

PLN

PROFILES

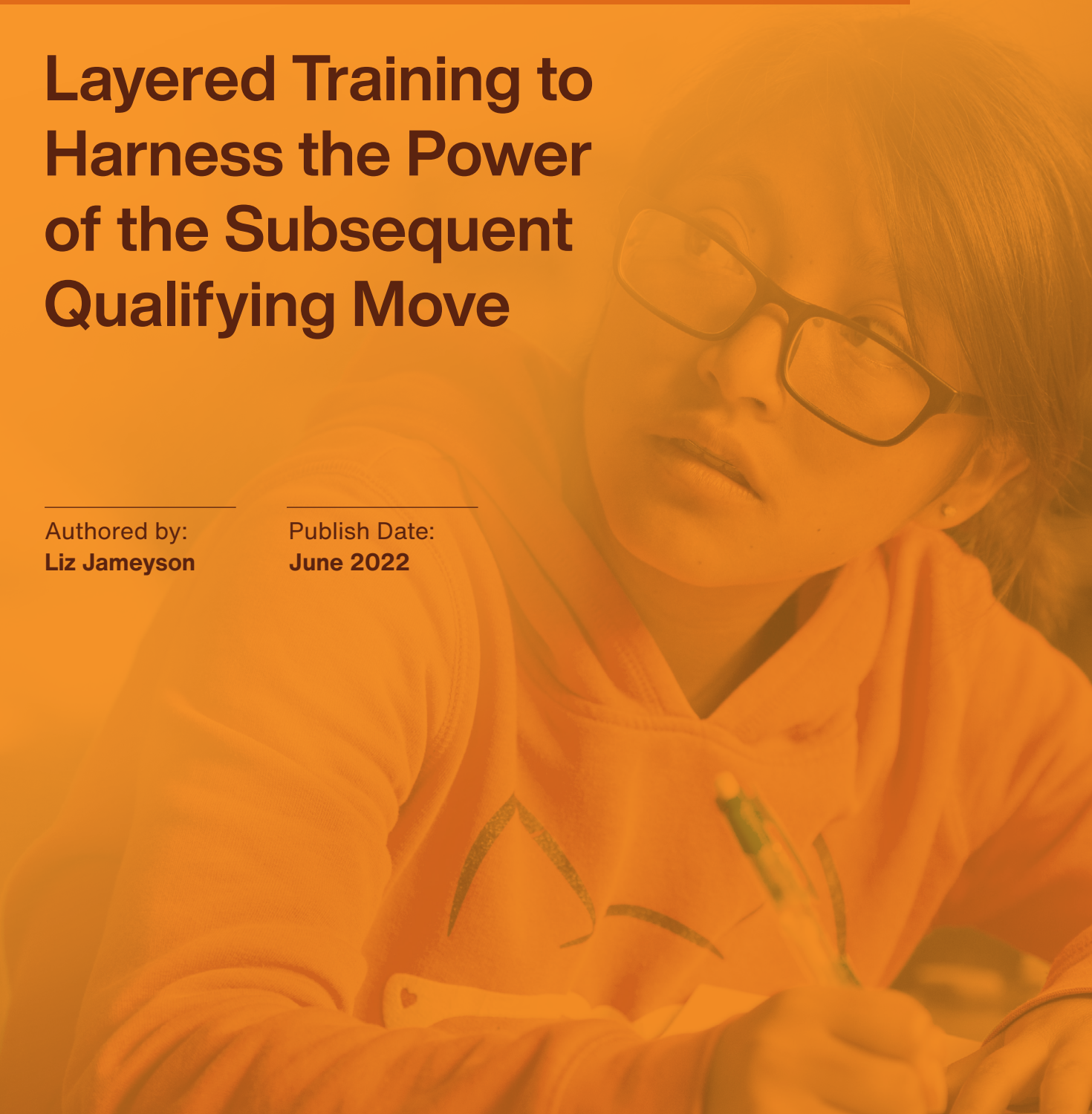


PROFESSIONAL LEARNING NETWORK PROFILES

Layered Training to Harness the Power of the Subsequent Qualifying Move

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A Note on the Partnership Between the California Department of Education and WestEd

WestEd provides technical assistance and support to the California Department of Education (CDE) to cultivate the highest quality identification and recruitment (I&R) practices across the state for the Migrant Education Program (MEP). In California, each MEP subgrantee takes local responsibility for its I&R efforts. The partnership between the CDE and WestEd is committed to continuous improvement, including (1) approaching identification and recruitment through an investigative mindset wherein we value curiosity and innovation as well as research; (2) making context-specific improvements to identification and recruitment; and (3) using both qualitative and quantitative data to see whether our improvement efforts are working—and making adjustments if they are not.

The partnership is driven by a commitment to fostering equity and building systems that support and sustain diverse learners in many different contexts. We work toward the goal that each student receives the support and opportunity to succeed in school and beyond; is able to choose from a wide variety of postsecondary options; and comes through the experience of schooling feeling valued, validated, and like a fundamental, contributing member of the school community.

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PLN PROFILES



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.

Kern County Office of Education Migrant Education (Region 5)

Districts served: 33

2020–21 student count: 6,269

Major agricultural products in 2020: 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.



It is sometimes said in the Migrant Education Program (MEP) that identification and recruitment (I&R) is the backbone of the program. Without identifying families and recruiting students, the MEP is not able to offer them the services they need and deserve.

In 2017, this backbone was strengthened by the Office of Migrant Education at the U.S. Department of Education with revisions to the [nonregulatory guidance for the Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965](#). These revisions allow more flexibility for migratory children to become eligible for the MEP using a specific type of qualifying move¹ that in California is referred to as a subsequent qualifying move (SQM). In an SQM, both the worker and child must make another qualifying move within the 36-month time frame after the migratory worker has been established. It is not a requirement, however, for the worker to engage in qualifying work, or any work at all, on the SQM or for the child to have been born before the move that established the migratory worker.

¹ A qualifying move is one made due to economic necessity and from one residence to another residence and from one school district to another school district.

Harnessing the power of the SQM holds several advantages, including extending and broadening eligibility for qualifying children. However, the newness and complexity of the SQM have presented both a challenge and an opportunity for the field. State and local MEP offices have been tasked with helping new and experienced recruiters and reviewers alike to understand the SQM's potential and to engage in novel recruitment lines of questioning to take full advantage of opportunities to establish eligibility based on the SQM.

Establishing the Focus of the Work: Subsequent Qualifying Moves

Through the PLN, the Region 5 improvement team, led by Veronica Pimentel, Identification and Recruitment Manager, and Lorena Rodriguez, Community Liaison, began their improvement project in the fall of 2019. The Region 5 team began by analyzing local recruitment data compared with statewide recruitment data for the previous program year (2018–19).

The team used a data-analysis protocol focused around four questions:

- What parts of this data catch your attention? Just the facts.
- What does the data tell us? What does the data NOT tell us?
- What strengths are there to celebrate?
- What are the problems of practice suggested by the data?

From this analysis, the team learned that 6 percent of the students qualified in Region 5 in the 2018–19 program year were qualified with an SQM, as compared to approximately 20 percent statewide.² Given Region 5's relatively low percentage, the team elected to focus on ensuring they were maximizing the potential of the SQM. Their aim statement read as follows:

Based on data, 6 percent of children were qualified with an SQM. We would like to increase the percentage of children qualified through an SQM.

² The SQM is used more frequently in some regions than in others, which is to be expected. Regions with geography that includes an abundance of agriculture are less likely to qualify students on the SQM because if a family moves to a region to work in agriculture, it is less likely that a student is qualified with an SQM. Region 5 has a large proportion of the state's agriculture and so is less likely to qualify students with an SQM. Alternately, another region in California that serves students in a more densely populated urban area with less agriculture qualifies more than half of their students using the SQM because many of their families move to the region for economic necessity after working in agriculture in another region. The goal for Region 5, therefore, was not to match the statewide percentage, which would be unrealistic given their geography, but rather to ensure they were fully utilizing the SQM in their context.

After establishing this aim statement, the Region 5 improvement team began analyzing the root causes of lower than desired utilization of the SQM. From this analysis, the team determined that recruiters were not yet fully comfortable with using the SQM to qualify a child and so were using it infrequently.

Identifying a Change in Practice: Layered Training

To address this root cause, the team identified the following change in practice: layering local training (provided by the Region 5 MEP office) with statewide training (provided by the CDE and WestEd) to improve recruiters' ability to understand and use the SQM. In particular, the team decided to front-load and widen training efforts so that all of the recruiters operating in the region—both those employed by the regional MEP office and those employed by surrounding districts—benefited from multiple training and practice opportunities related to appropriately using the SQM to qualify children and youths. The training design for both local and statewide trainings typically included a structure that provided a definition of the SQM and several scenarios to help recruiters practice using the SQM in realistic situations. Each practice scenario included (1) a description of the move; (2) a completed interview framework;³ (3) a completed COE, when appropriate; (4) a discussion of the advantage of using the SQM, when appropriate; and (5) opportunities for questions and discussion. Sample slides from the training sessions, including the SQM definition and scenarios, are included in appendix A: Sample Training Materials.

Table 1 on the next page shows the training that the recruiters received on the SQM. The table indicates that the Region 5 MEP office layered their training efforts with those provided by the CDE, in partnership with its service provider, WestEd. Oftentimes, the Region 5 MEP office front-loaded session content before a CDE/WestEd training event or closely following one. The intention behind this layering was to provide multiple exposures to the content in different contexts with different trainers—enabling participants to learn over time. For each training, the table shows the training provider, the training date (listed in chronological order), and the training audience.

³ The interview framework is a tool that allows recruiters to conduct the eligibility interview consistently and systematically by first establishing a migratory worker, then establishing a migratory child, and, finally, establishing a qualifying move made by the established worker and the child.

Table 1. Recruiters in Region 5 Received Layered Trainings on the SQM

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	✓ ^a	✓ ^a
State Training New Recruiters	CDE/WestEd	September 23, 2020	✓ ^a	✓ ^a
I&R Training Session: Subsequent Moves ^b	Region 5 MEP office	January 29, 2021	✓	✓
Maximizing Recruitment Possibilities Through Subsequent Qualifying Moves	CDE/WestEd	April 13–30, 2021	✓	✓
State Training: New Recruiters Session	CDE/WestEd	June 24, 2021		✓ ^a
New Recruiters Training: Subsequent Qualifying Moves	Region 5 MEP office	June 30, 2021	✓ ^a	✓ ^a

^a New recruiters only

^b Originally provided May 27, 2020, by the CDE/WestEd

Using a Continuous Improvement Approach to Inform the Subgrantee Professional Learning Network

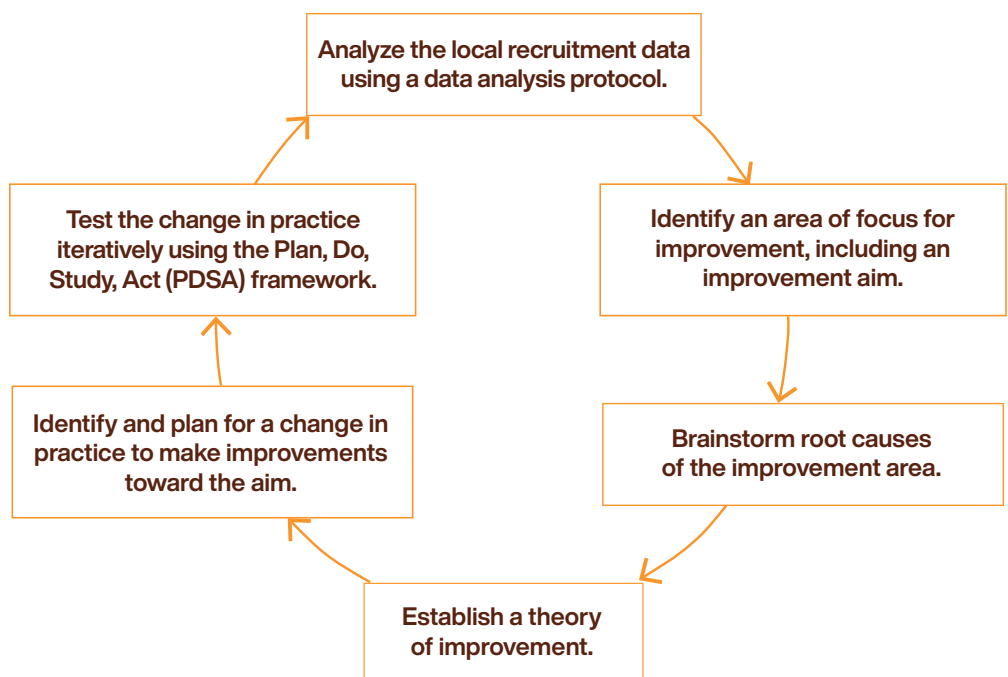


The PLN is the result of a partnership between the CDE and its service provider, WestEd, a nonpartisan, nonprofit research, development, and service organization.

The CDE and WestEd launched the PLN in 2019. Each year, a cohort of teams from five subgrantees comes together several times to collaboratively engage in continuous improvement. The continuous improvement approach used in the PLN is grounded in improvement science, primarily using the methodology described in *Learning to Improve: How America’s Schools Can Get Better at Getting Better*.⁴

⁴ Bryk, Anthony S., Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better* (Cambridge, MA: Harvard Education Press, 2015). <https://eric.ed.gov/?id=ED568744>

Figure 1. The Continuous Improvement Process Occurs in an Iterative Cycle



The PLN sessions were framed around the steps in the continuous improvement process depicted in figure 1. During each session, subgrantee teams learned about the principles and tools of this continuous improvement approach, then had an opportunity to apply them to their own area of focus. Each participating subgrantee began by identifying an area of focus related to identification and recruitment, based on their local data and context. The subgrantees then engaged in a disciplined continuous improvement process related to their area of focus. Following each session, subgrantee teams met with a WestEd coach to make progress on their area of focus.

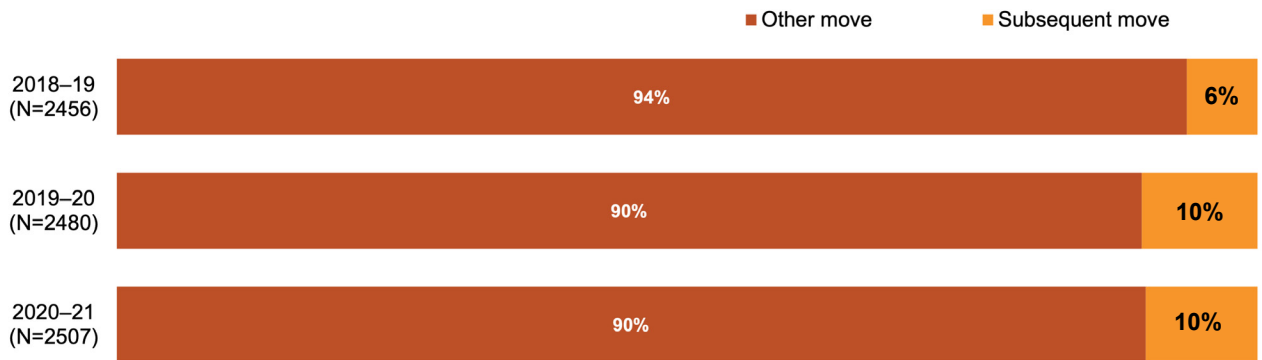
Outcomes from the Change

When the Region 5 team began implementing the layered training approach, they reported witnessing an increase in recruiters' engagement on the topic of the SQM outside of the training sessions. Recruiters started asking more detailed and nuanced questions about the SQM (for example, *Must the SQM be previously documented? If the SQM is previously documented, can you still use it as an SQM?*). Recruiters also began using the SQM more as a method of qualifying eligible children to receive MEP services.

The Region 5 team's efforts resulted in an increase in the percentage of migratory students qualifying on an SQM. During both the 2019–20 and 2020–21 performance periods, 10 percent of students qualified⁵ on an SQM in Region 5—4 percentage points higher than in the 2018–19 performance period, which was the year prior to the region engaging in the PLN.

⁵ These are students with a QAD after the *Worker Move Date* and whose move was recorded as being *with the worker*.

Figure 2. The Percentage of Subsequent Qualifying Moves Increased by 4 Percent After the Region Implemented a Layered Training Approach



Sources: This data comes from the Migrant Student Information Network (October 7, 2019, for the 2018-19 period; September 22, 2020, for the 2019-20 period; and September 20, 2021, for the 2020-21 period).

Next Steps

Currently, the PLN spans two years. The work described in this profile occurred mostly during the first year of the team’s engagement in the PLN. The Region 5 team is now expanding their approach to harness the power of the SQM by engaging their recruiters to provide input on the types of professional learning experiences that would be most effective for them. Additionally, the region is creating PLNs with their staff to increase recruiter voice and generate new ideas more effectively. Through this inclusive approach, the region anticipates continuing to improve their use of the SQM in future years.

Appendix A. Sample Training Materials

This appendix features a selection of PowerPoint slides that were part of the training materials originally developed by the WestEd Migrant Student Information Network team in collaboration with the CDE for a training called “The Power of Subsequent Qualifying Moves.” The materials were then adapted by Veronica Pimentel, the Region 5 Identification and Recruitment Manager, and implemented by the Region 5 team.

The PowerPoint slides throughout this section are accompanied by related explanations (which were not included with the original slides).

Sample Scenario 1: A Family Moves from New York to California

The training featured a sample scenario in which a woman moves with her son from New York to California. Figure A1 below lists the parameters of what constitutes an SQM.

Figure A1. Definition of Subsequent Qualifying Move

What Constitutes a Subsequent Qualifying Move?

It is a qualifying move that occurs within 36 month *after* a migratory worker has been established.

The move must be due to economic necessity (for new qualifying or non-qualifying work or because they could not afford to stay).

The child(ren) must move “as the worker” or “to join or precede” the established migratory worker.

Figure A2 below describes Scenario 1, in which a woman named Ana moves with her son from Brooklyn, New York, to Gilroy, California, to San Francisco. In San Francisco, she connects with a Migrant Education Program recruiter at her son’s elementary school.

Figure A2. Sample Scenario 1: Move to San Francisco

Scenario 1 San Francisco

Ana and her son moved from Brooklyn, NY, to Gilroy, CA, on 06/04/18 and found work sorting garlic upon arrival. Since Ana was not able to make ends meet with just seasonal employment, she decided to move to the big city of San Francisco on 05/26/20 to work in a hotel. The next day, after arriving in San Francisco, she went to enroll her son at the elementary school and was put in contact with our Migrant Education Program (MEP) recruiter.

Figure A3 below shows the interview framework for Scenario 1. The CDE mandates the use of the interview framework to ensure that recruiters use the optimal interview sequence to capture accurate information and the latest move in time-effective interviews. The framework begins by establishing a qualifying worker, which is someone who in the preceding 36 months made a qualifying move due to economic necessity from one residence to another and from one school district to another and engaged in new qualifying work soon after or actively sought qualifying work and has a recent history of moves for qualifying work. Qualifying work includes temporary or seasonal agricultural or fishing work. In this case, Ana is established as a qualifying worker based on her move on June 4, 2018, from Brooklyn to Gilroy, where she found work sorting garlic.

Once the qualifying worker has been established, the interview framework moves on to establishing whether the child made the same qualifying move with the worker and/or whether the child also made an SQM with or to join the worker. In this case, Ana's son made the same qualifying move with his mother from Brooklyn to Gilroy, then made an SQM (one due to economic necessity, from one residence to another and from one school district to another) from Gilroy to San Francisco on May 26, 2020.

Figure A3. Scenario 1 Interview Framework

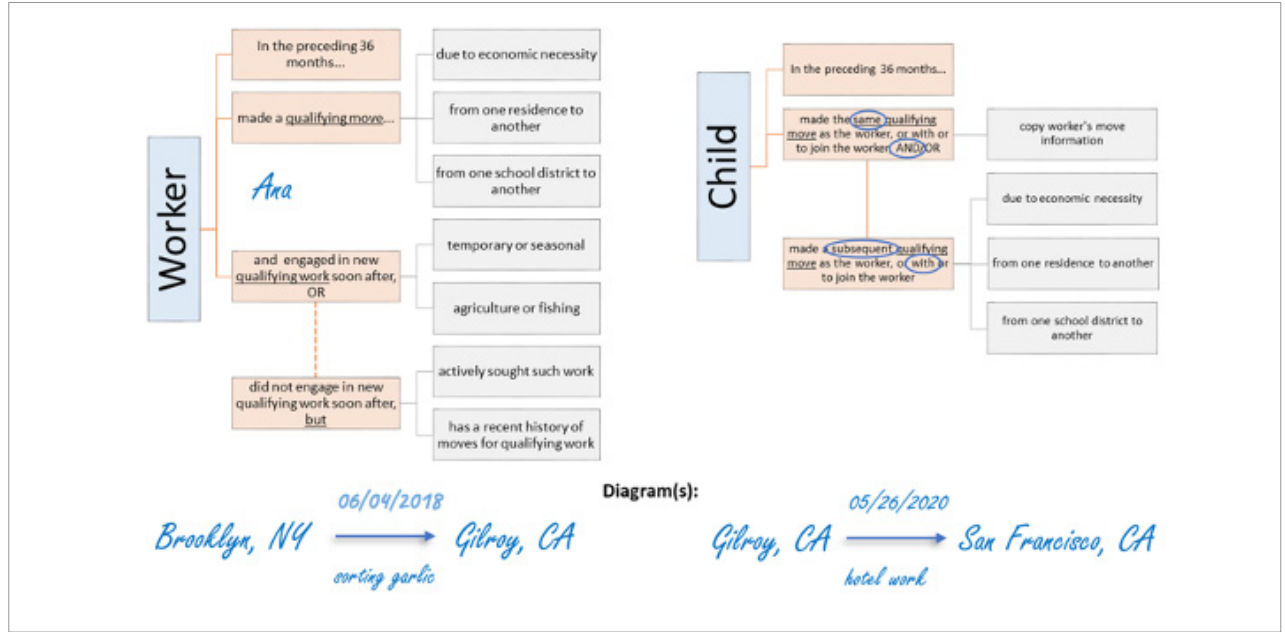


Figure A4 below shows the certificate of eligibility (COE) for Scenario 1. The COE shows that the worker, Ana Cabana, moved from Brooklyn to Gilroy and engaged in new qualifying work (sorting garlic), which established her as a qualifying worker. On May 26, 2020, Ana Cabana and her son moved due to economic necessity from Gilroy to San Francisco, making the qualifying arrival date (QAD) May 26, 2020. There was no round-trip move.

Figure A4. Scenario 1 Sample California Certificate of Eligibility

I. QUALIFYING MOVES & WORK	II. ACTIVELY SOUGHT WORK & RECENT HISTORY OF MOVES
<p>1. The child(ren) listed on this form moved due to economic necessity from a residence in <u>Gilroy CA USA</u> to a residence in <u>San Francisco CA</u></p> <p>2. The child(ren) moved (complete both a. and b.): a. <input type="checkbox"/> as the worker, OR <input checked="" type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker b. The worker, <u>Ana Cabana</u>, is <input type="checkbox"/> the child or the child's <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse. I. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on _____ The worker moved on _____ (provide comment)</p> <p>3. The Qualifying Arrival Date was <u>05/26/20</u></p> <p>4. The worker moved due to economic necessity on <u>06/04/2018</u> from a residence in <u>Brooklyn NY USA</u> to a residence in <u>Gilroy CA</u>, and a. <input checked="" type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR b. <input type="checkbox"/> actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)</p> <p>5. The qualifying work, "<u>Sorting garlic</u>" was (make a selection in both a. and b.): a. <input checked="" type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work <input type="checkbox"/> if applicable, check: <input type="checkbox"/> personal subsistence (provide comment) b. <input type="checkbox"/> actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)</p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____</p>	<p><input checked="" type="checkbox"/> Not Applicable (not 4b) Actively Sought Work 1. Enter date when qualifying work was sought: _____ 2. Describe <u>how</u> the work was actively sought: _____</p> <p>Recent History of Moves (Two moves for qualifying work in the last 36 months.) Move #1 1. Move Date: _____ 2. Worker: _____ 3. From: _____ 4. To: _____ 5. Qualifying work: _____ Move #2 1. Move Date: _____ 2. Worker: _____ 3. From: _____ 4. To: _____ 5. Qualifying work: _____</p>
<p>III. COMMENTS (Must include 2b, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work section, if applicable.)</p> <p>For 4b comments, complete Section III instead.</p>	<p>IV. ROUND TRIP MOVE (Enter 1-2 for a round trip; Enter 3-4 for a move less than 30 days.) <input checked="" type="checkbox"/> Not Applicable (no round trip) 1. Enter departure date: _____ 2. Enter number of days gone: _____ 3. Enter information to show that both directions of the round trip were "due to economic necessity" (i.e., the family/child moved for work or because they could not afford to stay): _____ 4. Enter information to show that the child(ren) and worker were living in the new location rather than just visiting (i.e., change of residence): _____</p>

Figure A5 below summarizes how the SQM extends eligibility for Ana's son.

Figure A5. Subsequent Qualifying Move Advantage #1

Subsequent Move Advantage #1

How does this extend eligibility?

As demonstrated by Scenario 1, Ana's son was able to qualify for several years after she had moved to sort garlic on 06/04/18. The Qualifying Arrival Date (QAD) from the subsequent qualifying move is 05/26/20, so he will have eligibility until 05/25/23.

Sample Scenario 2: A Worker and Family Join Together in Oakland, California

Figure A6 below describes Scenario 2, in which a man named Joe moves to Oakland, California, from Olopa, Chiquimula, Guatemala. Joe does not find work in Oakland, so he moves to Hollister, California, on May 1, 2019, where he finds work picking cherries. Joe moves back to Oakland on July 1, 2019, where his wife and daughter join him a month later.

Figure A6. Sample Scenario 2: Move from Guatemala to Oakland, California

Scenario 2 Guatemala

Joe arrived from Olopa, Chiquimula, Guatemala, to Oakland, CA, on 04/01/19, where his relatives offered him housing until he found work. He could not find anything in Oakland but heard about seasonal work picking cherries in Hollister. He moved to a labor camp in Hollister on 05/01/19. During the next two months, he was able to make enough money picking cherries to pay for his wife and daughter to travel from Guatemala to Oakland.

Joe returned to Oakland on 07/01/19 and started work in construction. His wife and daughter joined him in Oakland on 08/01/19.

Figure A7 below shows the interview framework for Scenario 2. The framework begins by establishing a qualifying worker. In this case, Joe is established as a qualifying worker based on his move on May 1, 2019, from Oakland to Hollister, where he found work picking cherries.

Once the qualifying worker has been established, the interview framework moves on to establishing whether the child made the same qualifying move with the worker and/or whether the child also made an SQM with or to join the worker. In this case, the child did not make the same qualifying move that established her father as a qualifying worker but later joined her father, Joe, in Oakland on August 1, 2019. Because Joe found work in construction on his return from Hollister to Oakland on July 1, 2019, and he was already established as a qualifying worker for his move to Hollister two months before, this constituted an SQM for work. As such, the child’s move to join her father in Oakland a month later on August 1, 2019, is an SQM made due to economic necessity from one residence to another and from one district to another.

Figure A7. Scenario 2 Interview Framework

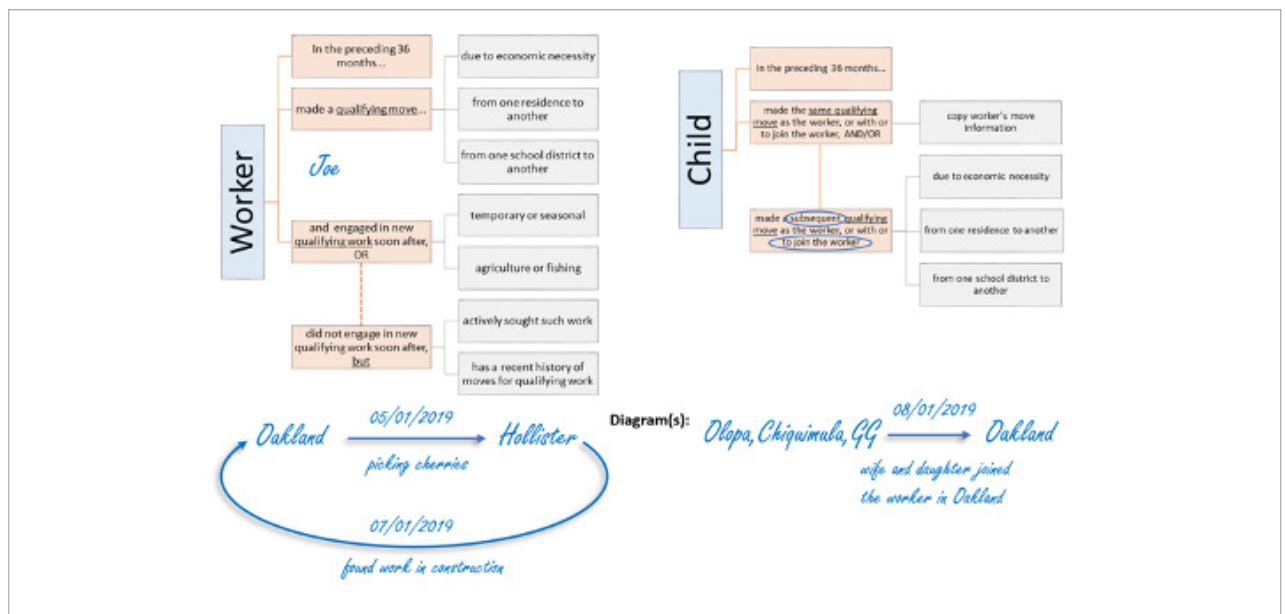


Figure A8 below shows the COE for Scenario 2. The COE shows that the worker, Joe Jellybean, moved from Oakland to Hollister and engaged in new qualifying work (picking cherries), which established him as a qualifying worker. On July 1, 2019, Joe moved back to Oakland. His wife and daughter joined him there on August 1, 2019, moving from Olopa, Chiquimula, Guatemala, making the QAD August 1, 2019. There was a round-trip move of 60 days.

Figure A8. Scenario 2 Certificate of Eligibility

I. QUALIFYING MOVES & WORK	III. ACTIVELY SOUGHT WORK & RECENT HISTORY OF MOVES
<p>1. The child(ren) listed on this form moved due to economic necessity from a residence in <u>Olopa Chiquimula GS</u>, to a residence in <u>Oakland CA</u>.</p> <p>2. The child(ren) moved (complete both a. and b.): a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input checked="" type="checkbox"/> to join or precede the worker. b. The worker, <u>Joe Jellybean</u> is <input type="checkbox"/> the child or the child's <input checked="" type="checkbox"/> parent/guardian <input type="checkbox"/> spouse. i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on <u>08/01/19</u> The worker moved on <u>07/01/19</u> (provide comment)</p> <p>3. The Qualifying Arrival Date was <u>08/01/19</u>.</p> <p>4. The worker moved due to economic necessity on <u>05/01/19</u> from a residence in <u>Oakland CA USA</u> to a residence in <u>Hollister CA</u> and: a. <input checked="" type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR b. <input type="checkbox"/> actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)</p> <p>5. The qualifying work, * <u>picking cherries</u> was (make a selection in both a. and b.): a. <input checked="" type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment b. <input checked="" type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work *if applicable, check: <input type="checkbox"/> personal subsistence (provide comment)</p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____</p>	<p><input checked="" type="checkbox"/> Not Applicable (not 4b)</p> <p>Actively Sought Work</p> <p>1. Enter date when qualifying work was sought: _____</p> <p>2. Describe how the work was actively sought: _____</p> <p>Recent History of Moves (Two moves for qualifying work in the last 36 months.)</p> <p>Move #1 1. Move Date: _____ 2. Worker: _____</p> <p>3. From: _____ 4. To: _____</p> <p>5. Qualifying work: _____</p> <p>Move #2 1. Move Date: _____ 2. Worker: _____</p> <p>3. From: _____ 4. To: _____</p> <p>5. Qualifying work: _____</p>
<p>II. COMMENTS (Must include 2b, 4a, 5, 6a and 6b of the Qualifying Moves & Work section, if applicable.)</p> <p><u>1. Worker moved from Hollister whereas the child moved from Olopa, Chiquimula GS.</u></p> <p><u>2. b. Father preceded to start work. Mother and child joined once he earned enough money to pay for their travel to Oakland.</u></p> <p>For 4b comments, complete Section III instead.</p>	<p>IV. ROUND TRIP MOVE (Enter 1-2 for a round trip; Enter 3-4 for a move less than 30 days.)</p> <p><input type="checkbox"/> Not Applicable (no round trip)</p> <p>1. Enter departure date: <u>05/01/19</u> 2. Enter number of days gone: <u>60</u></p> <p>3. Enter information to show that both directions of the round trip were "due to economic necessity" (i.e., the family/youth moved for work or because they could not afford to stay): _____</p> <p>4. Enter information to show that the child(ren) and worker were living in the new location rather than just visiting (i.e., change of residence): _____</p>

Figure A9 below summarizes how the SQM extends eligibility for Joe's daughter.

Figure A9. Subsequent Move Advantage #2

Subsequent Move Advantage #2

What is the advantage?

- Child(ren) joining an established migratory worker can become eligible sooner instead of having to wait for the next qualifying move for qualifying work.

Using the Guatemalan family as an example, the daughter would most likely have had to wait to become eligible until May 2020 to accompany her father to Hollister or somewhere else he may have moved for agricultural work. Since a subsequent qualifying move was used, she became eligible sooner using her arrival date to Oakland on 08/01/19.