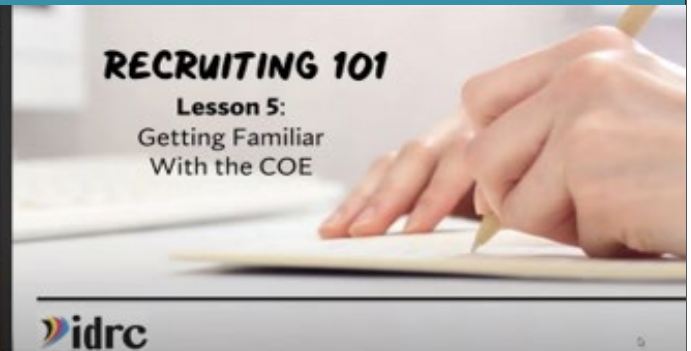




RECRUITER 101 WORKBOOK



RECRUITING 101

Lesson 2: Recruiting Resources

Learning Objectives:

At the end of this module, you should be able to:

- Explain what the [Results.ed.gov](https://results.ed.gov) website is and how recruiters may use it
- Understand the purpose of the Non-regulatory Guidance and how they may use it to solve eligibility questions
- Describe the contents and purpose of the National COE Instructions
- List the different resources available on the IDRC website

Further Resources:

- OME Website - results.ed.gov
- IDRC Website - <https://www.idr-consortium.net/>
- IDRC Training Portal: Using Agricultural Data - <https://www.idr-consortium.net/Portaldata.html>
- IDRC Training Portal: Agricultural Research Websites for Recruiters - <https://www.idr-consortium.net/Portalaglinks.html>

Mini Quiz :

<https://www.classmarker.com/online-test/start/?quiz=e6v60e14ceb57bc5>

Activity: Resource Scavenger Hunt

Use the resources discussed in **Lesson 2: Recruiting Resources** to find each of the following items or information. For each item listed include either the url or page number where the resource can be found.

Item	URL/Page Number
Definition of Residency Date (page number)	
What is a migratory child? (Page number)	
National ID&R Curriculum Chapter 4: Finding Families (url)	
IDRC Newsletter sign up page (url)	
IDRC Training Portal (url)	
OME Policy Questions and Answers (url)	
State responsibilities for ID&R (page number)	
National ID&R Manual (url)	

RECRUITING 101

Lesson 3: The Migratory Agricultural Worker

Learning Objectives:

At the end of this module, you should be able to:

- Explain what a migratory agricultural worker is
- List the requirements needed for someone to be considered a migratory agricultural worker
- Explain the difference between seasonal and temporary work

Further Resources:

- National ID&R Manual Chapter 7: Determining Eligibility - <https://results.ed.gov/idr-manual>
- OME ID&R Curriculum Module 6: Determining Eligibility - <https://results.ed.gov/idr-curriculum/6>
- Non-Regulatory Guidance pg. 15 - Chapter II Section C: Migratory Workers
- IDRC Training Portal: Working with Growers and Workers - <https://www.idr-consortium.net/PortalGrowers.html>
- IDRC Training Portal: Practice Scenarios - <https://www.idr-consortium.net/PortalScenarios.html>

Activity:

For a recruiter to be successful it is important that they research and learn about the agricultural happening in their area. Use Google and the websites listed below to conduct research into the agriculture in your area. Be sure to look for both seasonal and temporary work.

Websites for research:

- **IDRC H2A and H2B Maps** (password for each map is IDRC)L <https://www.idr-consortium.net/H2aH2bMaps.html>
- **Manta Business Database:** www.manta.com
- **USDA Meat, Egg, Poultry Database:** <https://www.fsis.usda.gov/inspection/establishments/meat-poultry-and-egg-product-inspection-directory>
- **USDA Agricultural Census:** https://www.nass.usda.gov/Publications/AgCensus/2017/Online_Resources/County_Profiles/

RECRUITING 101

Lesson 4: The Qualifying Move

Learning Objectives:

At the end of this module, you should be able to:

- Explain what a qualifying move is and why it is important for eligibility
- Describe the difference between the residency date and qualifying arrival date
- Identify the qualifying arrival date for a student during an eligibility interview

Further Resources:

- National ID&R Manual Chapter 7: Determining Eligibility - <https://results.ed.gov/idr-manual>
- OME ID&R Curriculum Module 6: Determining Eligibility - <https://results.ed.gov/idr-curriculum/6>
- Non-Regulatory Guidance pg. 20 - Chapter II Section D: Qualifying Move
- IDRC Training Portal: Practice Scenarios - <https://www.idr-consortium.net/PortalScenarios.html>

Activity:

For each of the following scenarios please identify the qualifying arrival date for the students listed.

- A) A recruiter in Oxford, Mississippi finds a family and speaks to them on June 15, 2021. The mother says she and her four kids moved to Oxford, Mississippi on April 4, 2021, and she began to work picking cabbage. The children were enrolled in school on May 1, 2021.
- B) On December 15, 2020, a 17-year-old moved from Guatemala to Rochester, NY to live with family and try to finish school. Due to unforeseen circumstances the 17-year-old was not able to enroll in school and they moved to Albion, NY on January 29, 2021 to begin working in a dairy. The 17-year-old worked in the dairy for 4 months before getting sick and leaving. A recruiter speaks to the 17-year-old on July 2, 2021.
- C) On July 8, 2021, a worker moved to McBee, South Carolina from Immokalee, Florida to work picking peaches. The worker left their child in Florida while they looked for a home. On August 1, 2020, the worker moved to St. Helena Island, South Carolina to pick tomatoes. The worker's children moved from Florida to St. Helena Island to join the worker on August 15, 2021.

D) A worker and their two children moved from Boise, Idaho to Hatch, New Mexico on August 1, 2020, to work picking squash. Then the worker and children moved again from Hatch, New Mexico to Albuquerque, New Mexico on November 8, 2020, and began working in a chemical factory. The recruiter spoke to the family on December 1, 2020.

RECRUITING 101

Lesson 5: Getting Familiar With the COE

Learning Objectives:

At the end of this module, you should be able to:

- Explain what the Certificate of Eligibility is and why it is important
- Explain when a new COE is needed
- Explain what each section of the COE is used for
- Know how to properly complete a COE

Further Resources:

- National COE Instructions - <https://results.ed.gov/legislation>
- National ID&R Manual Chapter 8: Completing the COE - <https://results.ed.gov/idr-manual>
- OME ID&R Curriculum Module 8: The COE Process - <https://results.ed.gov/idr-curriculum/8>
- IDRC Training Portal: Practice Scenarios: <https://www.idr-consortium.net/PortalScenarios.html>

Questions for Reflection:

1. What is the Certificate of Eligibility and why is it important for the purposes of the Migrant Education Program?
2. What are the protocols for completing the Certificate of Eligibility in your state?
3. Why are comments on the COE so important?

Activity:

1. Practice scenarios are a great way of putting what you have learned about completing COEs to use! Use the information from the following scenarios to complete practice COEs. Complete each COE as best as you can. Feel free to make up names and contact information for each family when it is not provided.

A) On August 21, 2020, a recruiter visits an apple orchard in Yakima, Washington and speaks to Angelico. Angelico is a worker who helps sort the apples on the packing line. Angelico moved to Yakima, Washington from Boise, Idaho on July 7th, 2020, and began working on July 10, 2020. Angelico moved to Yakima with his wife and two children. One child is 6 years old and is in the first grade and the other child is 10 years and in fourth grade.

- B) You visit a dairy in Sheldon, VT. on November 5th, 2020. The dairy brought a group of workers on h2a visas from Antigua, Guatemala to work milking cows. You meet the workers in the milking shed and they tell you where they live. You go back to their home later in the day to speak to them. You find that one of the workers, named Brian, is 19 years old and never completed school in Guatemala. Brian arrived in the United States on September 20th, 2020.
- C) On 6-2-21 a recruiter is visiting Hatch, NM. and while visiting a chile farm, meets Juan Fabian, a worker from Michoacan, Mexico. Juan is 24 years old and has been living in Hatch, NM. since 3-20-21. Juan began chile peppers two weeks after arriving in Hatch, NM. Juan briefly mentions that he has a wife and a small child at home. The recruiter later visits Juan's family and finds out Juan's wife, Flora, is only 21 years old and never finished middle school in Mexico. Juan and Flora's child is also named Juan and is 5 years old.

RECRUITING 101

Lesson 6: Getting into the Field

Learning Objectives:

At the end of this module, you should be able to:

- Describe what it means to work "in the field"
- Describe the responsibilities of a recruiter
- Describe the qualities that make up a good recruiter

Further Resources:

- National ID&R Manual Chapter 4: Building a Recruitment Network - <https://results.ed.gov/idr-manual>
- National ID&R Manual Chapter 5: Developing Actions Plans and Contacting Families - <https://results.ed.gov/idr-manual>
- National ID&R Manual Chapter 6: Interviewing Migratory Families and Youth - <https://results.ed.gov/idr-manual>
- OME ID&R Curriculum Module 4: Identifying Families - <https://results.ed.gov/idr-curriculum/4>
- OME ID&R Curriculum Module 5: Developing Action Plans - <https://results.ed.gov/idr-curriculum/5>
- IDRC Training Portal: Developing Partnerships - <https://www.idr-consortium.net/PortalPartnerships.html>
- IDRC Training Portal: Recruiter Time Management - <https://www.idr-consortium.net/PortalTimeManagement.html>

Activity:

A thorough plan is necessary for success in the field. Use the following guide, your own research, and the resources you have learned about to create a plan for a day out in the field. Think about what goals you would like to accomplish and where you would like to go. **Remember:** Be as thorough as possible! It is always best to overplan!

Migrant Education Program Daily Recruiting Plan

Instructions: Please fill out the following based on how you plan to spend your day while out recruiting. Please be as thorough as possible. Use as many resources as are available to you in order to help you try to maximize your time i.e., Google Maps, tips from fellow recruiters, H2A lists, Manta.com, etc.

Goal for the day:

Farm Visits

1. Name: _____ Has H2A workers? Yes No
Phone: _____
Address: _____
Crops: _____
2. Name: _____ Has H2A workers? Yes No
Phone: _____
Address: _____
Crops: _____
3. Name: _____ Has H2A workers? Yes No
Phone: _____
Address: _____
Crops: _____
4. Name: _____ Has H2A workers? Yes No
Phone: _____
Address: _____
Crops: _____

Community Contacts

1. Name: _____
Address: _____
Information _____
2. Name: _____
Address: _____
Information _____
3. Name: _____
Address: _____
Information _____

Housing Visits

1. Name: _____
Address: _____
Information _____
2. Name: _____
Address: _____
Information _____
3. Name: _____
Address: _____
Information _____

Qualifying Families Contacts

1. Student(s) Name: _____ Grade: _____
Parent(s) Name: _____
Address: _____
2. Student(s) Name: _____ Grade: _____
Parent(s) Name: _____
Address: _____
3. Student(s) Name: _____ Grade: _____
Parent(s) Name: _____
Address: _____
4. Student(s) Name: _____ Grade: _____
Parent(s) Name: _____
Address: _____

Leads to Follow up on

1. Type of Lead: _____
Address: _____
Information: _____
2. Type of Lead: _____
Address: _____
Information: _____
3. Type of Lead: _____
Address: _____
Information: _____

RECRUITING 101

Lesson 7: After the Field

Learning Objectives:

At the end of this module, you should be able to:

- Explain what a recruiter is and what their role is within MEP
- Describe the responsibilities of a recruiter
- Describe the qualities that make up a good recruiter

Further Resources:

- IDRC Training Portal: Mapping Tools - <https://www.idr-consortium.net/PortalMappingTools.html>
- IDRC Training Portal: Excel tools for ID&R - <https://www.idr-consortium.net/PortalExcel.html>
- IDRC Training Portal: Using the IDRC Assessments - <https://www.idr-consortium.net/PortalAssessments.html>

Activity:

While following up with families, recruiters may need to refer families to other services available in the area. It is important recruiters are aware of the different organizations in their area so they can properly provide any referrals that might be needed. **Use the chart below to research the services available in your area** so you can be ready to follow up with the families you meet.

Medical Services/Hospitals		
Name	Address	Phone Number
Legal/Immigration		
Name	Address	Phone Number

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Social Services		
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Name	Address	Phone Number

Bilingual Churches		
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Name	Address	Phone Number

Head Start/HEP/CAMP/Educational Services		
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Name	Address	Phone Number