

RECRUITER RETENTION MANUAL



Introduction

This manual was created to provide guidance and direction on good tools and tips to use when hiring, on-boarding, training and retaining high quality excellent Migrant Education Program (MEP) Recruiters.

The recruiter job in MEP is a complicated position that offers many rewards to each recruiter but also requires a lot of effort. As recruiters and their supervisors work together to accomplish the goals of the MEP, they can build a team that is able to impact many students in their state. It is essential that supports are built in to ensure the success of each MEP recruiter. This manual is a resource to provide helpful suggestions in this process.

The manual is organized into five chapters. The first chapter, “Finding the Right Recruiter,” provides suggestions on searching for effective recruitment personnel. What are the program’s recruitment needs? What are sources to find potential recruiters? How do you interview recruiter candidates? These questions and others are addressed in this chapter.

Chapter 2, “What Makes a Good Recruiter”, includes skills and traits used by individuals who successfully find and recruit migratory children and families. Suggestions include information from the Office of Migrant Education as well as other sources. In Chapter 3, “Developing an Effective On-Boarding Process”, information regarding hiring and training staff to conduct recruitment is included. The chapter also includes suggestions on training topics and strategies.

“Supervising Recruiters” is the topic of Chapter 4, which attempts to provide strategies to oversee and monitor the individual performance of recruitment staff. The chapter also provides information on how supervisors can assist and support their recruitment staff. The fifth and final chapter, “Gathering and Retaining Information”, discusses the importance of maintaining the knowledge learned throughout the recruitment process. Lists of potential employers, migration patterns, qualifying activities and similar information is essential for conducting effective recruitment. The chapter also includes a section on how to address recruiter turnover.

The information throughout the document includes ideas from other states as well as the Office of Migrant Education. Readers are encouraged to use, modify and adapt to their state’s or district’s needs.

Chapter 1

Finding the Right Recruiter

Migrant Education Program recruiters often have varied backgrounds and skills. Individuals responsible for hiring personnel need to determine what skills their recruiters need to have based on the job requirements for the positions available. Based on these skills they should determine the best areas to find people with the specific skill set they are looking for.

For example, does the position you need to fill require a specific language ability or knowledge of a certain area or agriculture industry. Do they need to have experience working a flexible schedule or be comfortable with explaining the program to people all over the state? Will they also at times provide services to families so do they need some background in some form of education? Do they need to be able to travel long distances or work long hours? Program staff working to hire new positions should always have a clear idea of what skill sets would work best with the position they have open.

Once they have a clear idea, they should develop a clear job description and posting for their position. They should work to make sure the position posting clearly outlines all that is required for the position. Make sure to sell the job. Don't just post what you need, make sure to post the benefits of the job, what the employee should expect, have a clear job title, explain the specific salary or salary range, and keep the posting under 1000 words. Include the overall program goals and mission of the MEP. Make sure to include if the position has any growth potential.

Once the job listing is ready staff should work to ensure that they make this accessible in many different places. For example, some colleges or universities may have students looking for work that are bilingual. Maybe posting an ad on various job searching websites would be helpful. Sometimes MEP programs develop internship programs where potential full-time staff do an internship first with the program.

Example of places to post open positions with the MEP are the following:

- Use social media to post information
- Use LinkedIn to find employees
- Facebook job related groups with professional interest in specific fields.
- Use sites like Indeed, ZipRecruiter, Monster, CareerBuilder, Simply Hired, or Glassdoor
- Post open positions on the program website
- Ask for referrals from your partner agencies and the schools you work with.
- Ask your other program staff for referrals of potential candidates.
- Build candidate databases so you can keep track of people that might be good in the future if you have a position open.
- Attend job fairs or host your own job fair if you have multiple positions open.

Understanding Your Needs

Not ready to post your listing just yet? That is okay. Make sure to thoroughly work to understand the needs of the position you have. Here are a few examples (there are many others) of different recruiter positions within the MEP and some examples of what to consider about this position.

Part Time or Full Time Local Recruiter

Full time local recruiters often need to directly work schools, community agencies and partners, farms, and agribusinesses. They must be comfortable talking with people from all different backgrounds. They need to be able to easily explain the benefits of the program and to build a network of contacts with the community that can potentially notify the recruiter of eligible families. They usually need specific language skills based on the population they serve. They often work flexible schedules and can work on the weekend. They need to be organized, be quick thinkers, and confident traveling to places within their community on many occasions on their own.

Part Time or Full Time Regional Recruiter

A full-time regional recruiter needs to be able to do all that the local recruiter does and must be willing to travel long distances. They often must work long hours and organize information from many different areas. Organizational skills are particularly important as well as an ability to canvass and cover areas they often have never been to. It can be helpful for regional recruiters to work long shifts to use program mileage and resources wisely. They need to have complete flexibility with their schedule to do this. They need to be a particularly good self-starter. Many regional recruiters provide support to local recruiters so skills to allow them to be effective trainers are also needed.

Recruiter/ Advocate

These positions require the recruiter to do all that was mentioned with the other positions above as well as working to advocate for MEP families and youth. This may entail helping eligible youth and families access community resources and programs as well as determining family or student needs, etc.

Recruiter/ Instructor/Tutor

These positions also require the same skills as listed above in all the other positions but in addition they can be delivering targeted instruction to students of different grade levels from Pre-K to High School. They need to be able to effectively determine student needs and then work to provide instruction that will help the students with those areas of need.

School Based Positions vs Community Based Positions

Some recruiters will be directly hired by school districts. Often a challenge for these recruiters is ensuring they leave the school and work in the community. The opposite can be true for recruiters based with community agencies or without a direct tie with the schools.

It is critical for MEP programs to clearly define what is needed for the positions they offer. These position descriptions and requirements may need to be changed from time to time to ensure they are set up in the best interests of the program and the MEP families and youth that are being served.

So, you found a Candidate?

When you find a candidate the hiring process is not over yet. You want to ensure you do your due diligence in your hiring process to ensure you choose the right candidate. Here are some important steps.

- Review Resumes Thoroughly
- Require references from past employers. You can also require references that are not employer based but often past employers can provide good insights.
- Look for employees with demonstrated skills in the needed areas of the position.
- Take time to think about the most important questions to ask in a job interview.
- Make sure you clearly present the job requirements and are clearly able to describe the job to each candidate.
- It can be helpful to require an in-field component of the interview. This could involve the process of the potential candidate accompanying another MEP staff member into the field to recruit. Make sure to show them during this process actual places that they might work in to make sure they are comfortable.
- Require completion of a task for part of the interview process that they must complete on their own. For example, give them the Non-Regulatory Guidance and have them answer a few questions related to a scenario or two. This is much of what the job requires and often MEP employers are not able to gauge how well staff are able to review information and make determinations or do research. This can be a helpful step in your hiring process.

Chapter 2

What Makes a Good Recruiter?

According to OME's National ID&R Manual recruiters need to be able to do the following:

<https://results.ed.gov/idr-manual/article/chapter-2-the-mep-recruiter/characteristics-of-a-successful-recruiter>

- make correct eligibility decisions,
- document child eligibility accurately and clearly,
- manage time wisely,
- work independently,
- remain flexible and adapt to a constantly changing environment,
- relate well to others and gain their trust,

- create positive relationships with agricultural employers,
- use effective interviewing (i.e., questioning) skills,
- maintain appropriate relationship boundaries,
- follow confidentiality laws,
- demonstrate personal integrity, and
- speak local migratory families' native language and exhibit cultural sensitivity.

Few recruiters come to the job with all the skills that make a great recruiter. Effort, enthusiasm, and a willingness to learn are necessary. Although it may take a few years to be considered great, it is within the grasp of every recruiter to achieve excellence. The specific skills required to be a great recruiter are developed over time.

Critical Characteristics Needed

For most jobs in MEP the following characteristics are necessary for any applicant.

- Teamwork
- Willingness to learn
- Communication
- Self-motivation
- Desire to work with migrant families

1. Teamwork

- A recruiter position requires a degree of collaboration with other people. Often the recruiter will work alone but they will over time need to get considerable input from other people in their work. It is essential to hire someone who is willing and able to collaborate well with others.

2. Willingness to learn

- It is estimated by some IDR Coordinators that it takes up to three years for a recruiter to know all that is required for the job. The position requires continued learning. Whoever does not learn risks staying behind, no matter their accumulated knowledge or position. A willingness, and, an ability to learn are very important qualities of a good recruiter– not just for learning new hard skills, but also for growing as a professional and as a person. The concept of adaptability is needed for a good recruiter, and it is associated with willingness to learn.

3. Communication

- Recruiters who are skilled in communication does not mean they have to be great with words. They need to be able to clearly get their message across, in verbal or written speech

to people of a variety of backgrounds and sometimes languages. They will need to be able to grasp other people's meaning particularly through asking the right questions. Having issues with this can drastically impact job performance.

4. Self-motivation

Much of the work in ID&R requires a recruiter to be able to be self-motivated. Often a supervisor may not give specific guidance on what they need to do each day. Recruiters must take information and then transfer that into efforts and specific activities to find migrant students. They must be motivated to work at all different times and schedules. Often the schedule is not exactly at the most convenient time. Self-motivation is about liking what you do enough to want to do an excellent job regardless of the external reward.

5. Desire to work with Migrant Families

- A MEP recruiter needs to enjoy working with migrant families and youth. Their entire job focuses on finding eligible families in all sorts of locations. It is helpful for them to have an interest in serving and working with migrant families. It will make their job more enjoyable for them if this is the case.

Here are some additional factors and skills to reflect on when deciding on a candidate.

1. **How does the candidate differentiate themselves from their peers?** When reviewing applications determine what each candidate has accomplished that is different from other candidates. Can you determine if through their previous experience they have shown initiative, went beyond their job description, are they a team player and have they helped others within their previous organizations to achieve the overall objectives. These are usually employees who help effectively make positive changes within an organization.
2. **Does the applicant have a proactive, can-do attitude?** - Can you see from their resume a track record of the candidate trying new things. In the interview ask questions to find out if they have ever undertaken something and failed. Ask what they learned from the experience and how they handled that failure. People who have never failed have never accomplished what they are capable of, and often have not built the internal fortitude to move on after inevitable failures. Some will see a world of possibilities and opportunities and others will see only limitations and challenges. You want someone who is positive and has the right attitude.

3. **Does the applicant possess the skills to do the job, or can they be developed rapidly through support from your staff?** If the candidate is not a good match it is helpful to know when you should not hire someone even if they are your only candidate. It can be worth searching for additional candidates. Sometimes someone possesses an ability to learn quickly and with the right support the needed skills can be developed. If this is the case for a candidate you are looking to hire, make sure that you have the needed support and resources to help this candidate become a successful recruiter.
4. **Does the applicant have common sense and good critical judgment?** A recruiter must be able to make choices throughout their work that impact many people. Applicants that can demonstrate good common sense and good critical judgment are needed to fill any recruiter position.
5. **Is the applicant a person of integrity?** It will be impossible for anyone in your organization to trust an employee who lacks integrity and ethics, regardless of the great results that individual has achieved in previous positions. Hiring such a person is a recipe for disaster. Do your due diligence on a potential employee's reputation. Make sure to talk to references of past employers. Make sure to ask questions in the interview that will ask them to decide why they might make certain choices in different situations and what their view of integrity is and how important it is for them to have.
6. **Could this applicant have a potential to later take on a supervisory role of another recruiter?** Even if the job you are filling is that of a recruiter with no formal leadership requirements it is helpful to note if that individual still has leadership potential. When serving on a team, a future recruiter with the needed knowledge and expertise may need to step up and serve as the leader for others.
7. **Does your applicant have good analytical skills?** It is important for recruiters to be able to recognize problems and understand the pertinent issues related to these problems and then determine effective solutions. This is invaluable for any employer. Look for these skills when you are interviewing a candidate and reviewing their experience.
8. **Does your applicant demonstrate dependability and a strong work ethic?** Migrant families are some of the hardest working people in the country. It is important that MEP recruiters are hardworking individuals. Hardworking employees will show up early and work late if they need to. You can depend on their help. They take their job seriously and work to complete every task to the best of their ability. In your hiring process make sure to require something of your candidates to determine how well they complete the task, if they are prompt and on time and if they completed all the tasks, you asked them to do.

9. **Is your candidate flexible and adaptable?** Flexibility is the name of the game in ID&R. Flexible employees work more effectively than others who are not flexible with those they meet and work with daily. Being flexible focuses more on short-term changes and needs in a position, while adaptability focuses more on long-term changes that could significantly affect a program or workplace.
10. **Does your applicant speak the needed languages of the population you serve?** It can be helpful to ensure that you are able to show that the applicant is fully bilingual in the needed languages. This can be done through conversations, you can take them in-field to meet and talk with migrant families, through a required translation, etc. Make sure to have a plan in place if a bilingual person is needed to ensure the applicant truly is bilingual.

Chapter 3

Developing an Effective On-Boarding Process

So, you just hired a new recruiter!

Hiring is just the beginning of the process of growing your new staff member into a successful MEP recruiter. Recruiter onboarding is much more than a staff orientation. That can be done during the first few days of their new job. MEP programs need to think past the orientation into the process they need to develop to ensure their new recruiter is ready for all the job entails.

Recruiter On-Boarding should be a comprehensive process that involves management and other employees in the MEP. It will look different for each MEP program, but some fundamental elements should exist in all onboarding processes.

Employers should be thinking about the following questions when they design their onboarding process:

- How long will the full process last?
- What role will different staff members play in the process?
- What goals or outcomes are you working to reach through the on-boarding process?
- How will you gather feedback and ensure the process is successful?

Once you determine the answers to these questions you can begin to devise a plan to help your new recruiter quickly become comfortable with required program regulations and policies and help them fully understand their role and responsibilities.

Understanding the required knowledge for all recruiters

During your on-boarding process it can be helpful to develop a plan on how you will help your new recruiter know and understand the following key knowledge points needed for their position. Review each needed knowledge point and make a plan of instruction and a timeline for how long it will take to master each of these areas. Determine who will provide the instruction and if it needs to take place virtually, in-person, in office, in the field, or through personal study. Also make sure to determine how you will evaluate mastery of each of these knowledge points.

- ✓ Understanding of the Migrant Education Program regulations, policies, and guidance.
- ✓ Understanding of any state specific MEP policies
- ✓ Knowledge of their specific job duties and requirements
- ✓ Understanding of how to conduct the eligibility interview and fill out the Certificate of Eligibility
- ✓ Understanding of how to explain the benefits and resources of the Migrant Education Program to eligible families and to others that the recruiter will meet.
- ✓ Understanding of the unique needs of migrant students and OSY and their families.
- ✓ Understanding any cultural differences between the recruiter and the populations the Migrant Education Program serves.
- ✓ Understanding how to develop a network of partner agencies in the community to help identify potential referrals and resources for migrant families and youth.
- ✓ Understanding of how to effectively work with local farmers, fisheries, or agribusiness entities in their required area.
- ✓ Understanding of how to work effectively with schools and school staff to identify potential eligible migrant students.
- ✓ Understanding of how to find and locate and canvass local housing locations where migrant families and youth reside.
- ✓ Understanding of how to input any needed data into the Migrant Student Database
- ✓ Understanding of how to access and use MSIX.

Helpful Tools Available to All

IDRC has several assessments that can help in the process of on-boarding related to the eligibility rules of the Migrant Education Program. These assessments are designed to help supervisors identify areas that recruiters need additional training support. They are most effective when used in this manner. They are not set up on a pass or fail model. Instead, they provide a chance for a recruiter to take them multiple times and get feedback on which questions or eligibility areas are still not making sense.

The IDRC Competency Skills Assessment can be accessed here. <https://www.idr-consortium.net/competencyskills.html>

The IDRC Mini-Quizzes can be accessed here. <https://www.idr-consortium.net/MiniQuizzes.html>

The results of all these assessments can be provided to supervisors to help you determine how to support recruiters training needs.

Things to Remember

It can be extremely helpful for recruiters to be able to shadow more experienced recruiters in the field periodically. If this is not available, it can also be helpful for supervisors to work in the field with recruiters. Then both will be able to support each other as they fully understand the challenges that MEP recruiters can face. All recruiters should have supervisors or other recruiters periodically accompany them in the field. This provides an excellent learning opportunity for all involved.

Training should be on-going. New recruiters should not just receive training in the beginning when they are hired and then not have on-going training opportunities. As recruiters get more experienced, they can also help newer recruiters with the on-boarding process.

Chapter 4

Supervising Recruiters

Supervision of recruiters is an important aspect of an effective recruitment effort. Through supervision, administrators and recruiters can review and discuss any areas where improvement is needed and develop a plan of action for doing so. Effective supervisors want to make sure that staff has the tools and knowledge to identify and recruit migratory children in a timely and adequate manner. In general, supervision has three functions - education/training, support, and accountability. Since the topic of training has been discussed in the previous chapter, this chapter will mostly discuss how supervisors can provide support and accountability to their recruiters

Recruiters often have a lot of areas they need to juggle. To effectively conduct ID&R they must be able to work in many different areas. All recruiters should know how to conduct “Balanced Recruitment.” In other words, recruiters need to make sure that they are working with the schools, conducting community recruitment and working to build partnerships with other agencies in their assigned areas. They also must be effectively canvassing and visiting farms and agribusinesses in their area and visiting and recruiting at all housing locations that might have eligible families and youth. This is a lot to accomplish. Supervisors can support their staff by creating tools and resources and support to recruiters that help them accomplish these efforts.

Supervisors should accompany recruiters periodically in the field. This will help them fully understand the types of challenges a recruiter faces, allowing them to better support all their recruitment efforts. They can also work to help lay the groundwork in many of the areas of balanced recruitment that recruiters will need support in.

For example, it can be extremely helpful for a supervisor to work with local school districts to ensure that parent surveys are being completed by all newly enrolled students to find any possible eligible students. Supervisors can develop a system that will help get those surveys promptly to the recruiter to ensure they are followed up on a timely basis.

Administrators should set aside time to spend a certain number of hours in the field with recruiters each month. Regular contact not only helps dispel feelings of isolation, but also helps to build a positive rapport between the recruiter and the administrator. This increases the likelihood that the recruiter will contact the administrator when a question, ethical dilemma, or problem arises. This also makes the supervisor's function of accountability easier.

As part of planning and deploying, the administrator should work with the recruiter to set up a recruitment schedule that uses time wisely. Supervisors also need to know how recruiters are spending their time to hold them accountable. In particular, the administrator should provide the following support to the recruiter:

- an ID&R system which supports school- and field-based recruiting
- flexible hours to allow for meeting and interviewing when families or youth are available or to attend evening meetings
- sufficient mileage (consider that recruiters might need to visit several families before they find one who is eligible, and they need enough mileage to visit members of their recruitment network)
- time to survey/canvass the area before expecting the recruiter to produce COEs
- time for training or professional development

By providing recruiters with clear expectations the supervisor can support the recruiter's accountability for their work. Support systems that assist recruiters in documenting their efforts makes it much easier for supervisors as well. (EXPAND)

In each of the four areas of balanced recruitment in ID&R the supervisor can plan for how they can assist the recruiter to be effective in these areas. It can be helpful for recruiters to keep logs or reports of key places and efforts conducted each day or each week. These can be turned in and supervisors can provide feedback and suggestions on the work. It can be helpful to brainstorm together what else needs to be covered or what additional support is needed if a recruiter is facing a challenge in one of the areas.

Supervisors need to be well versed in the job requirements of the recruiter. This will help them to better be able to provide support as well as identify areas of concern in order to hold a recruiter accountable if she/he is not performing their job well.

It is helpful to give recruiters flexibility in meeting their job requirements with their schedule. Open communication is helpful so the supervisor can be informed but that the recruiter still has plenty of flexibility in organizing their daily activities.

Supervisors should set clear deadlines and requirements for when paperwork or reports need to be turned in or when certain tasks need to be accomplished.

Supervisors should pay attention to the reports of the recruiter and have frequent conversations with the recruiter to see how the work is progressing. Sometimes supervisors will leave the recruiter to work alone in ID&R. This model can be effective for some once they are well trained, but it should not be the norm. It is the supervisor's job to ensure that whatever the model their recruiter is working in, that the proper supports are in place. Here are a few to consider:

- Does the recruiter feel comfortable asking questions?
- Does the supervisor actively review any reports or paperwork submitted by the recruiter?
- Does the recruiter understand when things need to be turned in?
- Does the supervisor follow up quickly when things are not turned in on time?
- Does the supervisor work with the recruiter to identify plans and goals for the recruiter to accomplish within certain time frames?
- Does the supervisor have a process developed of what happens if a recruiter does not meet required deadlines or timelines?

Evaluating recruiters can take many shapes and forms. At a minimum recruiters should be evaluated on a yearly basis in a formal manner; however, on-going evaluation of work performance should take place throughout the year. During this process recruiters can self-evaluate how they feel they are doing, and they could also have an evaluation from their supervisor. This process would give them a chance to assess how they are doing and for any concerns to be discussed. This is not the only way evaluation can be done. It can also be done through collaboration efforts between the supervisor and the recruiter to clearly determine what needs to be done at different times in the year and how the IDR efforts are going. Recruiters will work best when they feel the support of their supervisor. It is essential for staff to be working together to accomplish the goals of the MEP.

Recruiters should have opportunities to continue to learn and to have some upward movement in their positions. Supervisors should seek to provide opportunities for staff to continue to learn and grow. Cultivate opportunities where recruiters' strengths can be used.

Some recruiters will not be a good fit overall for a MEP program. Supervisors need to determine when that is the case and be willing to let that recruiter go and then start the search for an additional candidate if there is not a way to remedy the situation with a recruiter that is not working out.

Chapter 5

Gathering and Retaining Information

It is essential for MEP programs to develop a system to retain key information obtained through program staff. Supervisors should determine what key information is essential to effective IDR in their area. For example, it would be helpful to keep track of when the farms and agribusinesses were last visited and what was the outcome of each visit. This can be kept on spreadsheets, on maps, in reports, in work related apps, etc. There is a myriad of ways to store the data but the most effective way for each program should be determined.

Key Information to Retain

- **Farm/Agribusiness profile information:** Keep track of when each farm/ agribusiness was visited, key contacts, shift times, and the results of the last visit.
- **Local Partner Agencies:** What services are offered, who is your contact, and ways you can work together.
- **Housing Locations-** This can be a listing of all old addresses where migrant families used to live and the results of the last time they were visited, apartment, hotel, or trailer park information and notes on what happened during the last time they were visited.
- **School District Contacts and Results of Surveys:** Keep track of emails and contact information of key school staff. Keep notes of which students were eligible or not from follow up with school survey information.
- **General notes on each county or district of key community places to visit and at what times.**
- **Community Resources:** It can be helpful to have an on-going guide of local resources that can be shared with families. As recruiters find new resources they can be added to this guide.

MEP programs should be actively gathering relevant information that will help them be able to conduct IDR in an efficient manner.

Things to Consider:

When you are deciding how you need to retain your information make sure to consider the following:

- ✓ How often should this information be updated?
- ✓ Is there any way to automate the gathering of this data?

- ✓ Who all needs on-going access to this information?
- ✓ Do you have use for all the data you are gathering?
- ✓ How can you use the data you are gathering effectively?

Key Information to Gather to Help your Recruiters

Each state MEP program should work to gather a robust amount of data to help recruiters in their IDR data. Some excellent sources to start gathering data that is essential for IDR are the following sources.

[IDRC: Agriculture Information Portal](#)

Dept of Labor

[Listing of Approved Farm Labor Contractors](#)

Farm Directory Listings

[Manta Business Directory](#)

[Farm Subsidies Website](#)

H2a Resources

[IDRC H2a/H2b Maps and Listings](#)

[Spotlight](#)

[Seasonal Jobs DOL.GOV](#)

Housing Resources

[National HUD Mobile Home Park Map](#)

[Download list of all mobile home parks](#)

[Searchable Database by Zip Code of Mobile Home Parks](#)

[HUD resource Locator](#)

USDA Resources

[On-site Farm Market Sales Directory](#)

[USDA National Agricultural Statistics Service](#)

[Meat, Poultry, and Egg Inspection List](#)

[USDA Reports on Local Ag Industries](#)

Handling Recruiter Turnover

It is essential for supervisors to take into consideration what information must be collected in order to minimize the challenges faced by recruiter turnover. If no data is retained from recruiters when they are working once, they leave there is no way to pass that information on to a new recruiter.

Supervisors need to always be making plans on how to continue to build capacity in their state with seasoned recruiting staff as well as new recruiting staff. The more quality data you have stored that you can share with new staff the quicker they will be able to catch up and continue where the other recruiter left off. This is an essential part of building a high-quality effective MEP program.

Supervisors should always be looking for potential candidates for any vacant positions. These should be filled as quickly as possible with high quality candidates.

Appendix Resources

Recruiter Interview Questions - Sample 1

Please tell us what you know about the Migrant Education Program.

1. The recruiter position requires someone to juggle quite a bit at once and work autonomously. What strategies would you use to organize and monitor your work/work habits? How will you manage your time?
2. Not all the people that a recruiter/advocate meets are advocates of the program or the people it serves. They may not be friendly toward multicultural or multilingual students. Please describe any experience you had when someone you were working with did not have the same ideology or believe in the same cause as you. What happened? How did you handle it?
3. Recruiting may be challenging work at times. We may run into situations where parents seem rude and annoyed that you want to sign them up for the program; a prejudiced farmer yells at you; or overworked school personnel tell you they don't have time for you. Describe how you would respond to what may feel like personal rejection and disrespect. How would you adapt and continually represent yourself and the MEP with integrity?
4. Imagine this scenario: You interview a potential family that you think may be eligible for the Migrant Education Program.). However, at the end of the interview, you realize the family may not end up qualifying. You do notice that the kids need medical and dental care, clothing, and have not been enrolled in school yet. They could truly benefit from any kind of help that they will not get from MEP if they are not deemed eligible. What do you do?
5. This position requires significant travel within the state and out of state. Recruiters need to be available when students/families are available. How will you manage being on the road consistently? What safety measures will you take?
6. What do you think will be the most challenging part of this position for you? How will you work through these challenges and what support will you need?
7. What questions, if any, do you have for us?

Recruiter Interview Questions - Sample 2

Interview Questions for Migrant Education Recruiter Position

1. Tell us about your education, work experience, and skills. What experience do you have that would make you a good fit for this position?
2. What attracted you to the position?
3. Do you have any experience working with migrant farmworkers and/or other underserved populations?
4. What experience do you have working with individuals from cultures different from your own?
5. This position requires self-motivation and setting your own schedule. You will be the one deciding where and when you will work during the week, based on the knowledge you will gain of your recruitment area. Tell us about an experience in your life that required self-motivation.
6. Are you familiar with the agricultural industry and/or agribusinesses in the recruitment area?
7. What hours are you available to work this job? Are you willing to work nights and weekends?
8. Do you have a reliable automobile and valid driver's license?
9. When can you start this position?
10. Do you have any questions about the job description not covered during this interview?

Applicant:

Date:

Sample Essential Duties and Responsibilities

1.0 Identification

- 1.1 Identify the presence and location of migrant children/ families within the assigned recruitment area.
- 1.2 Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
- 1.3 Must be motivated, dependable; possess strong time management skills, excellent organizational skill and communication skills (both verbally and in writing).
- 1.4 Must have good map reading and navigational skills and ability to use GPS devices.
- 1.5 Must be able to attend all mandated MEP Identification & Recruitment Training.
- 1.6 Must be able to work in different physical environments, including outdoor areas, and agricultural operations.
- 1.7 Must have the ability to develop relationships with agri-businesses that employ migrant workers, community and business organizations, local school districts, families, and other entities related to migrant populations.
- 1.8 Must be experienced in working with groups from diverse cultural and economic backgrounds.

2.0 Recruiting

- 2.1 Become knowledgeable about all federal and state regulations pertinent to identification and recruitment by studying the ID & R Manual, attending training sessions and participating in other opportunities for professional development.
- 2.2 Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- 2.3 Submit MEP documentation (COEs) to the assigned reviewer within appropriate time limits.
- 2.4 Must have strong computer skills and use of various software programs.

3.0 Professional Attitude and Conduct

- 3.1 Accepts and uses constructive feedback.
- 3.2 Demonstrates skill in giving and receiving feedback.
- 3.3 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- 3.4 Dresses for success according to job responsibilities.
- 3.5 Treats all stakeholders in a respectful and helpful manner.
- 3.6 Completes tasks, reports, and documents accurately according to specified timelines and expectations.
- 3.7 Adheres to policies and procedures and administrative rules, guidelines, and regulations.
- 3.8 Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
- 3.9 Adheres to ethical, legal, and professional standards.
- 3.10 Uses proper administrative procedures for making requests and resolving conflicts.

OME’s ID&R Manual on supervising recruiters and quality control: <https://results.ed.gov/idr-manual>

MIGRANT EDUCATION PROGRAM

National Identification and Recruitment Manual

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Recruiter Observation Skills Rubric

Communication			Flexibility & Organization		
With Family- Flow of the interview was clear and concise.	<u>Y</u>	<u>N</u>	Quick Thinker	<u>Y</u>	<u>N</u>
Community- Explanation of the program made sense to all involved.	<u>Y</u>	<u>N</u>	Adaptable	<u>Y</u>	<u>N</u>
Co-Workers- Effective Coordination/ Collaboration	<u>Y</u>	<u>N</u>	Hours worked coordinates with the best time to recruit.	<u>Y</u>	<u>N</u>
Supervisor-Keeps all informed	<u>Y</u>	<u>N</u>	Has a well focused and prioritized agenda?	<u>Y</u>	<u>N</u>
Follow through is consistent.	<u>Y</u>	<u>N</u>	Does effective Pre Planning activities?	<u>Y</u>	<u>N</u>
Non-verbal Communication is clear and helpful.	<u>Y</u>	<u>N</u>	Conducts effective post planning?	<u>Y</u>	<u>N</u>
Languages- Recruiter is fluent in needed languages	<u>Y</u>	<u>N</u>	Has a clear system to document leads and follow up needed	<u>Y</u>	<u>N</u>
			Additional Comments:		
			Due Diligence/ Professionalism		
			Asks additional questions as needed.	<u>Y</u>	<u>N</u>
			Patient	<u>Y</u>	<u>N</u>
			Observant	<u>Y</u>	<u>N</u>
			Uses Proper Attire	<u>Y</u>	<u>N</u>
			Differentiates easily how to talk with people and explain the program. Is able to gain the respect of those he/she comes in contact with.	<u>Y</u>	<u>N</u>
			Additional Comments:		
Proactivity			Ability to Convince	Trustworthy	Outgoing
<p>___ Networks well with all possible resources.</p> <p>___ Follows and communicates leads.</p> <p>___ Uses the time of the year to his/her advantage in the work he/she is planning and conducting.</p> <p>___ Takes action to move things along as necessary.</p>			<p>___ Genuine</p> <p>___ Persistent</p> <p>___ Empathetic</p> <p>___ Understands and shares feelings</p> <p>___ Makes connections and gains trust.</p>	<p>___ Reliable</p> <p>___ Careful to not promise more than is possible.</p>	<p>___ Extrovert</p> <p>___ Couragous but cautious</p> <p>___ Approachable</p> <p>___ Knows when to use humor.</p>