# National Identification and Recruitment Curriculum Trainer’s Resource Materials: Module 2 Level 1 The MEP Recruiter: Basic Recruiter Responsibilities

| How to Use the Trainer’s Resource Materials | | | | |
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| Name of Activity | Slide # | Title of Resource Page(s) | Page # | Prep Directions for  Resource Pages |
| Characteristics of Migratory Workers and Their Families | 5 | Migratory Workers and Their Families – Recording Sheet | 3 | One copy per small group |
| Migratory Workers and Their Families – Sample Key | 4 | Sample Key is for trainer only |
| What Am I  Responsible for? | 14 | Recruiter Responsibility Cards | 5 | One set of cut-apart cards run on cardstock per pair of participants |

| Migratory Workers and Their Families – Recording SheetWork with your group to determine the missing characteristic or cause. | |
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| Cause | Characteristic |
| May work 10–12 hour days in the field, in some cases 7 days per week. Few breaks are provided. May work additional jobs to support family. |  |
|  | Strong family relationships |
|  | English language deficiencies |
| May move 2–3 times in any given year following specific crops or in search of work. |  |
| Farming, ranching, and fishing does not pay well. In many instances, the crops fail, and there may be no paycheck. Weather can influence whether a worker is paid or not. Many migratory workers have no other work skills, so they depend on migratory work to support their families. Many live in substandard housing. |  |
| Cause | Isolation |
|  | Low levels of schooling |

| Migratory Workers and Their Families –  Sample KeyThe characteristics and causes listed may be worded in many ways. Consider and discuss all responses provided by participants. (Have on hand a copy of the common characteristics listed in Chapter 1 of the *National ID&R Manual* as a reference.) | |
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| Cause | Characteristic |
| May work 10–12 hour-days in the field, in some cases 7 days per week. Few breaks are provided. May work additional jobs to support the family. | Hardworking |
| Many families work together in the fields. They depend on each other to make ends meet and complete family chores and responsibilities. | Strong family relationships |
| Many of our families do not speak English as their native language. Children are raised in households hearing little or no English. | English language deficiencies |
| May move 2–3 times in any given year following specific crops or in search of work. | High mobility |
| Farming, ranching, and fishing does not pay well. In many instances, the crops fail, and there may be no paycheck. Weather can influence whether a worker is paid or not. Many migratory workers have no other work skills, so they depend on migratory work to support their families. Many live in substandard housing. | Low income |
| Because they move so much, many families do not establish ties within the communities. Children may find it difficult to make friends because of late school enrollments (clubs are already formed, sports have started, etc.). | Isolation |
| Moving during the school year makes it difficult for students to keep up with the requirements of each grade level. Many end up dropping out of school due to frustration and failure. | Low levels of schooling |

| Recruiter Responsibility Cards ✁ | | | |
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| Becoming familiar with where migratory families live and work | Facilitating communication among migratory families, schools, agricultural employers, and the community | Explaining the  MEP to families  and youth | Implementing  quality control procedures |
| Collecting child  eligibility and  other basic  program data | Finding migratory children and their families and youth | Making preliminary determinations on child eligibility | Interviewing  migratory families |
| Understanding the federal and state MEP eligibility requirements | Documenting child eligibility accurately  and completely  when completing  a Certificate of Eligibility (COE) | Establishing and maintaining a recruitment network | Following ethical standards and confidentiality laws |

| Level 1: Assessment |
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| Which of the following is not a responsibility of a recruiter? Circle your answer. |
| * Implementing quality control procedures * Maintaining the confidentiality of the student and families * Providing funds to migratory families in need * Finding migratory children and their families and youth * Making preliminary child eligibility determinations |
| List five characteristics of an effective recruiter. |
| 1.  2.  3.  4.  5. |
| As a recruiter, you have many roles. Other than identifying and recruiting, which of the roles listed below would you say is most important? Why? |
| * Advocate * Outreach worker * School liaison * Community liaison |

| Level 1: Assessment Key |
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| Which of the following is not a responsibility of a recruiter? Circle your answer. |
| * Implementing quality control procedures * Maintaining the confidentiality of the student and families * Providing funds to migratory families in need *(Correct Answer)* * Finding migratory families where they live and work * Making preliminary child eligibility determinations   *Remind participants that there is a list of key recruiter responsibility characteristics included in Chapter 2 of the* National ID&R Manual*.* |
| List five characteristics of an effective recruiter. |
| *Responses could vary. Refer to the list of characteristics your group created during the training. Remind participants that there is a list of effective recruiter characteristics included in Chapter 2 of the* National ID&R Manual *as well.* |
| As a recruiter, you have many roles. Other than identifying and recruiting, which of the roles listed below would you say is most important? Why? |
| * Advocate * Outreach worker * School liaison * Community liaison   *Any role is acceptable as a response; justification must be provided.* |