

# Professional Learning Networks for Quality Identification and Recruitment

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# Introductions



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# Session objectives



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- Understand the purpose, structure, and process used in California's Identification and Recruitment Professional Learning Network (PLN)
- Learn about the aims, change ideas, and outcomes of two PLN participant regions.

# Session agenda



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Background on the California context



PLN purpose, structure, and improvement process



Data packet review and analysis

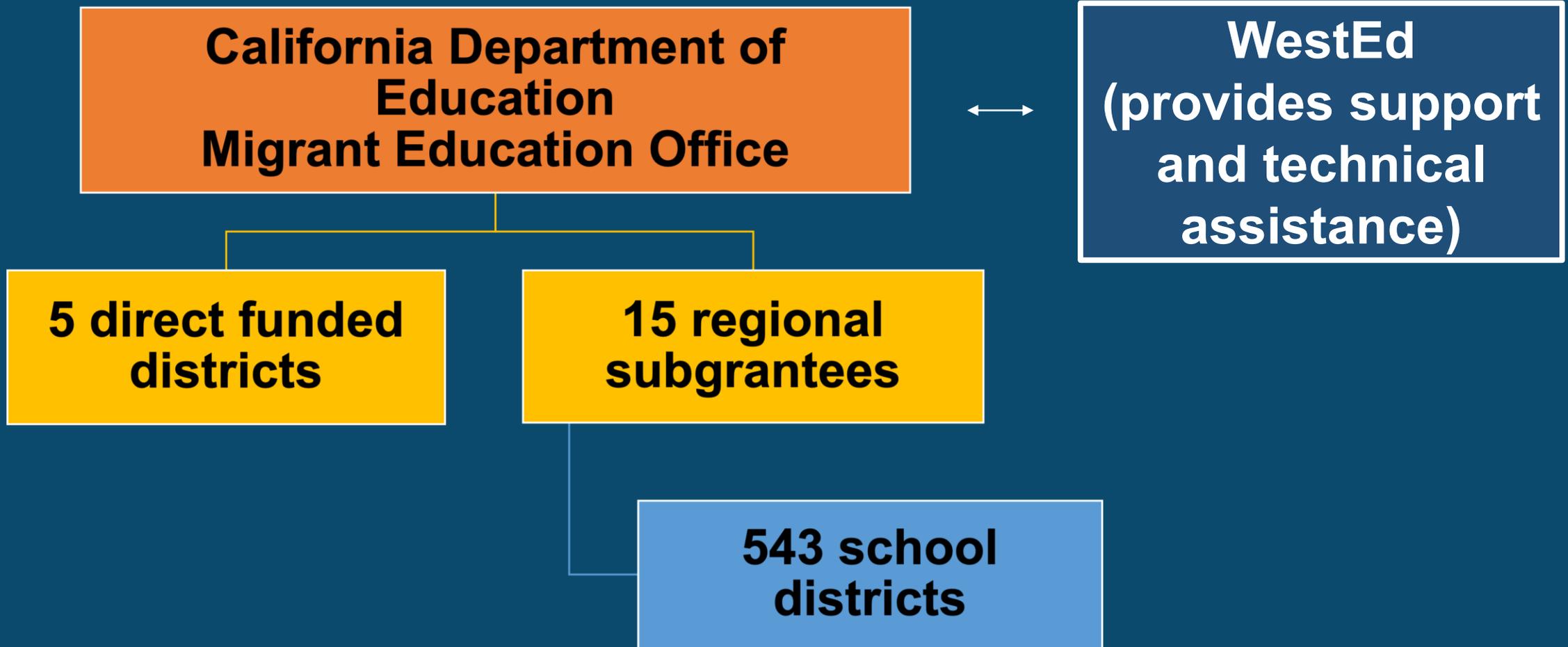


Case studies



Question and answer period

# California Migrant Education Program structure



# California's migratory child population



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- California is the leading producer of vegetables, fruits, and nuts.
- Thus, it has the largest population in the US of children who are migratory.
- The 2021–2022 student count was over 74,000 students.

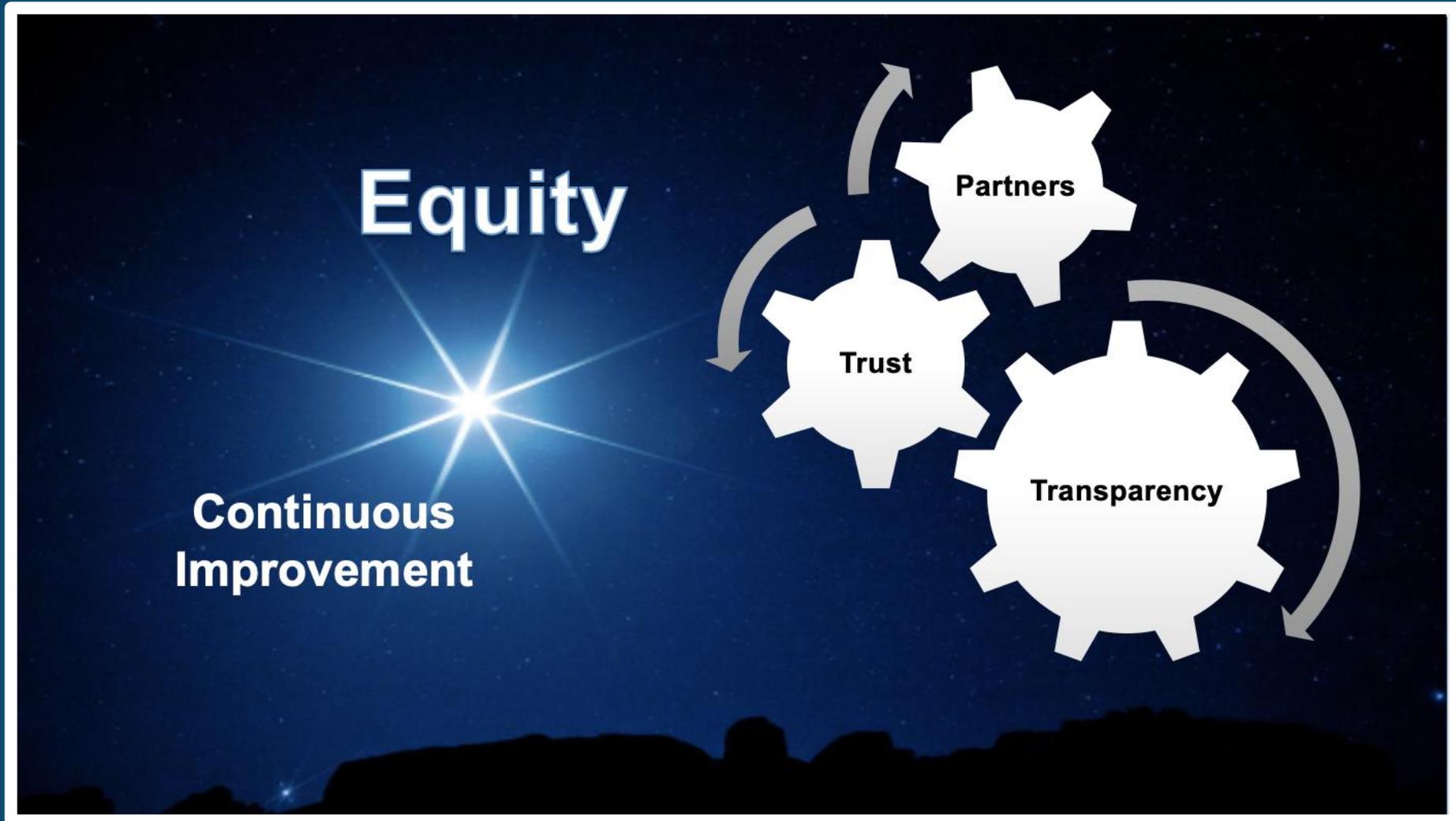


# California's system of quality control for identification & recruitment

# Our North Star



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# Turn and talk

- Find a trio near you.
- Introduce yourself to your colleagues.
- Discuss the following questions:
  - What is exciting or interesting to you about identification and recruitment?
  - What is the relationship between innovation and identification and recruitment as you see it?





# Why did we create a PLN?

**Come together in a spirit of curiosity and inquiry**

Recruit more new students and more students overall

Improve COE quality

Increase recruitment for subsequent qualifying moves

Create stronger relationships across subgrantees

Deepen understanding of using continuous improvement mindsets, tools, and practices

# How did we agree to work together?



## **For the benefit of the group and for you to fully participate:**

- Be transparent and compassionate (with yourself and with others).
- Use this time to collaborate and share ideas.
- Step up, step back.
- Practice curiosity (have an open mind, lean into discomfort, learn something new about your team).
- Have fun.

# How is the PLN structured into cohorts?

Cohort	Years of PLN
1	2019–22
2	2020–22
3	2021–23
4	2023–24

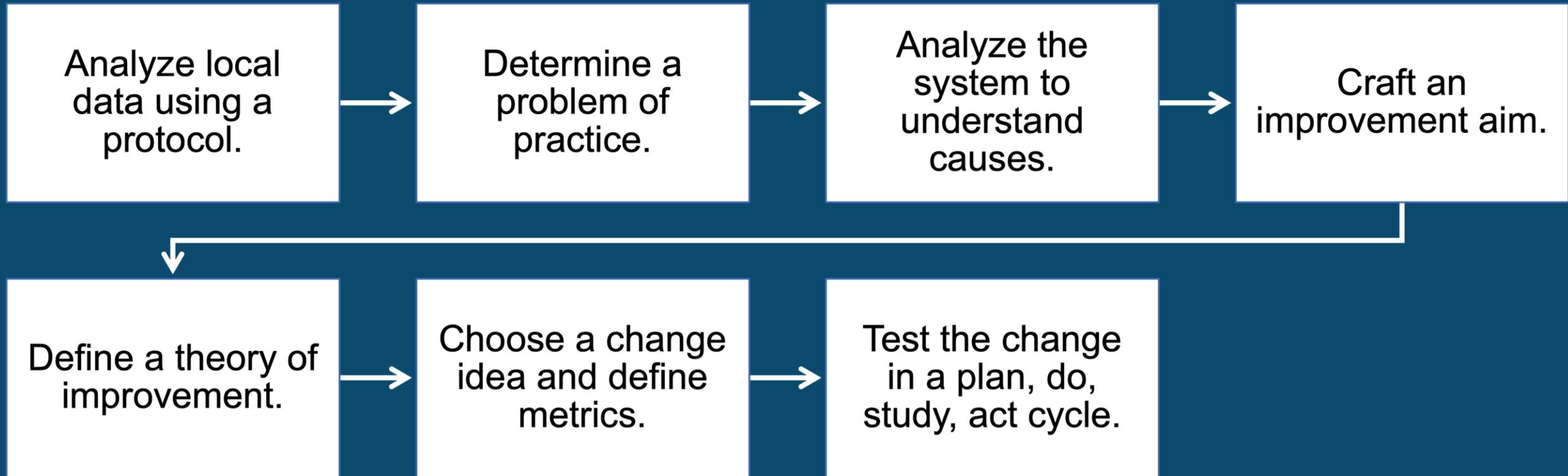
**Four cohorts,  
Five teams each**

# How is the PLN structured across years?

Each cohort spends two years in the PLN.

<b>PLN Year</b>	<b>Meeting Frequency &amp; Venue</b>
<b>Year 1 Foundations</b>	<ul style="list-style-type: none"><li>• <b>Five 3-hour group sessions</b></li><li>• <b>Five team-specific coaching calls</b></li></ul>
<b>Year 2 Connections</b>	<ul style="list-style-type: none"><li>• <b>Four 2-hour group sessions</b></li><li>• <b>Four team-specific coaching calls</b></li></ul>

# What process did we follow?



# Data packets and data analysis



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# Data analysis process



1

What parts of this data catches your attention? Just the facts.

2

What does the data tell us? What does the data NOT tell us? Make inferences about the data.

3

What good news is there to celebrate? Identify strengths in the data.

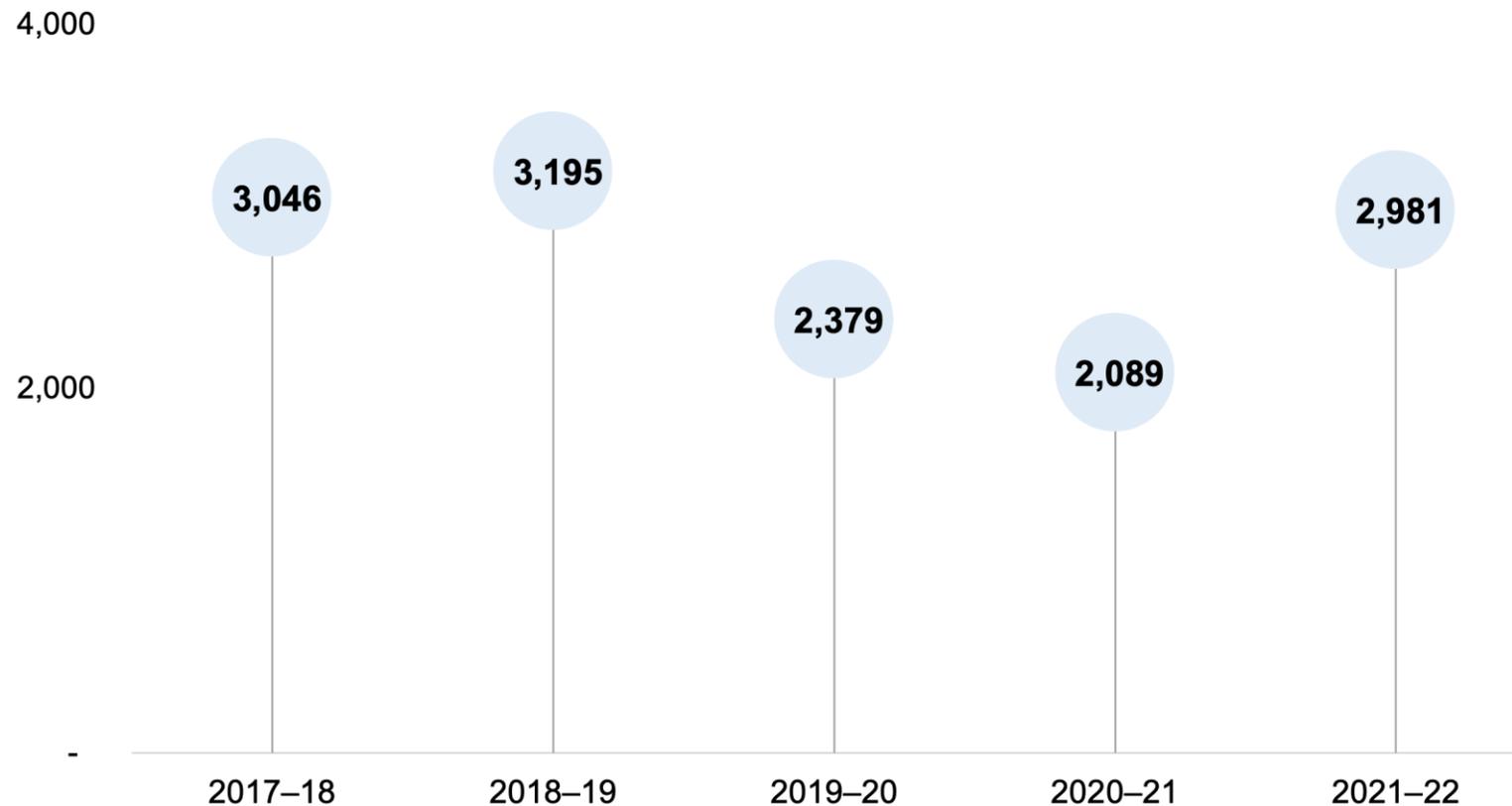
4

What are the problems of practice suggested by the data?

# Data packet: Figure 1



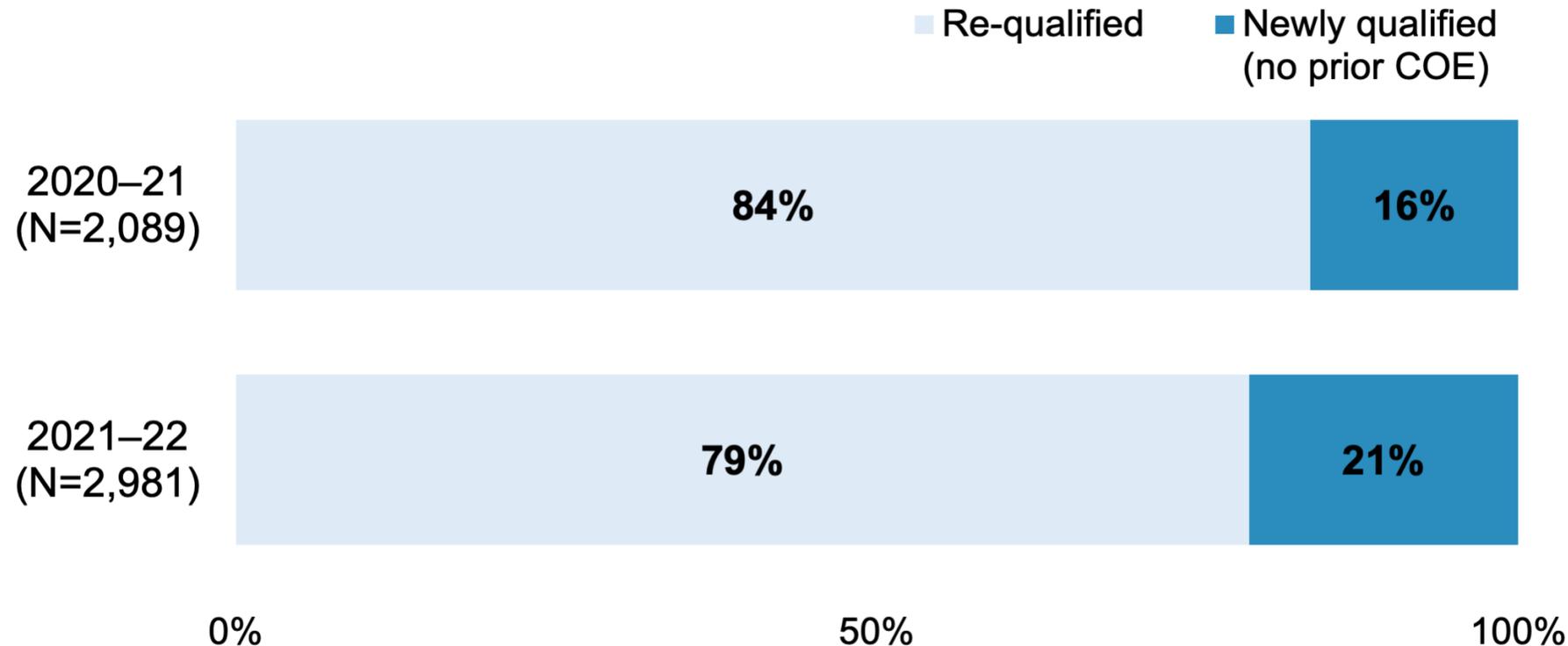
Figure 1 shows the number of migratory students qualified during the performance periods 2017–18 through 2021–22.



# Data packet: Figure 2



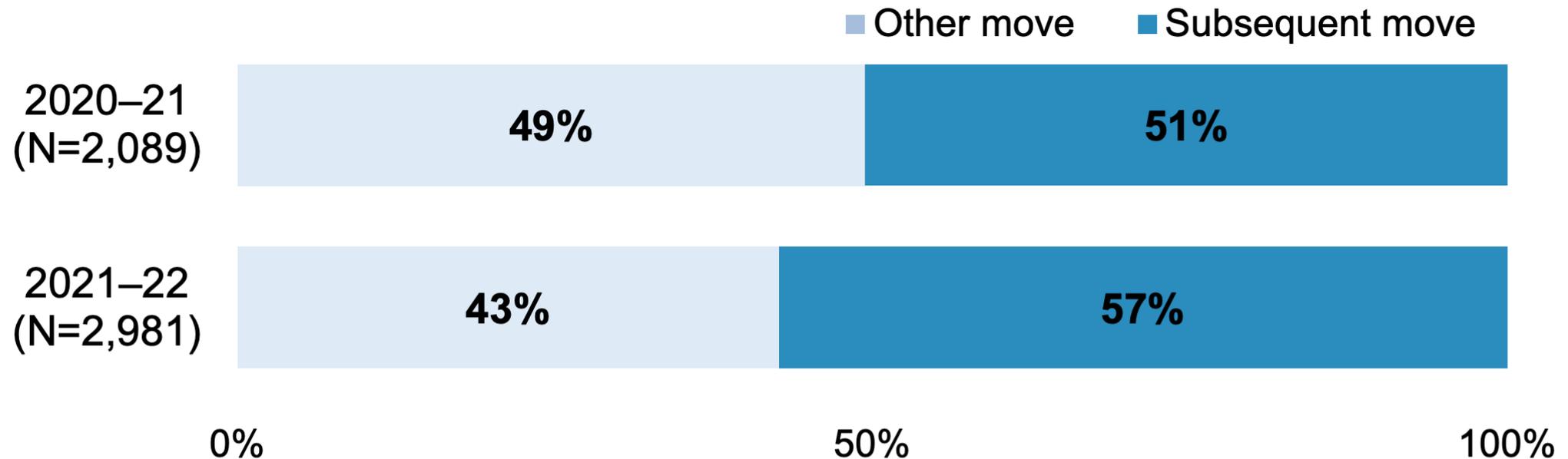
Among all students qualified during the 2021–22 performance period, figure 2 shows that 21 percent were newly qualified for the program (no prior COE). This is five percentage points higher than the 2020–21 performance period.





# Data packet: Figure 3

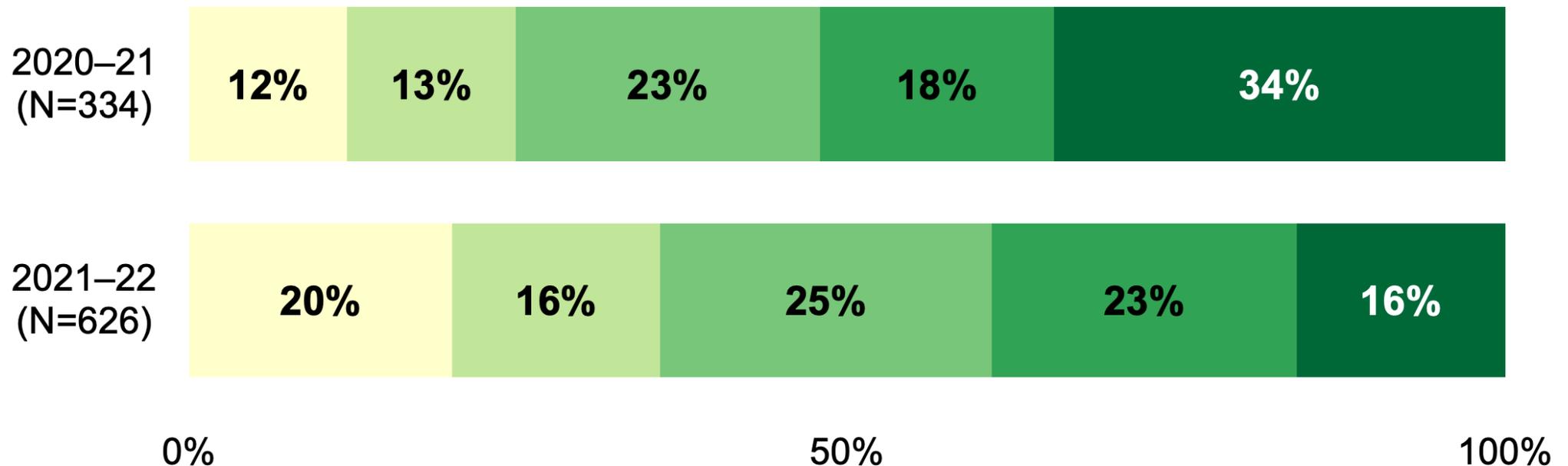
During the 2021–22 performance period, figure 3 shows that 57 percent of students qualified on a subsequent move. These are students with a Qualifying Arrival Date (QAD) after the Worker Move Date and whose move was recorded as being *with the worker*. This is six percentage points higher than the 2020–21 performance period.



# Data packet: Figure 4a

Figure 4a shows the amount of time between residency date and recruitment date for newly qualified students.

■ Less than 30 days ■ 1 to 2 months ■ 2 to 6 months ■ 6 months to 1 year ■ More than 1 year



# Data analysis process



1

What parts of this data catches your attention? Just the facts.

2

What does the data tell us? What does the data NOT tell us? Make inferences about the data.

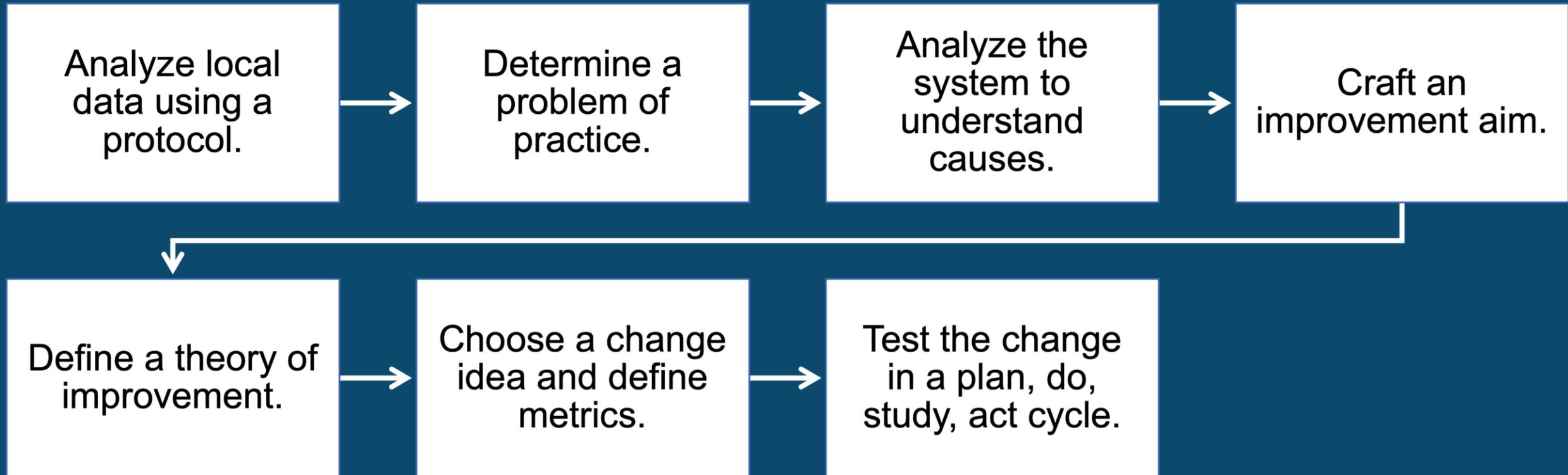
3

What good news is there to celebrate? Identify strengths in the data.

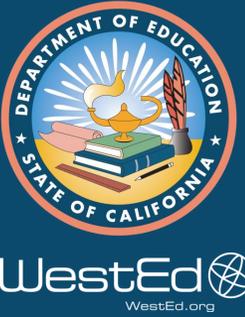
4

What are the problems of practice suggested by the data?

# Revisiting our process



# Sample improvement aims and changes in practice



<b>Improvement Aim</b>	<b>Change in Practice</b>
<p>Region X is aiming to increase the number of new families recruited during the 2021–22 performance period by 5 %.</p>	<p>Explore and expand I&amp;R into untapped geographic territories.</p>
<p>Our Region had approximately 2,122 migratory students qualified during the performance period. We would like to increase the number of migratory students qualified during the 2021–22 performance period.</p>	<p>Identify the districts with a “weak” student referral process and improve the process and strengthen the relationship with key district staff.</p>

# Case study: Region 5, Kern County Office of Education



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# About the Region 5 MEP



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**Districts served: 33**

**2020–21 student count: 6,269**

**2020 major agricultural products:**

- grapes (\$1.5 billion)
- citrus (\$1.3 billion)
- almonds (\$1.1 billion)
- pistachios (\$945 million)
- milk (\$662 million)

(Source: Kern County Department of Agriculture and Measurement Standards)

**Recruitment:** The Region 5 MEP office employs 11 total I&R staff. Districts within the region employ an additional 33 I&R staff. Recruiters employed by the MEP office conduct about 90 percent of their recruitment in the community, while recruiters employed by districts conduct more school-based recruitment. The Region 5 MEP office provides training for all regional and district I&R staff.

# Aim

Based on data, 6 percent of children were qualified on a subsequent qualifying move (SQM). We would like to increase the percentage of children qualified through an SQM this program year.



Training	Training provider	Training date	Region 5 MEP recruiters	District recruiters
Migrant Education Leadership Academy-Subsequent Moves	Region 5 MEP office	November 13, 2019	✓	✓
State I&R Leads & Designated State Education Agency Reviewers 2020: The Power of Subsequent Qualifying Moves	CDE/WestEd	May 27, 2020	✓	
New Recruiters Training (included information on SQMs)	Region 5 MEP office	June 1, 2020	✓ <sup>a</sup>	✓ <sup>a</sup>
State Training New Recruiters	CDE/WestEd	September 23, 2020	✓ <sup>a</sup>	✓ <sup>a</sup>

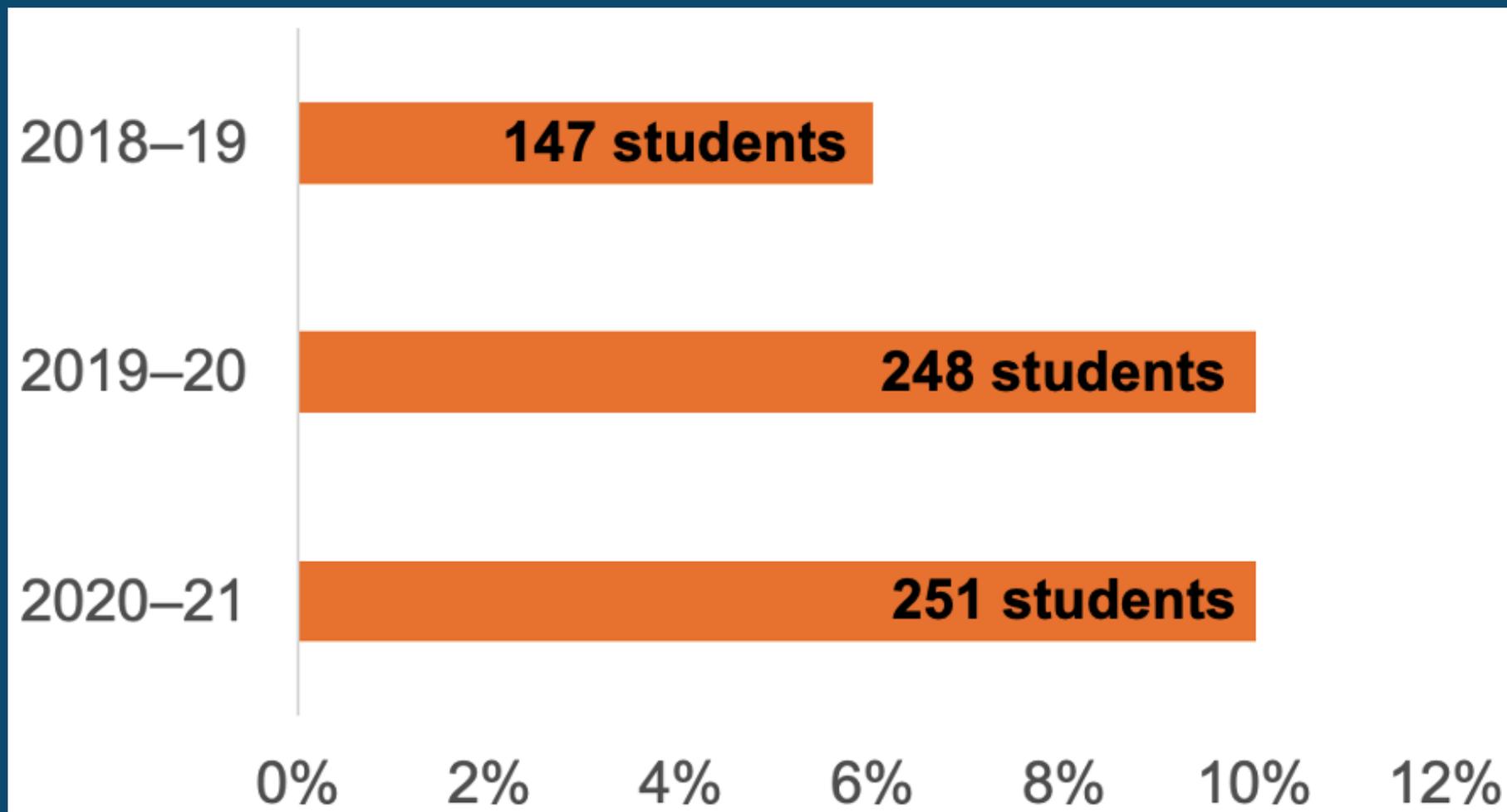
## Change idea

Recruiters in Region 5 receive layered training on subsequent qualifying moves.



# Region 5 outcomes

SQMs increased 4 percent after  
the Region implemented a layered training approach



# Case study: Region 3, Merced County Office of Education



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# About the Region 3 MEP



## Counties served:

- Madera
- Merced
- Stanislaus

**Districts served: 51**

**2020–21 student count: 6,500**

## Major agricultural products:

almonds, cilantro, corn, cotton, grapes, lettuce, melons, nectarines, onions, peaches, pistachios, strawberries, sweet potatoes, tomatoes

**Recruitment:** Most recruitment is school-based, with a few recruiters conducting recruitment efforts out in the community.

# Aim

Currently we have about 36 percent of families identified within 90 days of the QAD. We would like to have 60 percent of families identified within 90 days of the QAD this program year.



## Prioritization for Contact Increases as the Prioritization Boxes Are Checked

Priority	DstEnterDt	Enter Date	Dates are Same?	Prior Migrant?	Hispanic?
Priority 4	02/22/21	02/22/21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 3	02/22/21	02/22/21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 2	02/22/21	02/22/21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Priority 1	02/22/21	02/22/21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Change idea

Prioritize contacts in the new enrollee form through creating prioritization rules.

## Aim

Currently we have about 36 percent of families identified within 90 days of the QAD. We would like to have 60 percent of families identified within 90 days of the QAD this program year.



## Change idea

### Show minimum required contacts per day.

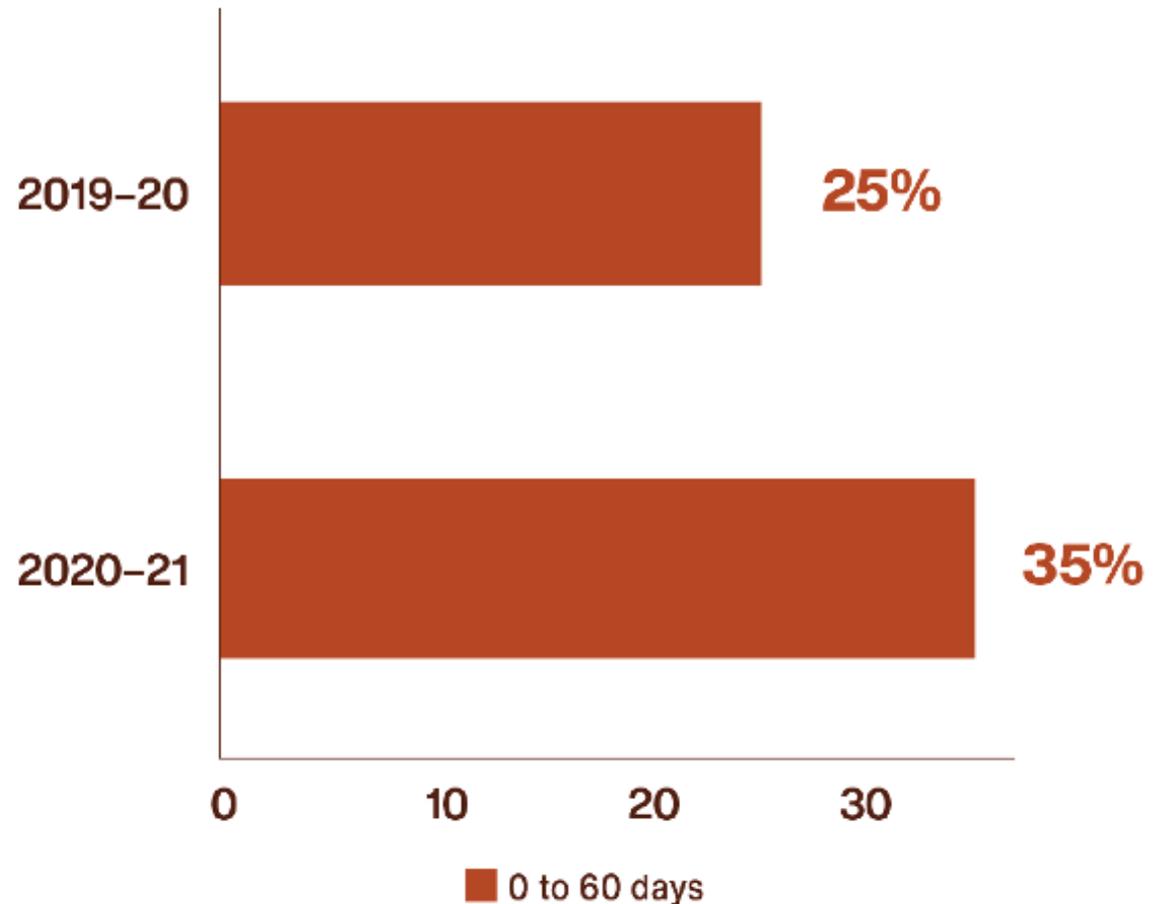
The number of minimum required contacts per day is determined by the total number of pending contacts

<b>Total number of students</b>	<b>78</b>
<b>Working days in the month</b>	<b>16</b>
<b>Minimum contacts per day</b>	<b>5</b>
<b>Pending</b>	<b>78</b>

# Region 3 outcomes



The percentage of newly qualified and newly requalified children recruited within 60 days of the QAD increased by 10 percentage points between the 2019–20 and 2020–21 program years.



# Case study: Region 23, San Joaquin County Office of Education



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# About the Region 23 MEP



## Counties served:

- San Joaquin
- Contra Costa
- Tuolumne

**Districts served:** 18

**2021–22 student count:** 2,089

**Major agricultural products:** Temporary work at dairies and nurseries; seasonal work with cherries in May and June; peaches, apples, and pears during midsummer; grapes in late August and September; and pumpkins in October.

**Recruitment:** The program manager supports by conducting site visits and shadowing five regional recruiters who conduct identification and recruitment activities in three categories—school based, community based, and employer based.

# Aim

*We will increase the number of I&R referrals by 20 percent each quarter based on the previous performance period quarters, by October 2021.*



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## IDR School Contact Log



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MEP Staff Name: \_\_\_\_\_ Position Title: \_\_\_\_\_

Month: \_\_\_\_\_

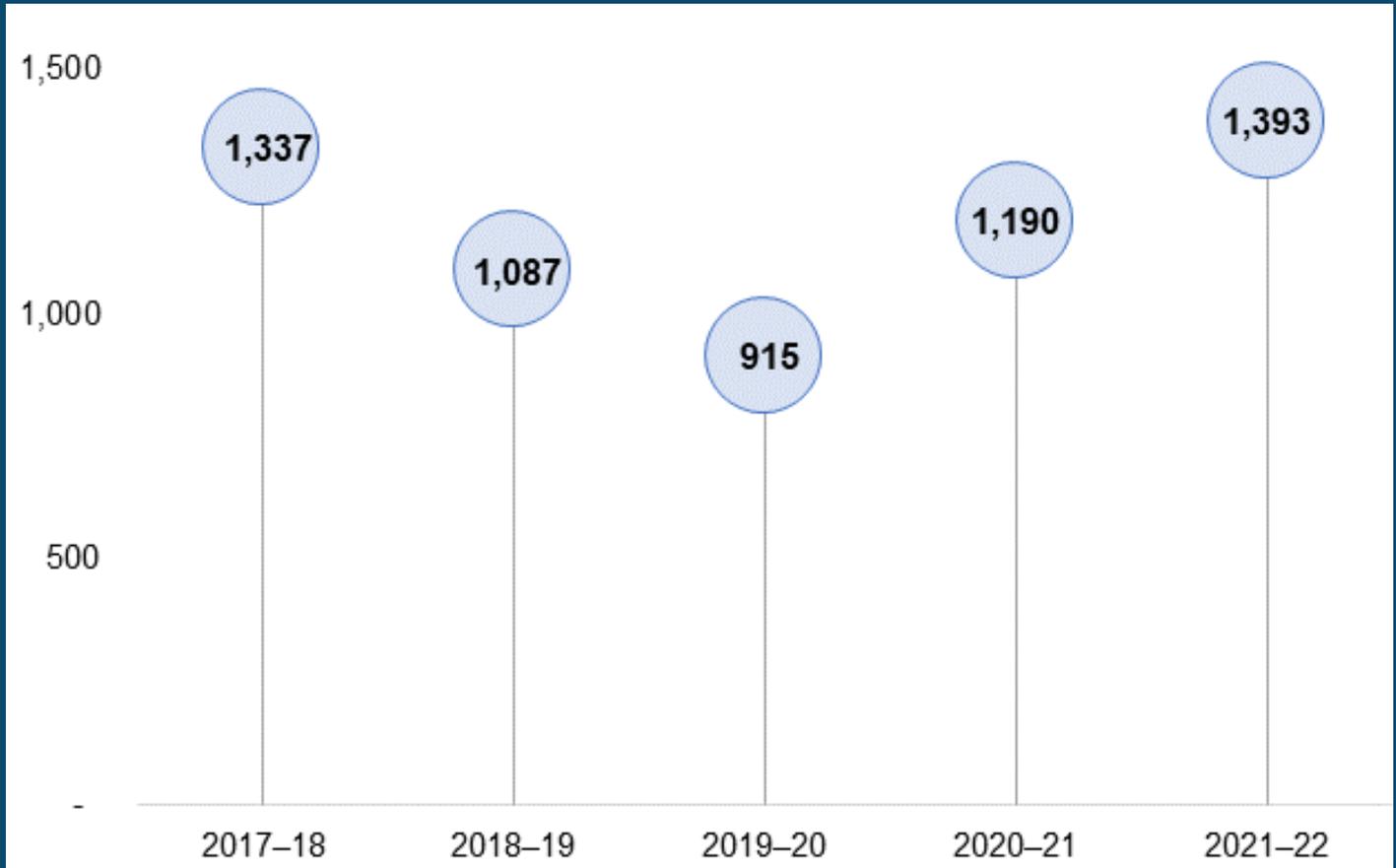
Date	School Name	Type of Attempt	Outcome
<b>Type Codes</b> <ul style="list-style-type: none"> <li>● Phone Contact</li> <li>● Drop in</li> <li>● Scheduled Visit</li> <li>● Appointment</li> </ul>		<b>Outcome Codes (related to IDR efforts)</b> <ul style="list-style-type: none"> <li>● Spoke to secretary, registrar, counselor (position)</li> <li>● Obtained referrals (name from who)</li> <li>● Scheduled follow up presentation/meeting</li> <li>● Left message with (Person Name)</li> <li>● Left Migrant Education IDR information/materials</li> <li>● Obtained and/or ran gain/losses reports</li> <li>● Obtained EL/newcomer lists</li> <li>● Talked about the program, requirements and services</li> <li>● Established contact/working relationship</li> <li>● Conducted presentation (type)</li> </ul>	

## Change idea

Train district MEP staff how to utilize state information system reports and district database reports to generate referrals.

# Region 23 outcomes

The percentage of children recruited between the 2019–20 and 2020–21 performance period increased by **30 percent**, then increased again by **17 percent** between the 2020–21 and 2021–22 performance period.



# Questions?

