

**NEWSLETTERS AND
ONLINE MEETINGS
AS RECRUITMENT
TRAINING TOOLS**



BEFORE WE GET STARTED...

Take care of your needs



Ask *relevant* questions



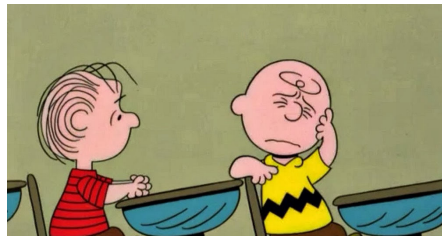
Participate actively



Silence your phone



Be respectful of others



Get to know 1 new person



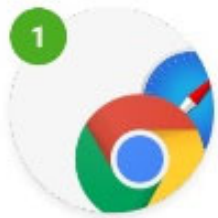
WHAT YOU SHOULD EXPECT TO LEARN ...

- How will using this benefit me?
- How do recruiters benefit from using these platforms?
- What should I present in an online training session?
- What should I include in a newsletter?

SLIDO

Three easy steps
for your audience to join in

You can join the conversation at
www.slido.com and enter code **#3163**



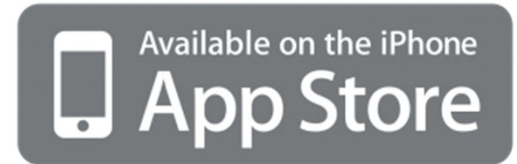
Open any browser



Go to slido.com



Join with event code



Slido gives you the opportunity to take questions without having your session bog down or be dominated by 1 or 2 people. It's available online or as an app for your phone. This works best when you have a 2nd person who can act as the question moderator.

HOW WILL THIS BENEFIT ME?

- Being able to train without bringing everyone to a central location
 - *Recruiters don't need to make travel arrangements to attend. They just need access to the internet.*
- Getting training information out to recruiters more quickly
 - *You can get a training created and ready to deliver in less than a week in response to recruiter needs or to address issues needing immediate attention.*

HOW WILL THIS BENEFIT ME?

- Personalizing the content vs. TEA issued materials
 - *You control the content to meet the needs of your recruiters and can personalize the format to fit your personality/teaching preferences.*
- Greater ability to “manage your classroom.”
 - *These formats don’t allow for disruption in your training from questions that don’t apply to everyone or subjects that need to be addressed separately due to their complexity or case-by-case nature. You can address these questions afterward (via email, upcoming newsletter, etc.).*

HOW WILL RECRUITERS BENEFIT?

- Documentation of guidance
 - *Recruiters can reference the newsletter or review a recorded video training session for guidance on a topic to help them with their recruitment efforts or with eligibility.*
- Consistency of guidance
 - *Providing written and/or recorded guidance gives a consistent message to recruiters in various LEAs which helps avoid discrepancies and inconsistency. It also reduces the amount of “interpretation” by recruiters.*

HOW WILL RECRUITERS BENEFIT?

- Less disruption to their work routine (*hint, hint, more time to recruit*)
 - Recruiters can potentially access these training materials at times that are convenient for them. Split funded MEP staff are very appreciative of efforts we can take to accommodate them.
- Reduce the need to travel as frequently
 - Less time devoted to traveling to ESC trainings should in turn equate to more time spent recruiting. It also reduces the amount LEAs spend on travel to send recruiters to trainings.

GoToMeeting™



skype™



Powered by

zoom

ONLINE APPS AS A RECRUITER
TRAINING RESOURCE



WHAT SHOULD I PRESENT IN AN ONLINE VIDEO TRAINING?



- Topics that require demonstration
- Topics that should provide way for participants to ask questions
- Topics where participation of the attendees is encouraged



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It is encouraged that the online meeting app you use can record the training session for later reference.

WHAT SHOULD I PRESENT IN AN ONLINE VIDEO TRAINING?

https://www.youtube.com/watch?time_continue=407&v=1N1kovd743Y

- Topics that require demonstration
 - Think of YouTube videos that teach you how to do something



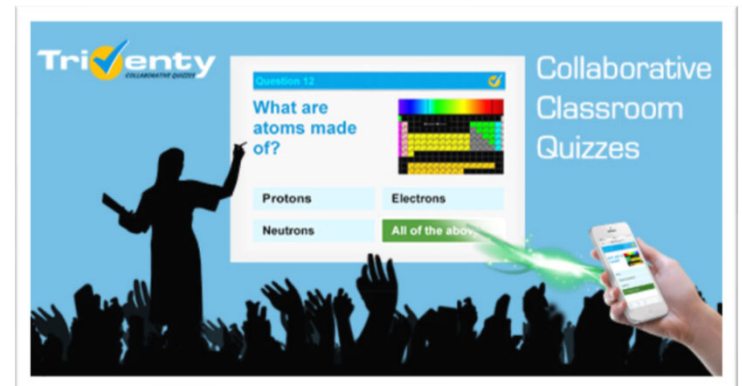
WHAT SHOULD I PRESENT IN AN ONLINE VIDEO TRAINING?

- Topics that encourage participants to ask questions
 - Chat bars can be used to prevent “boggling down” in your training.
 - SLIDO can be used to provide an “anonymous” question platform to users who are reluctant to put themselves out there.
 - Questions can be addressed later as an FAQ which promotes documentation and consistency in your guidance.



WHAT SHOULD I PRESENT IN AN ONLINE VIDEO TRAINING?

- Topics where participation of the attendees is encouraged
 - This can be activities and/or tasks completed by session attendees
 - Activities or tasks must be intentionally built in by the leader/creator.
 - Apps can make learning fun to encourage greater participation.



THE ID&R BEAT

— TIP, TOOLS, & UPDATES FOR MIGRANT RECRUITERS —

MARCH 2019

BREAKING NEWS!!!

Edit your newsletter

Preview your newsletter

Print or download PDF

Visitors

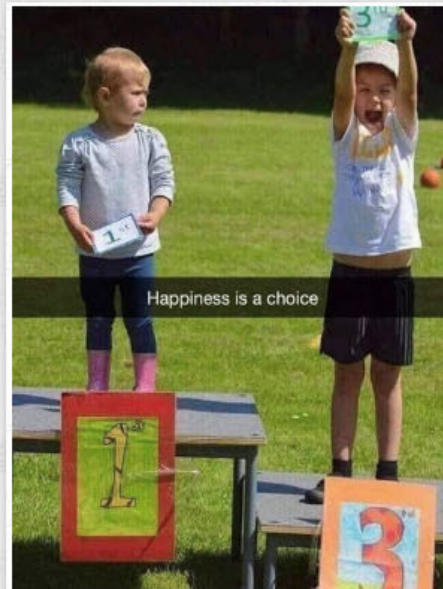
209

Likes

0

Show Analytics

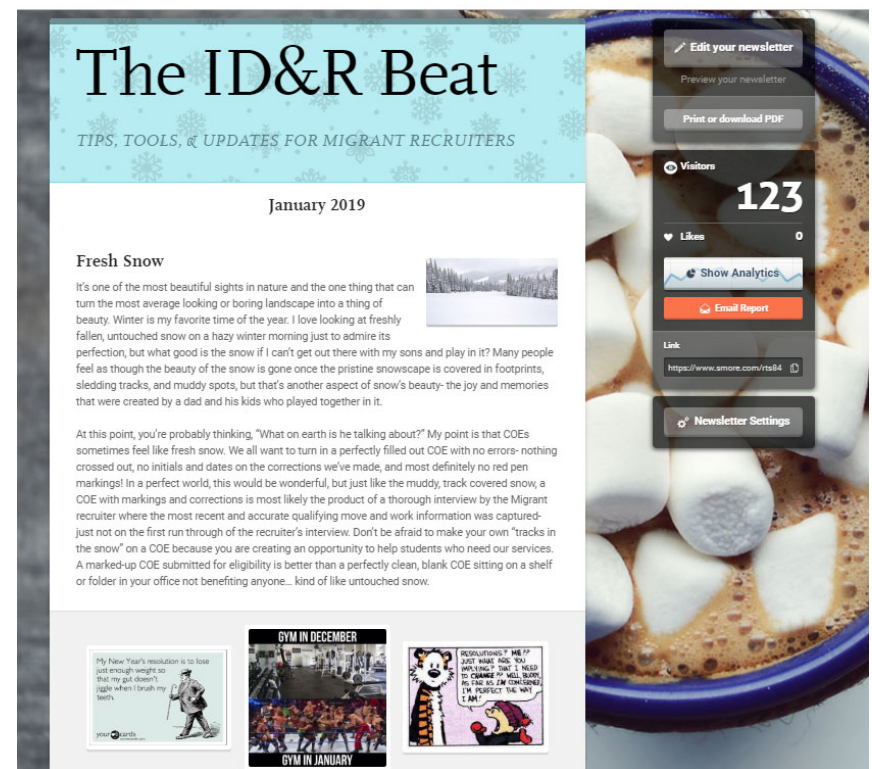
NEWSLETTERS AS A RECRUITER TRAINING RESOURCE



WHAT SHOULD I INCLUDE IN A NEWSLETTER?

- Guidance that requires deeper explanation or written instructions
- Upcoming deadlines & events
- Guidance based on error trends or eligibility topics that recruiters have struggled with recently
- Eligibility scenarios

Maybe even something funny. ➔



WHAT SHOULD I INCLUDE IN A NEWSLETTER?

- Guidance that requires deeper explanation or written instructions

REQUIRED COMMENTS: SHORT DISTANCE MOVES

Short distance move comments can make you feel confused, but they can be quite straightforward. According to page 1.13 in the ID&R manual, you only need to document 2 pieces of information:

- *The distance from the district the family left to the new district where the family resides. (or resided)*
- *The address where the family resides (or resided) when the qualifying move was complete. (This is always the destination address)*

The scenario is a family that made a previous short distance qualifying move from Channing to Sunray prior to arriving in Hereford. This would also be a subsequent qualifying move scenario, so we are documenting the short distance qualifying work move here. Assume that you are the Hereford recruiter in this scenario.

The Mata family made a qualifying move from Channing, TX to Sunray, TX.






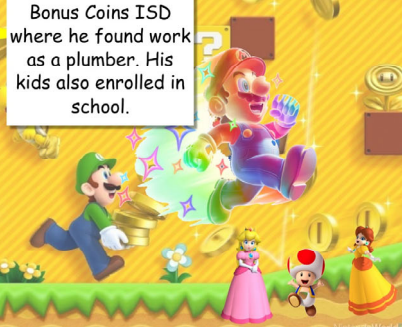

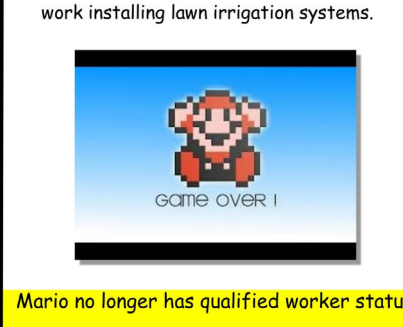
This is what your short distance move comment would look like:

- *“The distance from Channing, TX to Sunray, TX is 48 miles. The family resided at 1013 Ave P in Sunray, TX 79086.”*

Notice that in both scenarios, we documented the address where the family/worker resided at the destination location/district, not the address from where the move originated. The reason we document the destination is because it shows that the move was not a daily commute. Documenting the originating address would not establish that a daily commute situation didn't exist.

As with any ID&R component that you are confused about or need clarification, please contact the ESC ID&R team.

WHAT SHOULD I INCLUDE IN A NEWSLETTER?

SUPER QUALIFYING MIGRANT WORKERS			
<p>This is Mario. Mario is a plumber, but he was laid off and now needs to quickly find work to provide for his family because he's also a single dad.</p>	<p>These are Mario's 3 children. Peach 16, Daisy 16, and Toad 9. They live and attend school in Level 4-1 ISD.</p>	<p>Mario's brother, Luigi, called and told Mario that he found work at Bowser's greenhouse in Level 5-5 ISD planting and caring for fire flowers. The work will only last 3 months.</p>	<p>On 3/4/19, Mario, his kids, and Luigi arrived in Level 5-5 ISD where they engaged in work at Bowser's nursery planting and caring for fire flowers.</p>
			
<p>On 3/4/19, Mario becomes a qualified (migrant) worker and will have this status until 3/3/22.</p>	<p>On 3/4/19, Mario and his kids moved to Bonus Coins ISD where he found work as a plumber. His kids also enrolled in school.</p>	<p>On 4/5/21, Mario and his kids moved back to Level 4-1 ISD where he obtained work as a temporary job as an HVAC tech.</p>	<p>On 3/4/22, Mario and his kids move to Level 7-1 ISD where Mario has found work installing lawn irrigation systems.</p>
			
			<p>Mario no longer has qualified worker status.</p>

WHAT SHOULD I INCLUDE IN A NEWSLETTER?

- Upcoming deadlines & events

DATES TO REMEMBER

Upcoming Trainings

September 13- Migrant Designated SEA Reviewer Training

September 25- Fall Migrant Coordinator's Update (AM only)

Due to NGS-

October 1- Enrollment for existing Migrant students

September 14- Multiple enrollment worksheets (SSA Districts)

October 1- Graduation plans for Migrant students grades 9-12

September 28- Graduation plans for grades 9-12 (SSA Districts) October 31- LEP forms & completed residency verification

October 29- LEP forms & completed residency verification (SSA Districts)

WHAT SHOULD I INCLUDE IN A NEWSLETTER?

- Guidance based on error trends or eligibility topics that recruiters have struggled with recently

COE Errors

*Don't forget to write the state code in the child data field "moved from" in section B when the children arrived from another country. (See ID&R manual pg. 2.14) Be sure to use the format of city name, **2** digit state code, and **3** digit country code. Example: Joyabaj, QC, GTM.*

Be sure to record Texas Student Unique ID#'s for each child who is eligible to receive one. (See ID&R manual pg. 2.14)

Write grade levels in the 2 digit format. (See ID&R manual pg. 2.15)

WHAT SHOULD I INCLUDE IN A NEWSLETTER?

■ Eligibility scenarios



Stay Sharp! A COE Scenario.

John Osbourne and his wife, Sharon, moved from Fort Worth, TX to Memphis, TX to weed cotton on 6/16/18. They left their 3 children: Aimee, Jack, & Kelly back in Fort Worth with their neighbor, Alice Cooper. The work lasted until 8/2/18 and the Osbourne's returned home to Fort Worth. On 8/10/18, their home was destroyed by a tornado, so the Osbournes moved on 8/12/18 to Longview, TX where Sharon's parents live. Sharon found work as a clerk at a plumbing supply store. John began working at a nearby chicken processing plant on 9/3/18 where he removes chicken heads on the processing line. John was hired permanently, but he hates the job and hopes to find a job with a wind turbine construction crew who should start hiring sometime between June and October of 2019. John said he'll have to stay at this job until then or unless something better with a similar wage comes along. John and Sharon hate living with her parents and have looked at renting a home in Marshall, TX where their kids attend school, but they can't move until 6/1/19 when a 3 bedroom apartment becomes available. The Marshall ISD recruiter interviews John & Sharon on 4/3/19.

Using the MEP Interview Guidance Form that Matthew sent to you via email, fill it out using the information provided in the scenario, then scan it and send it back to matthew.chavez@esc16.net for final your "homework assignment" from the ID&R face-to-face training. Finally, be sure to answer the following questions in your email.

- Is this family eligible for the MEP? If so,
- What is the QAD?
- List any required comments.
- List any procedural comments.
- Indicate the 4CC process this COE would require.

*** If they are not eligible, explain why they are not eligible and how the recruiter should proceed with this interview.



LET'S KAHOOT!

Kahoot!



IN SUMMARY...

There isn't one correct way to use newsletters and online trainings, but instead trainers must be knowledgeable about the needs of their recruiters, their access to technology, and their technology proficiency levels. Inquire with your recruiters and their LEAs to find out what will work best and often more importantly, what will **NOT** work for them.

- Structure your online trainings in an ala carte format instead of a buffet that overwhelms attendees.
- Make your newsletter passages relevant, interesting, and to the point. Mix in something funny or cute like a cartoon or anecdote as a breather for your reader.

These tips will help you create successful and effective training resources.

QUESTIONS?



**THANK YOU
FOR
ATTENDING!**

