

WORKING IN THE COMMUNITY

Tips and Scripts for Balanced Recruitment

First Impressions Matter

Whenever you are working to develop new relationships it can be helpful to remember the importance of first impressions.

Most first impressions are made within the first seven seconds of when you meet someone.



What will you wear?

Make sure your attire is appropriate for where you are going. The right attire will be helpful to use in the field.

Remember if you show up at a farm they will not take you seriously if your attire doesn't look like something to wear out to talk with workers. Don't wear sandals for example.



Make Goals

It's a simple advice - but before you talk to someone have a purpose of what you hope the outcome is going to be. What is your goal in talking with this person?

Think about what would be the ideal outcome but then think of some other possibilities.



What are you offering?

Never over promise. Make sure you know clearly what you have to offer that will benefit those you are talking with.

You need them more than they need you. How can you help them see how working with you is a benefit to them.

WORKING WITH SCHOOLS



Tips and Scripts for Schools

Key School Staff

Superintendent, Principal, Assistant Principal, ESL/Bilingual Coordinators, Counselors, Teachers, Teachers Assistants, Federal Programs Director, Federal Programs Coordinator, State Compensatory Specialist, Truancy Staff, Highly Mobile Populations Staff (McKinney-Vento, Military, Foster Care), Child Nutrition Staff, Bus Drivers, Student Information Systems (SIS) / Data Managers or Clerks, State Reporting Staff, Registrars, Front Office Admin, Career and Technical Education Staff

Tips

Thoughts/Approaches (could evolve into additional scripts or other work):

- Try to connect with state staff and ask them to write a “Letter to Administrator”
- At the State level, learn what your opportunities and restrictions are to create letters and requests to district personnel.
- Try to connect with regional staff, district staff, campus staff
- Offer to have a table at a Parent Family Engagement Event, Registration Event, Offer a Professional Development Session at Education Conferences
- Ask for a small "hot desk" or a corner table at an event. Ask what they would be comfortable with that would also allow you to be physically visible.
- Offer to provide services accommodating their schedules
- Offer to provide a "MEP 101 or Migratory Student Overview" training
- Always think "Win-Win"; remind schools that every student identified by your organization is one more student that could receive additional instructional or support services to help support limited local funds
- School staff often feel like they are doing "social work" on top of administrative work. Frame the MEP recruiter as the specialist who takes the "social work" off their plate.
- Whenever possible, emphasize that your organization's presence means one less form for the school to explain or one less phone call for them to make to a non English-speaking parent.
- Ask to send flyers home with students, assist with crafting mass phone messages or kiosk messages
- Key is likability and listening to find out what they value or need and to use that as a foot in the door
- Validate their Expertise with something like, "You see these families first and have the best intuition for who might need extra help. How can we best support your school staff?"



WORKING WITH SCHOOLS



Scripts for Schools

Sample language scripts to assist with taking ownership of relationships with schools!

The Service First Approach

Goal: To get a meeting with a Principal, Instructional Staff, or Registrar by focusing on how the MEP helps the school meet its own goals.

Script: "Good morning _, I'm with _, and we manage the Title 1, Part C Program for this region. We know your team is incredibly busy, and our goal is to lighten your load. We specialize in identifying students who qualify for extra federal funding which provides instructional and support services that your school might currently be missing. I'd love to show you a quick 2-minute process for how we can screen students for eligibility and explain the services students could receive once identified."

The Data & Funding Approach

Goal: To appeal to staff who are focused on school finance and compliance.

Script: "Good morning _, I'm with _, and we manage the Title 1, Part C Program for this region. We want to ensure your school is capturing all eligible Title I, Part C students, according to statute, so that the full funding and resources you're entitled to can be used to provide additional services to your students. This could help you with your Strategic Planning, Continuous Improvement Plan, or Strategic Growth Plan. Could we sit down for 10 minutes to discuss how we can support your school?"

The Collaboration Approach

Goal: To address the "us vs. them" barrier by positioning the MEP as a partner.

Script: "What I have learned over the years is that working in a vacuum makes our work harder, maybe you feel the same? Student success is directly tied to how well we connect with each other for a common goal. We don't want to disrupt your hallways; we want to be the bridge that connects your hardest-to-reach families to the services they need to stay in school. How can we work together to ensure no child falls through the cracks? We want to be the partner you call when a family's situation looks complex. The first step is working together to get these students identified and to help improve your graduation rate."



WORKING WITH SCHOOLS



Things to think about

Helpful Insights

- Find someone in the school who can see a direct benefit in working with the program. For example Title III with English language learners and translators working with new families.
- Try working with McKinney Vento liaisons to identify homeless students who are also eligible for the program.

Remember to Share the Advantages of Working with the Program

1. Additional Instructions & Support Services = Student Success
2. Additional needs-based instructional services face to face or virtual
 - a. Tutoring - After school or weekend
 - b. Early Childhood Services for 3-5 year olds
 - c. Credit Recovery Services
 - d. English Support
 - e. Tools / Resources
3. Additional needs-based support services.
 - a. Clothing, Hygiene Kits, School Supplies
 - b. Counseling, Social Work, Outreach, Advocacy
 - c. Leadership Development Opportunities
 - d. Community Referrals



Remember relationships and partnerships take time. Work to begin building relationships with school partners as soon as possible!



WORKING WITH HOUSING



Tips and Scripts

Housing Managers

It is important to identify your strategy in working with various housing managers in your areas.

Try to establish trust first with the manager before knocking on doors at a housing complex or trailer park. Be prepared if you start knocking without permission you can be asked to leave.



Explain the Benefits of the Program

Be ready to share the benefits of the program to both the housing manager and to those that live at the housing location. Ask first to be able to knock on doors and talk directly to the tenants. A secondary ask could be to put up a flyer/poster in a laundry room or key location.



Sample Script for Tenants and Managers

I work with a program with the schools that helps students who move with their parents who work in agriculture. We have resources and tools to help kids with their gaps in education. It can be hard when students move and they often fall behind. We are here today to try to ensure we find any families or youth that are new to the area to make sure they know about these resources.

Then Ask the Manager- Do you know if any of your tenants are new to the area or work in agriculture?

Then Ask the Tenants- Do you have anyone in your family that has moved in the last three years that has worked in agriculture?



WORKING WITH HOUSING



Insights

Once You Are There

- If there are several workers in a group look for the leader or the elders (of the group and talk to them and get their trust and then they will help you know how to reach out to others.
- Find the person in the housing complex or area that seems to know everyone and enlist their help to know who you should talk to.
- Provide examples of how the program can benefit those you meet.
- Make sure you have materials that are valuable to those you share them with. This includes ideas for referrals and other resources.
- Build on the relationships you have and build to have them help encourage the younger workers they know that live near to come and talk with you.

Communication Tips

- Speak calmly and confidently.
- Emphasize education, not immigration.
- Avoid discussing legal advice — keep the focus on documentation benefits.
- Maintain a friendly, respectful tone.
- Be transparent and patient when answering questions.
- Always thank them for their time.

ALWAYS
STAY
Calm

WHAT IF THEY DON'T WANT TO TALK TO YOU?

Responding to Objections

When talking to workers, housing managers, farm or fishery owners they might not always be interested in talking to you.

Work to understand their responses to grasp their perspectives and anticipate your response if they appear uninterested.



Here are some common objections that workers might say...

“I don’t have time.”

What it possibly means:

I’m exhausted. I work long hours. I don’t want another responsibility.

Response:

I understand. Working in the fields is exhausting.

That’s exactly why the program works around your schedule. We’re not trying to take more of your time. We’re trying to help you use it in a way that benefits you.

We start with just a short conversation. After that, we figure out what works for you. Nothing is forced.

If you invest a little time now, it could save you a lot of time and effort in the future.

“I don’t like school.” / “I’m not good at studying.”

What it possibly means:

I struggled before. I don’t want to feel embarrassed again.

Response:

A lot of young people tell me that.

But not liking school and not being capable are two very different things.

The fact that you’re working here already shows responsibility and strength.

This isn’t like traditional school. It’s personalized support, at your pace.

No one here is judging you. We’re here to support you — not compare you to anyone else.

WHAT IF THEY DON'T WANT TO TALK TO YOU?

Responding to Objections

When workers say these common objections...

“I’ll do it later.” / “Maybe another time.”

What it possibly means:

Avoiding something uncomfortable.

Response:

I get that. Sometimes it feels easier to wait.

But a lot of opportunities disappear because we’re waiting for the perfect moment.

The interview only takes a few minutes. After that, you decide if you want to continue.

Taking one small step today could open doors before the season even ends.

“I don’t trust programs.” / “Is this government?”

What it possibly means:

Fear about immigration or paperwork.

Response:

Thank you for being honest.

This is an educational program. It has nothing to do with immigration or legal issues.

Your information is confidential and only used to determine educational support.

We’re here to help — not cause problems.

And you decide how much you want to share.

“I’m too old for that.” (Even if under 22)

What it possibly means:

Embarrassment or pride.

Response:

It’s never too late to invest in your future.

A lot of young adults return to finish school after working for a while.

This isn’t about age — it’s about options.

And the sooner you start, the more doors will open.

“I’m fine just working like this.”

What it possibly means:

Comfort zone. Fear of change.

Response:

And it’s good that you’re working — that’s something to be proud of.

This program isn’t about quitting work.

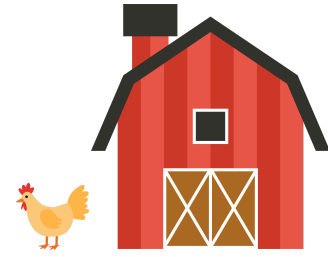
It’s about having more choices in the future.

Working hard now is good.

But having more opportunities later? That’s even better.

Tips and Scripts

WORKING WITH FARMS, FISHERIES AND AGRIBUSINESSES



Farm or Agribusiness Owners Or Managers

Remember you need them more than they need you. They have a right to be distrustful of programs that could harm their business or workers. Make sure to be ready to share the benefits of the program from their perspective.

Be mindful of their time. Be ready to clearly explain why you are at their farm or location.



What can you offer that benefits them?

Workers are very important to farm owners, fisheries and agribusinesses. What benefits do their employees or their families receive if they work with you? Be ready to specifically share examples that your program can provide.



Sample Script

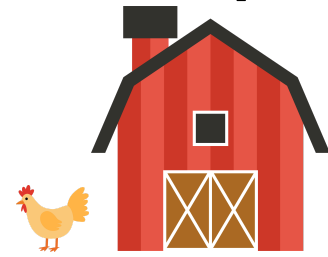
I work with a program with the schools that helps students who move with their parents who work in agriculture and fisheries. We are working to partner with all of the agriculture related businesses in the area. We have free resources to possibly help some of your workers kids and some younger workers.

For some of the younger workers we have resources to help with training at work, or language classes, or tools to know more about community resources. For the children of workers who recently moved it can be hard on students when they move and they often fall behind. We offer instructional resources to help them with those gaps. These resources are all free. We are here today to try to ensure we find those that are new to the area to make sure they know about these resources.

Then Ask- Is there a time that would work for you to talk with your workers? We want to be mindful of your schedule but also make sure we can get the word out about the program.

WORKING WITH FARMS AND AGRIBUSINESSES

Sample Flier



Sample Flier & Contact Sheet

Title 1, Part C Program Supporting the Children of Dairy & Agricultural Workers

What Is the Title 1, Part C Program?

- A free, educational program that helps children of mobile dairy and agricultural workers succeed in school when families move for work.
- Who May Qualify?
- Children birth through age 21 if:
 - A parent, guardian or youth that works in dairy or agriculture, and
 - The family has moved for that work within the last 3 years

Services Provided at NO Cost:

- School enrollment assistance
- Tutoring and academic support
- English & math help
- Preschool and school readiness services
- Support for middle & high school students
- Referrals for health and community resources

Why This Helps Employers:

- Supports worker families
- Promotes stability and retention
- Shows care for employees' children
- No cost and no paperwork for employers

Agriculture Related Business Employer Role:

- Allow us to share information with your workers
- Let us leave flyers or contact information
- Participation is voluntary and confidential

Contact Us:

Name: _____

Phone: _____

Email: _____

Ask if you can provide a form workers fill out:

The form can be as simple as adding two questions to their job application that you could come back and pick up periodically for any new workers.

Have they moved in the last three years?
Do they have children?



DEVELOPING COMMUNITY PARTNERSHIPS

Tips and Scripts

Build on Common Ground

Find areas potential partners work that overlap program efforts. Partnerships need to benefit both sides.

Look for those that work with the same population or have services that could be beneficial to eligible Title 1, Part C families our youth.



Understand Trust Takes Time

- Make sure your materials/brochures are relevant for the community partners you are reaching out to (make sure they know it is free and information is confidential).
- Have business cards or contact information you can leave.
- Decide what your goal or desired outcome of the visit before you show up to have ideas of what you are asking for. (ex. Put a flier in a prominent spot, share information with a possible contact, find out the schedule of when ideal times to visit, determine the best way to partner together)
- Remember to set up the best way to find out more resources or referrals.
- Help them to be aware of basic eligibility criterias.
- Partnership should benefit both sides so be ready to think about how the program could benefit the community partner. (ex. reducing barriers and strengthening wellbeing)
- Take the time to learn more about how the other organization works.

Sample Script

- Hello, my name is _____
- I work for an educational program that helps the children of mobile agricultural workers receive additional support in schools. I am often one of the first people that families talk to outside of work and school when they first move here and they often ask about what resources are available. Today I wanted to stop by to learn more about the services that you offer so that I can better inform families about your agency. If possible I would love to further explain our program and how we can both continue helping our communities.