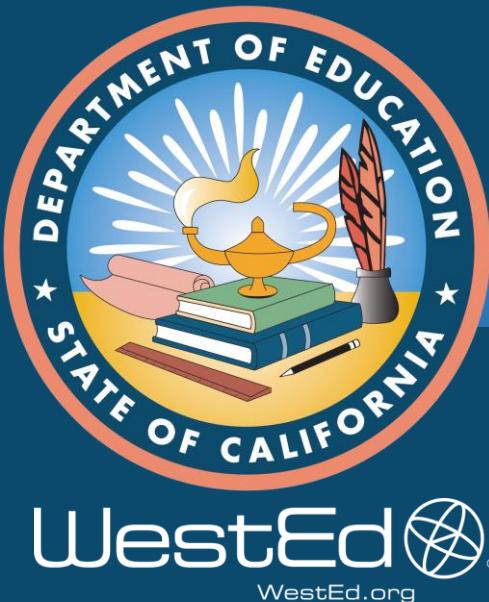


Promising Local Practices: Selecting, Supporting, and Retaining an Effective Identification and Recruitment Workforce



May 2023
NASDME Conference 2023 • Albuquerque, NM

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

Session objective



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Facilitators and participants will explore, share, and discuss practices to help Identification & Recruitment coordinators, supervisors, and administrators in their efforts to establish, support, and retain their I&R workforces during times of unusual staff attrition influenced by various factors, such as organizational constraints or external disruptors (e.g., recent COVID-19 pandemic).

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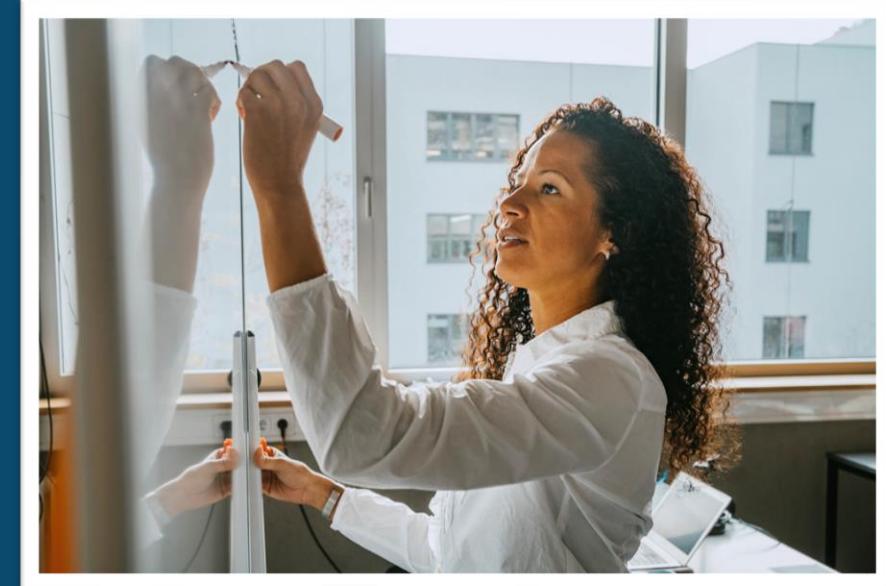
The ID&R administrator's work is critical to developing and maintaining a healthy ID&R system.

Migrant Education National I&R Manual, Chapter 9

”

Session outline

- Introductions
- Invitation to engage
- California context
- Background
- Useful practices and considerations
- California subgrantee panel
 - Small group discussion
- Session participants “panel”
 - Large group discussion
- Additional Q&A
- Wrap-up



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Introductions: CDE and WestEd



Jamie Contreras, Education Programs Consultant,
California Department of Education (CDE)



Elvira Raya, Identification & Recruitment (I&R)
Lead, WestEd



Gabriela Garibay, Training and Technical Assistance
Specialist, WestEd



Heather Medina, I&R and Migrant Student
Information Exchange (MSIX) Specialist, WestEd



Jocelyne Cardona, Senior Research Associate,
WestEd



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Introductions: California subgrantees



Sal Avalos (Kern County Office of Education, Region 5)



Veronica Pimentel (Kern County Office of Education, Region 5)



Maria Ponce (Riverside County Office of Education, Region 7)



Leonor Osornio (Pajaro Valley Unified School District, Direct-Funded District 11)



Efrain Magallanes (Monterey County Office of Education, Region 16)

Introductions: Session participants



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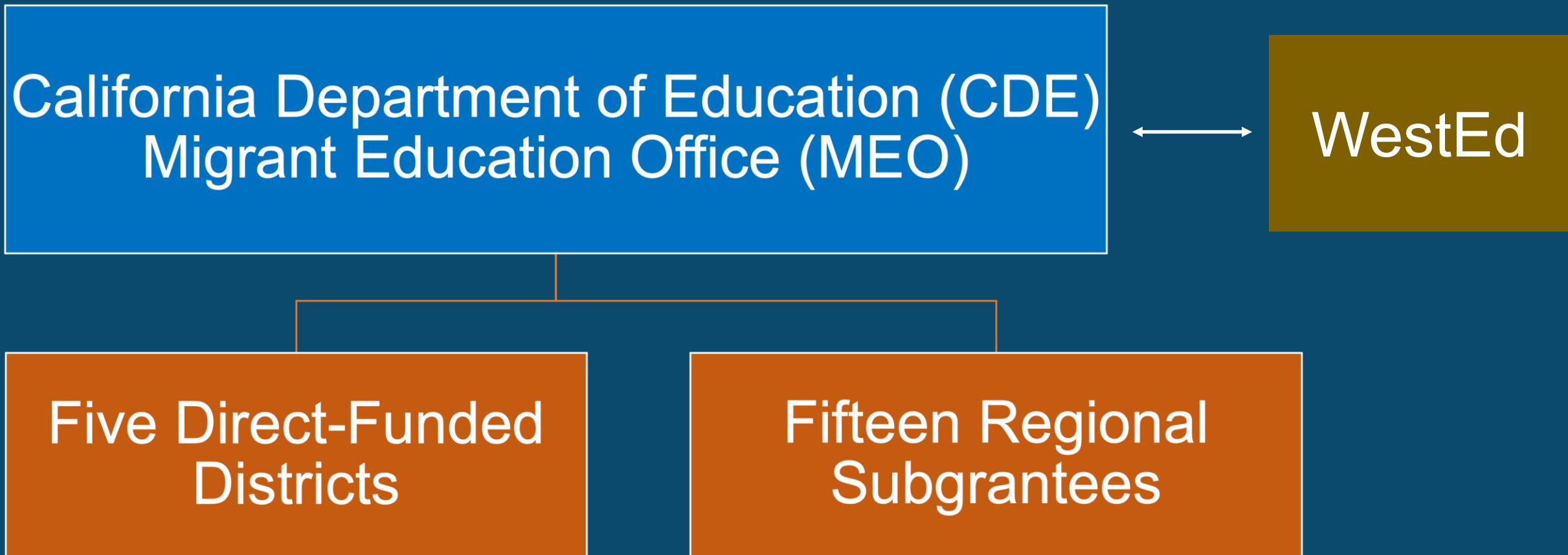
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California context

California MEP structure



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California MEP geography



California MEP facts



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- Leading producer of fruits, nuts, and vegetables
- Largest population of migratory children and youths in the US
- High Mexico–California and inter-state migration
- Top student exchange partner states: Oregon, Arizona, Washington, and Texas
- Peak I&R times: spring, summer, and early fall



California MEP by the numbers



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MEP population
(2021–22): **74,770**

MEP population range
by subgrantee
(SY 2021–22):
233 – 9,242

Certificates of
Eligibility (2021-2022):
approx. **17,843**

Local MEP
subgrantees: **20**

Identification and
Recruitment (I&R)
Coordinators: **23**

Designated State
Education Agency
(SEA) Reviewers:
approx. **58**

MEP Recruiters:
approx. **215**

Local Data
Specialists:
approx. **120**

Migrant Student
Information Network
(MSIN) system users:
approx. **800**



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Key I&R roles



Recruiter



**Designated SEA
Reviewer**



I&R Coordinator



I&R Local Trainer



System-wide support



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Participant key take-aways



Participant Key Take-Aways

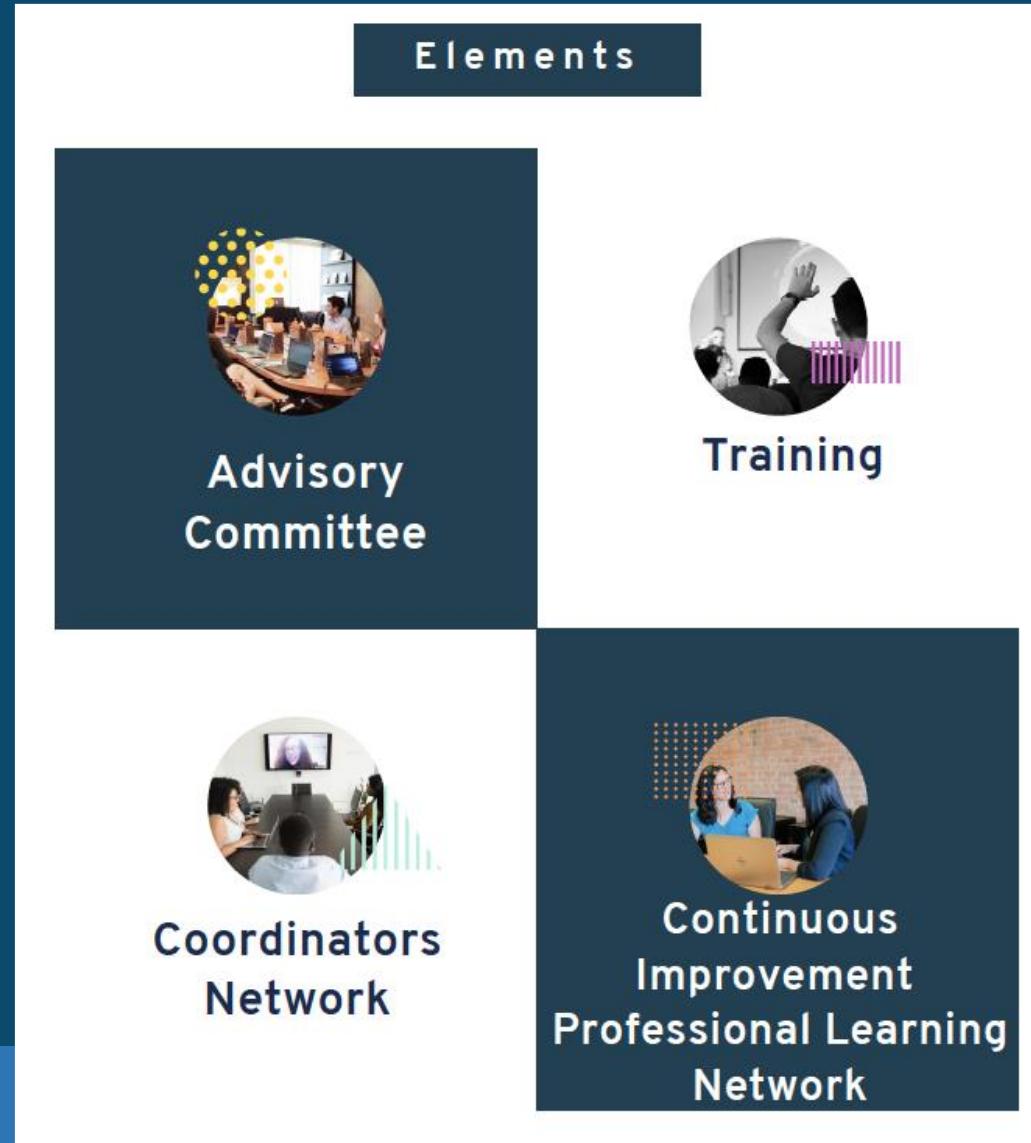
<i>Element, promising practice, or consideration discussed:</i>	<i>Do you have or do you do something similar?</i>	<i>If not, would it be valuable to your state or locality to have or to do something similar?</i>	<i>How might you adopt or adapt this element, promising practice, or consideration to serve a need in your state or local context?</i>
From the California MEP (state level – facilitators): <ul style="list-style-type: none">○○○○			
From the California MEP (local level – panelists) <ul style="list-style-type: none">○○○○			
From another session participant (state: <u>IL</u>): <ul style="list-style-type: none">○○○○			
From another session participant (state: <u>IL</u>): <ul style="list-style-type: none">○○○○			

NASDME 2023. Albuquerque, NM. Session title: *Promising local practices: Selecting, supporting, and retaining an effective Identification and Recruitment workforce*. Facilitators: California Migrant Education Program



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State-level practices: Four key elements



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**

State I&R Coordinators Network



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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

State I&R Continuous Improvement Professional Learning Network (PLN)

 <p>Continuous Improvement Professional Learning Network</p>	<p>Purpose Using data to study and improve I&R practices</p> <p>Participants Participants from 20 subgrantees (100% representation)</p>
	<p>Frequency Four times per year</p>
	<p>Setting Half-day in-person or remote sessions, as appropriate</p>



I&R training

Training Statewide I&R for Leads

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

Training Statewide Re-interview

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

Training Statewide I&R for the field

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

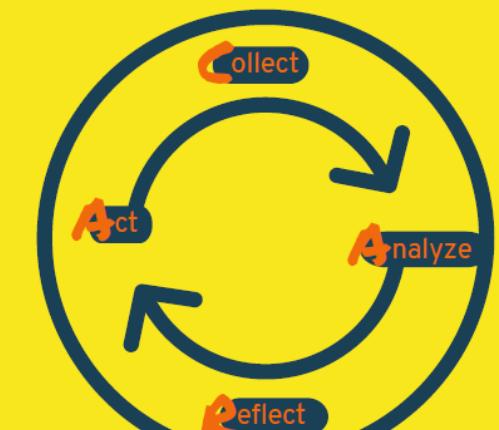
Training Local Re-interview

Purpose Provide targeted clarification and support	Participants Varies, as necessary
Frequency Ongoing throughout the year on an as-needed basis	Setting In-person or remote, as appropriate

Training Statewide New Recruiter

Purpose Disseminate information and clarification; provide state-level on-boarding and support	Participants New recruiters
Frequency Twice each year	Setting Three-day virtual session

Cycle of Continuous Improvement





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Useful practices
and considerations
at the county and
district level

Local useful practices and considerations



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Organizing your local I&R system:

- Look at your I&R budget.
- Revisit your current I&R model.

“

The administrator is central to the ID&R process, having primary responsibility for hiring, training, deploying, supervising, supporting, managing, and evaluating ID&R staff.

”

Migrant Education National I&R Manual, Chapter 9

Local useful practices and considerations (2)



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LOCAL PRACTICE HIGHLIGHT

DFD 11 has a small recruitment team that focuses on recruitment only. DFD 11 has not had to hire new team members in the last 5 years.

Hiring Recruiters:

- Include HR in your hiring process.
- Plan ahead
 - How do you plan to identify the right person?
 - How do you plan to make the role appealing?
- During the hiring interview
 - Be transparent about working hours, activities, and expectations.



“

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

Local useful practices and considerations (3)



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Onboarding:

- Create local training that complements the State Training for New Recruiters, attends to the person's learning style, and provides ample opportunities for additional training or support.
- Allow and encourage new I&R staff to ask questions.

“

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



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LOCAL PRACTICE HIGHLIGHT

Region 8 has a planned training order. Along with the training of the manual, new recruiters are sent out to shadow an experienced recruiter right away. This way they can see "a day in the life of a recruiter" immediately. The new team member can then experience what the role entails. Ultimately, it can help them discern if the position is for them.

Local useful practices and considerations (4)



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Provide:

- Stronger and longer in-house regional onboarding
- Ongoing high-quality trainings that include local trends in your local context
 - Changes in migratory patterns in your subgrantee area
 - Forms of recruitment that are no longer working
 - New opportunities and trends in I&R

LOCAL PRACTICE HIGHLIGHT

In Region 5, all new recruiters are trained by regional staff and shadow others. They also are shadowed to ensure their foundational knowledge is strong before being "released" to the districts. This creates a strong understanding of concepts and expectations once in their district assignment.



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Questions





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California county and district panel

California county and district panelists



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Panel Member	Topic of Focus
Salvador Avalos and Veronica Pimentel, Kern County Office of Education	Considerations for hiring – budget, job descriptions, and unions
Maria Ponce, Riverside County Office of Education	Moving from a decentralized to a centralized model
Leonor Osornio, Pajaro Valley Joint Unified School District, and Efrain Magallanes, Monterey County Office of Education	Cross-regional collaboration to increase recruiter workforce

California county and district panel



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Instructions:

1. Identify a topic you are interested in learning more about today.
2. Locate where the panelists for that topic are and join them.
3. Participate actively. The panelists will share about their designated topic, and you are invited to ask questions.
4. Designate one person to share one takeaway from the small-group conversation when you are back in the large group.





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California county and district panel (2)

Guiding questions:

- What can you tell us about your I&R workforce?
- What can you tell us about <assigned topic>?
- What type of challenges related to your I&R force have you faced?
- What have been some of the most effective approaches or solutions to those challenges?
- What other practices or approaches have contributed to creating or maintaining a strong, flexible, or agile local I&R workforce?

California county and district panel (3)

Number	Topic of Focus
1	Considerations for hiring – budget, job descriptions, and unions
2	Moving from a decentralized to a centralized model
3	Cross-regional collaboration to increase recruiter workforce

California county and district panel: Share out



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Session participants “panel”



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Participant panel: Your turn!

Think about the topic “Recruiter retention through a structure of support.”

Choose a question from the list.

1. What hiring, retention, or attrition patterns have you experienced in the last few years?
2. What challenges have you faced in maintaining a stable I&R workforce?
3. What is one of the most useful approaches or solutions to those challenges?
4. What other practice has contributed to creating or maintaining a strong, flexible, or agile I&R workforce in your area?

Share in the large group (up to 3 minutes).



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Additional Q&A



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Wrap-up

Resources and additional reading



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- Technical manual: *Migrant Education National ID&R Manual, Part II: The Administrator Manual*
(<https://results.ed.gov/idr-manual>)
- Article: *The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools*
(<https://files.eric.ed.gov/fulltext/EJ1213629.pdf>)



Participant feedback



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California MEP contact information

Jamie Contreras

Education Programs Consultant and State I&R Coordinator, CDE

jcontrer@cde.ca.gov ♦ 916.319.0391



Thank you for attending this session!

Materials and staying connected



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<https://app.smartsheet.com/b/form/84ca6ee5e4c843c8bf410b8d0181842d>