

RECRUITER 101

Lesson One:

What Makes a Great
Recruiter





PURPOSE:

Being a recruiter is a special job that often requires a wide variety of skills. This lesson looks at what it means to be a recruiter and the qualities that help make recruiters successful.

WHAT IS A RECRUITER?

Recruiters have an important job because they serve as the **first contact** between migrant families and the Migrant Education Program.



WHAT IS A RECRUITER?

Recruiters are the eyes and ears of the Migrant Education Program as they search through their communities to find the families and students who are eligible for MEP services.



THE JOB RESPONSIBILITIES OF A RECRUITER INCLUDE:

- Having thorough knowledge of MEP Eligibility guidelines
- Establishing and maintaining a recruitment network in their community
- Locating areas where migratory students and families live and work
- Conducting interviews to determine student eligibility



KNOW YOUR ROLE

THE JOB RESPONSIBILITIES OF A RECRUITER INCLUDE:

- Explaining the Migrant Education Program and services offered
- Filling out Certificates of Eligibility (COEs) and collecting all necessary student information
- Implementing state quality control procedures
- Following ethical standards and confidentiality laws related to student information



WHAT IT TAKES TO BE GREAT: PATIENCE

Very few recruiters are great immediately. It takes time and patience for recruiters to build their network and establish trust in their communities.

The Federal Office of Migrant Education (OME) in their National Identification and Recruitment Manual states that it may take up to three years for recruiters to fully learn their job.

Source: National ID&R Manual pg.12



WHAT IT TAKES TO BE GREAT: PERSISTENCE

Recruiters must be able to **work independently**. While supervisors may initially help point recruiters in the right direction, recruiters need to be able to **know their communities**, **establish work priorities**, and **create their own work plans**.



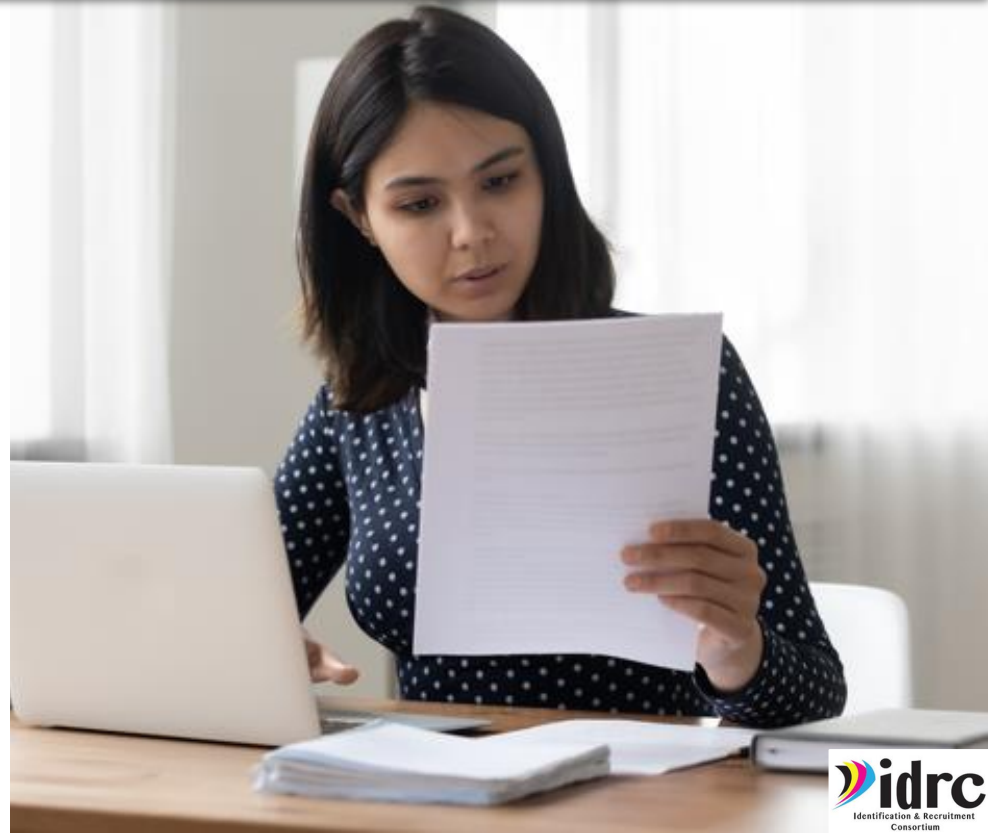
WHAT IT TAKES TO BE GREAT: PERSISTENCE

Recruiters must be able to work in the field alone and **motivate themselves** to keep doing everything they can to locate migrant students and their families.



WHAT IT TAKES TO BE GREAT: KNOWLEDGE OF GUIDELINES

The rules that determine eligibility are outlined in the Non-Regulatory Guidance issued by OME. **All recruiters must familiarize themselves with the regulatory guidelines** in order to properly understand the requirements for being eligible for the Migrant Education Program.



WHAT IT TAKES TO BE GREAT: KNOWLEDGE OF GUIDELINES

Recruiters should **use practice eligibility scenarios** to test their knowledge and should **regularly review the Non-Regulatory Guidance** in order to maintain their knowledge.

GUIDANCE

Education of Migratory Children under Title I, Part C of the
Elementary and Secondary Education Act of 1965



SELECTED CHAPTERS REVISED
March 2017

U.S. Department of Education
Office of Elementary and Secondary Education

TIP FROM A RECRUITER!



Know your guidelines so that you are able to educate others (farmers, Dr offices, schools, Head Start personnel etc.) about the program, the more they understand the program the better they will be able to help you with recruitment.

- Recruiter from Arkansas

NATIONAL CERTIFICATE OF ELIGIBILITY

I. FAMILY DATA

Parent/Guardian 1: Last Name First Name Parent/Guardian 2: Last Name First Name

Current Address: City State Zip Telephone

II. CHILD DATA

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	MB	Code	Residency Date

III. QUALIFYING MOVES & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School District / City / State / _____ to a residence in _____ School District / City / State / _____.

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, _____ Date State and Last Name of Student _____, 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/YYYY. The worker moved on _____ MM/DD/YYYY. (provide comment)

3. The Qualifying Arrival Date was _____ MM/DD/YYYY.

4. The worker moved due to economic necessity on _____ MM/DD/YYYY from a residence in _____ School District / City / State / _____ to a residence in _____ School District / City / State / _____.
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,* _____ describe appropriate as follows: _____ was (make a selection in both a. and b.):
a. seasonal OR temporary employment if applicable, check:
b. agricultural OR fishing work personal subsistence (provide comment)

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 _____ Position _____

IV. COMMENTS (Must include 2b, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable.)

V. INTERVIEWEE SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature _____ Relationship to the child(ren) _____ Date _____

VI. ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer _____ Date _____
Signature of Designated SEA Reviewer _____ Date _____

National COE Template Attachment 2

WHAT IT TAKES TO BE GREAT: TIME MANAGEMENT

Time management is critical for helping recruiters to locate potential migrant students in the field.

Migrant farmworkers rarely maintain regular work schedules and **recruiters must be able to make the most of their time and resources** to ensure they are meeting migrant students and their families when they are available.



WHAT IT TAKES TO BE GREAT: OPEN MIND

Migrant families and students can be found anywhere within the community. **Recruiters must never make assumptions about who a migrant family might be and must maintain an open mind** to ensure that they are being as thorough as possible while out in the field.



WHAT IT TAKES TO BE GREAT: ADVENTUROUS SPIRIT

To be as effective as possible in the field, **recruiters must be thorough.** Recruiters must explore as much of their community as possible, be willing to go places they are unfamiliar with, and speak to as many people as possible. **You never know where or when you might locate a potentially eligible student or their family.**



WHAT IT TAKES TO BE GREAT: CONDUCT RESEARCH

Recruiters must stay up-to-date with all information on what is happening agriculturally in their area and what is going on within the migrant community. Research skills are essential for helping recruiters to understand their areas.



WHAT IT TAKES TO BE GREAT: CONDUCT RESEARCH

Recruiters should be able to use Google and other internet resources to conduct thorough research about their assigned area.



WHAT IT TAKES TO BE GREAT: ORGANIZATION



Recruiters encounter many people and a lot of information while working in the field. Organizational skills help recruiters to sort through the data they collect, properly identify their work priorities, and maintain their identification and recruitment network.

WHAT IT TAKES TO BE GREAT: ORGANIZATION

It is important for recruiters to be able to take what they have learned while researching their area and while out in the field to prioritize their tasks and create work plans for being in the field.



WHAT IT TAKES TO BE GREAT: FLEXIBILITY

A recruiter's plans rarely go exactly as expected while working in the field.

It is important that all recruiters are able to be flexible in their plans while out in the field and make adjustments as needed.



WHAT IT TAKES TO BE GREAT: FLEXIBILITY



Recruiters should always have backup ideas of what they can do in the field if their initial plans fall through.

Recruiters never know when a farmworker or student might be eligible and they must be flexible enough to meet with them on their time.

WHAT IT TAKES TO BE GREAT: INTERVIEWING SKILLS



In order to identify a potential student for the Migrant Education Program, a recruiter must first interview the student or their family to obtain the necessary information for making an eligibility determination.

WHAT IT TAKES TO BE GREAT: INTERVIEWING SKILLS

It is critical that recruiters **maintain their interview skills** and techniques to ensure that they are able to obtain all required information and properly verify that a student meets all requirements to be eligible.

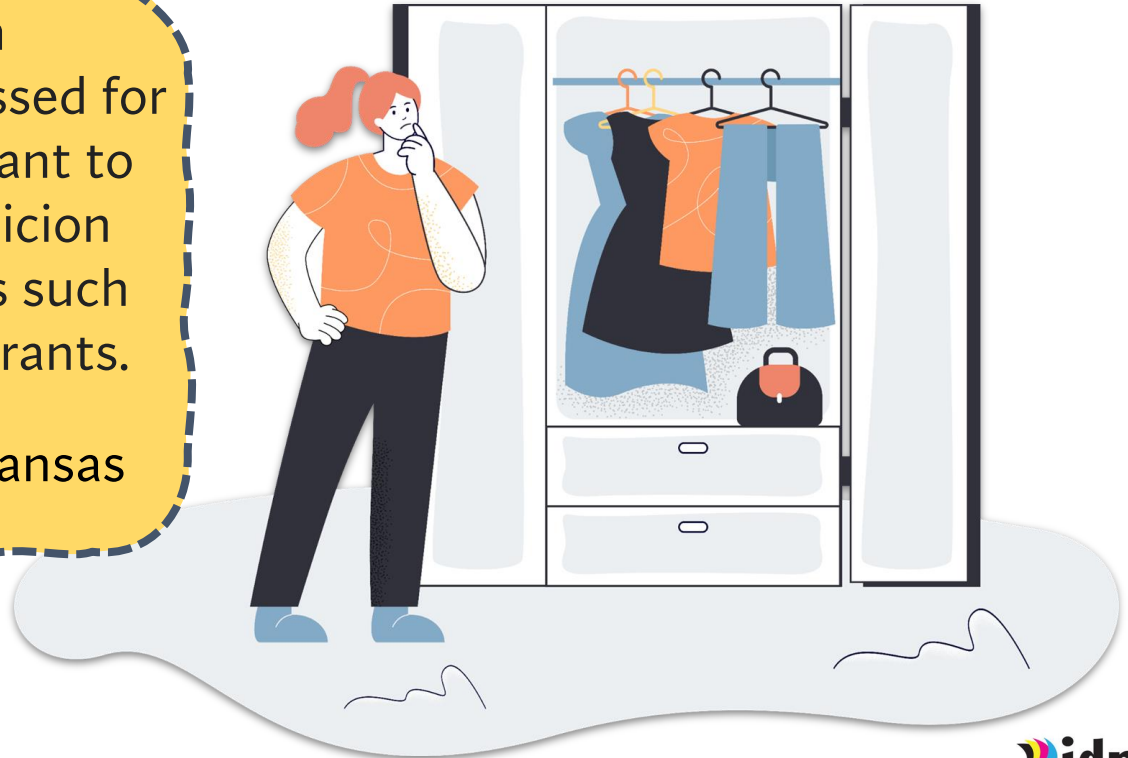


TIP FROM A RECRUITER!



It is better to dress down instead of being overdressed for interviews, you do not want to intimidate or create suspicion among some populations such as undocumented immigrants.

- Recruiter from Arkansas

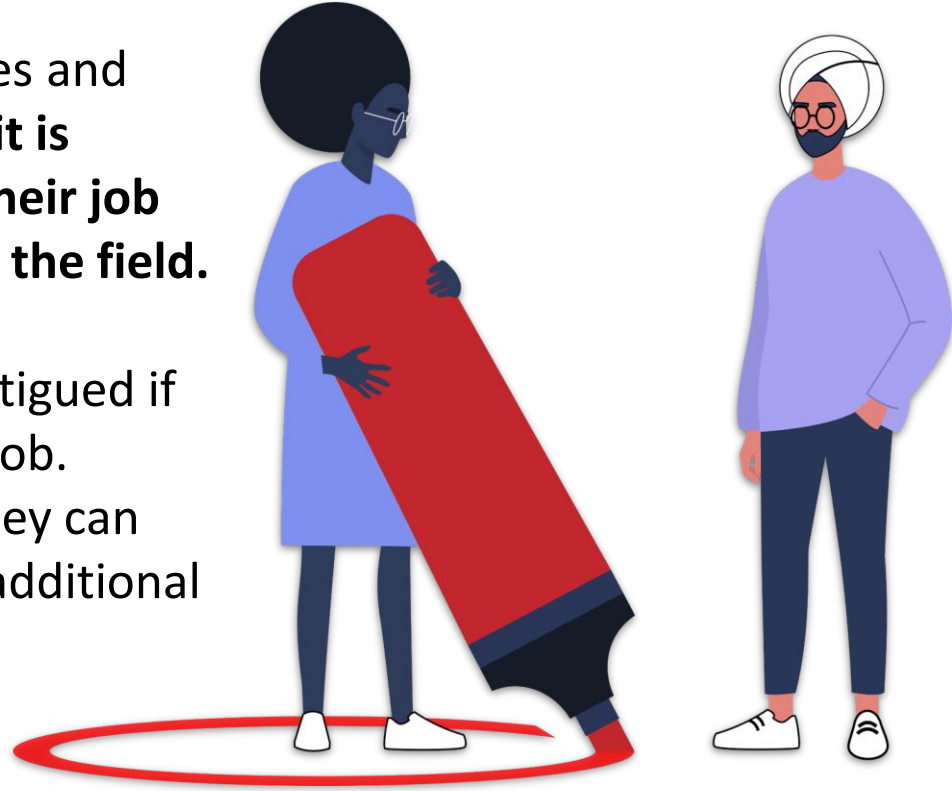


WHAT IT TAKES TO BE GREAT: BOUNDARIES

All recruiters want to help migrant families and students as much as they can. **However, it is important for recruiters to understand their job and to establish boundaries while out in the field.**

Recruiters can easily get burnt out and fatigued if they do not maintain boundaries on the job.

Recruiters should know their limits so they can identify when a family or student needs additional help they may not be able to provide.



WORKBOOK - SELF REFLECTION!

Activity: Self Reflection

Go to the Activity in the Recruiting 101 Lesson 1 page of the workbook and answer the following questions:

1. What qualities do you possess that you think will make you a great recruiter?
2. What are some ways you can grow and become a better recruiter?
3. What is the role recruiters play in the Migrant Education Program?

NEXT STEPS

To continue learning, read Chapter 2: The MEP Recruiter in the National ID&R Manual located here:

<https://results.ed.gov/idr-manual>

Take the *What Makes a Great Recruiter* mini-quiz to test your knowledge:

<https://www.classmarker.com/online-test/start/?quiz=4yx60e14c885ab3e>

Then continue on to **Recruiting 101**
Lesson 2: Resources Available to Recruiters