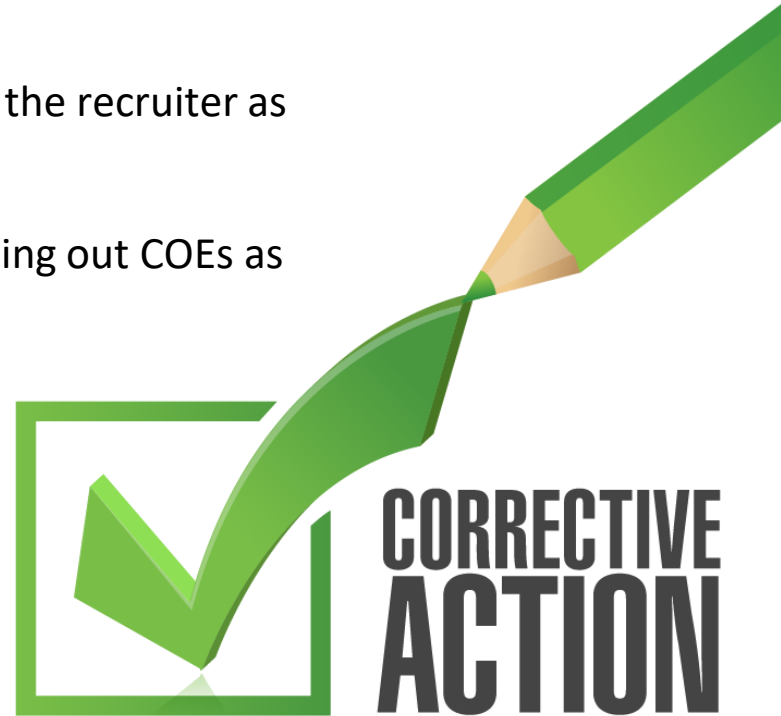
Scenario 1 - Corrective Action

What corrective action would you take to help resolve the issue of repeated errors on the COE?

Scenario 1 - Corrective Action

Avoiding Errors on the COE

- If an error is found in the COE should be sent back to the recruiter as often as possible so they can learn.
- Practice makes perfect. Recruiters should practice filling out COEs as much as possible.
- Sign up for the **FREE** IDRC monthly newsletter to receive practice scenarios each month!
- Have recruiters practice reviewing and identifying COEs with errors on them.



Scenario 1 - Corrective Action

Avoiding Errors on the COE

- Use a spreadsheet to track the errors found on COEs.
 - List recruiter name, coe number, error found, and what corrective steps were taken
 - Tracking COE errors can help identify patterns and let you know when stronger corrective actions might be needed



Scenario 2 - Reviewing the Program

An MEP staff member calls a family two months after a COE was completed to see how the family is doing and to see how the family's time in MEP has been going. When they talk to the mother, she remembers speaking to someone and signing a form but they were unsure of why they were providing their information. The family has not received any services and mom does not recognize the name of the Migrant Education Program. The mom is very concerned about why their information is being shared to others.

Scenario 2 - Reviewing the Program

How you explain the Migrant Education Program to ensure families are aware of what they are signing up for?

Scenario 2 - Reviewing the Program

- Besides re-interviews, it is a good practice to regularly call a sample of families enrolled in the Migrant Education Program to see how they are doing and to gauge their experience with the program.
 - Does the family does not have any immediate/urgent needs?
 - Review the student/family's perception of the program. Do they understand what the program is and what they signed up for?



Scenario 2 - Reviewing the Program

- Besides re-interviews, it is a good practice to regularly call a sample of families enrolled in the Migrant Education Program to see how they are doing and to gauge their experience with the program.
 - How was the family's experience with the recruiter or any service providers they have met?
 - Does the family have any questions?
 - It is a good idea to speak to students/families that were signed up by new recruiters to evaluate how they are doing in the field



Scenario 2 - Reviewing the Program

- Always make sure the students/families you enroll in the Migrant Education Program understand why they are providing their information and what they are signing up for.
- Recruiters should be able to explain what services students are going to receive when enrolling them in the program
- Always have flyers, brochures, and pamphlets with contact information that can be handed out



Scenario 3 - Reporting and Data

You as a supervisor are reviewing mileage reports at the end of the month and are handed the following report. Do you notice any **RED FLAGS**?

Date	Activity	Notes	Mileage
7/1/21	Recruiting		125
7/1/21	Made phone calls		57
7/3/21	Recruiting		343
7/11/21	Recruiting		49
Total Mileage:			832

Scenario 3 - Reporting and Data

Identifying RED FLAGS

Date	Activity	Notes	Mileage
	Recruiting		140
	Made phone calls		57
7/3/21	Recruiting		343
7/11/21	Recruiting		49
Total Mileage:			832

Activity with mileage that does not need mileage (points to 'Recruiting' activity)

No notes included in report (points to empty 'Notes' column)

Large, unexplained mileage numbers (points to 343)

Unexplained gap in time between activities (points to gap between 7/3/21 and 7/11/21)

Generic/non descriptive activities (points to 'Recruiting' activities)

Sum total of mileage is incorrect (points to 832)

Scenario 3 - Reporting and Data

- Collecting thorough and regular data on recruiters and what is happening in the field is an important step in quality control
- Reports provide snapshots into what the program is doing
- Recruiter reports document and explain how MEP funds are being spent



Scenario 3 - Reporting and Data

- The more thorough the data collected is, the more transparent the program becomes
- Data collected in the field also helps ensure other recruiters are spending their time correctly by not doubling up on locations or following up on old information



Scenario 3 - Reporting and Data

What corrective action would you take for someone turning in incomplete/incorrect reports?

Scenario 3 - Corrective Actions

- Ensure that reports are to be turned in at a set date and time
- If you are a supervisor, be sure to thoroughly review all reports that submitted in a timely fashion
- Reports and mileage should always be a complete and accurate reflection of what occurred and the work that was done
- As a recruiter, be sure to take as thorough notes as possible out in the field. Always include date, time, and who was contacted



Scenario 4 - Errors Found During Re-interviews

While conducting the annual internal re-interviews, a recruiter finds a family they believe was incorrectly ruled eligible. The move history the family shares with the recruiters does not match the move history on the COE. The most recent move the family made could not be considered a qualifying move because the worker could no longer be considered a migratory agricultural worker.

Scenario 4 - Errors Found During Re-interviews

How do you respond if a family is found to have been incorrectly ruled eligible?

Scenario 4 - Errors Found During Re-interviews

Remember: mistakes can happen out in the field.

- Whenever a student is found to have been incorrectly ruled eligible, they should be removed **immediately** from the list of students eligible.
- You should always follow up with the student/family to identify why they were incorrectly ruled eligible.



Scenario 4 - Errors Found During Re-interviews

Remember: mistakes can happen out in the field.

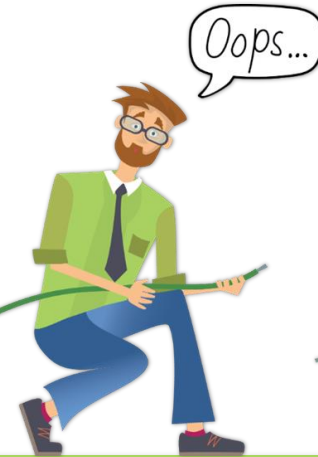
- Always conduct secondary and tertiary interviews with any students/family that might have possibly been incorrectly ruled eligible to verify all information.



Scenario 4 - Errors Found During Re-interviews

Common mistakes found during re-interviews:

- Recruiters struggle to correctly identify students when migratory agricultural workers make subsequent moves
- Students and the migratory agricultural worker moved separately
- Move of the migratory agricultural worker and the Q.A.D. are incorrectly listed as being the same



Scenario 4 - Errors Found During Re-interviews

Common mistakes found during re-interviews:

- Incorrect qualifying activity is listed on the COE
- Incorrect qualifying arrival dates
- Migratory agricultural worker listed on the COE is not the student's guardian



Training Review:

Please fill out the IDRC Training review form by using the link below or the scanning the QR code with the phone's camera

Training title:

Quality Always Matters

<https://www.surveymonkey.com/r/IDRCStaffTrainingEval20-21>



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thank you