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

| 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 |
| Time Management:  Plan | 6 | Time Management: Plan –  MEP Duties | 3 | One copy per small group |
| Time Management: Plan –  MEP Duties, Sample Key | 4, 5 | Sample Key is for trainer only |
| Time Management: Prioritize | 8 | Time Management: Prioritize – Task Sheet | 6, 7 | Each participant will only need one copy of either p. 6 or p. 7  All participants at one table will receive  p. 6, while all participants at another table will receive p. 7. |
| Time Management: Prioritize – Task Sheet, Sample Key | 8, 9 | One copy for trainer only |
| Level 2 Assessment | 17 | Level 2 Assessment and Key | 10, 11 | One copy per participant; Key is for trainer only |

| Time Management: Plan – MEP Duties | | | | |
| --- | --- | --- | --- | --- |
| Pie Chart Icon | My MEP funding percentage is \_\_\_\_\_\_\_\_\_\_\_\_. |  | Clock Icon | The number of hours a week I should be spending on MEP duties is \_\_\_\_\_\_\_\_\_\_. |

| Deadlines | | |
| --- | --- | --- |
| District personnel |  | Information I need from them |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |

| Recruiter Responsibility | Time Needed to Accomplish Task |
| --- | --- |
| 1. Locate potentially MEP-eligible children |  |
| 1. Make preliminary determinations on the eligibility of the child or youth |  |
| 1. Collect data to help determine eligibility |  |
| 1. Explain the MEP to migratory families and youth |  |
| 1. Interview the family or youth and fill out a COE |  |
| 1. Maintain auditable records |  |
| 1. Implement state quality control procedures |  |
| 1. Follow ethical standards |  |
| 1. Facilitate communication among migratory families, the school, and the community |  |

| Time Management: Plan – MEP Duties  Sample KeyAnswers will vary on first two questions. Some recruiters are funded 100 percent while others are funded below 100 percent. Please make sure the number of weekly hours equals the percentage identified in the first question. | | | | |
| --- | --- | --- | --- | --- |
| Pie Chart | My MEP funding percentage is \_\_\_\_\_\_\_\_\_\_\_\_. |  | Clock icon | The number of hours a week I should be spending on MEP duties is \_\_\_\_\_\_\_\_\_\_. |

| Deadlines | | |
| --- | --- | --- |
| District personnel*(possible responses)* |  | Information I need from them*(possible responses)* |
| 1. *School nurse* |  | *Immunization records* |
| 1. *Registrar* |  | *Transcripts* |
| 1. *Attendance personnel* |  | *Withdrawal date, enrollment date, grade level,  assigned campus* |
| 1. *Counselor* |  | *Transcripts, report cards* |
| *Participants have room to identify six district personnel. Answer key only identifies four.* | | |

| Recruiter Responsibility | Time needed to accomplish task  *(possible responses)* |
| --- | --- |
| 1. Locate potentially MEP-eligible children | *Ongoing, through third party referrals, school records, MSIX* |
| 1. Make preliminary determinations on the eligibility of the child or youth | *Based on initial contact with family – 15 minutes per family* |
| 1. Collect data to help determine eligibility | *Using school records, MSIX, local migrant database – 20 minutes per family* |
| 1. Explain the MEP to migratory families and youth | *10 to 15 minutes per family* |
| 1. Interview the family or youth and fill out a COE | *30 minutes to 45 minutes per family* |
| 1. Maintain auditable records | *COE: Ongoing to capture any changes to students’/parents’ information*  *Recruiter log: ask participants to estimate amount of time spent weekly or daily to keep up with log* |
| 1. Implement state quality control procedures | *Ongoing: Discussion should revolve around what they are doing on a regular basis to ensure an error-free program for their districts.* |
| 1. Follow ethical standards | *Ongoing: Discussion should revolve around what they are doing on a regular basis to ensure they are representing their programs in an ethical manner.* |
| 1. Facilitate communication among migratory families, the school, and the community | *Ongoing: Discussion should revolve around when these situations arise and how much time should be scheduled to help with this facilitation.* |

| Time Management: Plan – Task SheetPrioritize the following sets of tasks according to how you would manage them. Write a number 1 by the first task, 2 by the second task, and 3 by the third task. Read all three tasks for each day before deciding how to prioritize them. | |
| --- | --- |
| Image of a calendar that shows Monday |  |
| 1. \_\_\_ A parent calls to tell you the family has just returned from working in Minnesota thinning sugar beets. The children’s eligibility has expired and you need to pick up a new COE. You document who in the family made the trip to Minnesota, along with QAD. You determine there are eligible migratory children in the family and schedule an appointment for an interview to pick up a COE. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. \_\_\_ A mother whose children have already been enrolled in the MEP for the current school year calls to ask for your assistance. Her daughter came home in tears because she felt like her teacher was making fun of her in the middle of class by calling her names. Mom is upset and wants to know how you can help her. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. \_\_\_\_ You have been trying to contact the Martinez family for several weeks. Dad calls you to say they have been really busy looking for work, so he had been unable to get back to you. Dad says the family traveled to Washington in June to work with blueberries. He also tells you that they will be leaving for Arkansas next week and can only meet with you this week so that you can pick up a COE for the Washington move. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

| Time Management: Plan – Task SheetPrioritize the following sets of tasks according to how you would manage them. Write a number 1 by the first task, 2 by the second task, and 3 by the third task. Read all three tasks for each day before deciding how to prioritize them. | |
| --- | --- |
| Image of a calendar that shows Tuesday |  |
| 1. \_\_\_ As a recruiter for Springs ISD in Texas, you discover some conflicting information during a parent interview. The parent is saying the family had moved to Oregon in late August to work the pumpkin harvest. According to the student data you printed prior to the interview, the children are showing school enrollments in Meadow ISD—also in Texas—during that time. You bring up the discrepancy to the parent. The parent is adamant that the family left in mid-August before school started. There are no Oregon enrollment lines in MSIX for the current school year. You complete the COE and tell the parent you may need to contact Meadow ISD for clarification. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. \_\_\_ You return to your office after the interview and have been told the deadline for submission of your recruiter log and all other monthly documentation has been moved to that afternoon. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. \_\_\_\_ A few minutes later, you receive a phone call from a parent whose COE you had picked up last week. She tells you that her nephew has just moved in with her. He didn’t make the move she reported last, but she wants you to add him to the COE so he can be eligible for services. | |
| Explain why you prioritized this task as you did.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

| Time Management: Plan – Task Sheet  Sample KeyPrioritize the following sets of tasks according to how you would manage them. Write a number 1 by the first task, 2 by the second task, and 3 by the third task. Read all three tasks for each day before deciding how to prioritize them. | |
| --- | --- |
| Image of a calendar that shows Monday |  |
| 1. 3 A parent calls to tell you the family has just returned from working in Minnesota thinning sugar beets. The children’s eligibility has expired and you need to pick up a new COE. You document who in the family made the trip to Minnesota, along with QAD. You determine there are eligible migratory children in the family and schedule an appointment for an interview to pick up a COE. | |
| Explain why you prioritized this task as you did.  *While there is an urgency here because the children’s eligibility has expired, this family has no plans to leave any time soon. This family’s interview can occur after the Martinez family’s.* | |
| 1. 1 A mother whose children have already been enrolled in the MEP for the current school year calls to ask for your assistance. Her daughter came home in tears because she felt like her teacher was making fun of her in the middle of class by calling her names. Mom is upset and wants to know how you can help her. | |
| Explain why you prioritized this task as you did.  *This is a task that recruiters may feel more comfortable asking someone else to step in and do if they do not feel they have the counseling/school skill set to advise the parent correctly. Because they will probably ask someone else to do this, it was prioritized first because their task is to quickly pass on the information to another person for the other person to manage.* | |
| 1. 2 You have been trying to contact the Martinez family for several weeks. Dad calls you to say they have been really busy looking for work, so he had been unable to get back to you. Dad says the family traveled to Washington in June to work with blueberries. He also tells you that they will be leaving for Arkansas next week and can only meet with you this week so that you can pick up a COE for the Washington move. | |
| Explain why you prioritized this task as you did.  *The recruiter would want to pick this up and enter information about the family into a database as soon as possible before the members move, especially if is unknown if the family will return to the district.* | |

| Time Management: Plan – Task Sheet  Sample KeyPrioritize the following sets of tasks according to how you would manage them. Write a number 1 by the first task, 2 by the second task, and 3 by the third task. Read all three tasks for each day before deciding how to prioritize them. | | |
| --- | --- | --- |
| Image of a calendar that shows Tuesday | |  |
| 1. 1 As a recruiter for Springs ISD in Texas, you discover some conflicting information during a parent interview. The parent is saying the family had moved to Oregon in late August to work pumpkin harvest. According to the student data you printed prior to the interview, the children are showing school enrollments in Meadow ISD—also in Texas—during that time. You bring up the discrepancy to the parent. The parent is adamant that the family left in mid-August before school started. There are no Oregon enrollment lines in MSIX for the current school year. You complete the COE and tell the parent you may need to contact Meadow ISD for clarification. | | |
| Explain why you prioritized this task as you did.  *Because the recruiter will need to contact another district and the situation may need to be sent  up to the state, starting the process right away is imperative. The recruiter will need to talk to the second reviewer about the situation and decide who will take the role in contacting the district that has  the conflicting date.* | | |
| 1. 3 You return to your office after the interview and have been told the deadline for submission of your recruiter log and all other monthly documentation has been moved to that afternoon. | | |
| Explain why you prioritized this task as you did.  *Best practice is that all auditable documentation that the recruiter is responsible for be maintained daily or weekly, therefore, the task should not take long and can be put at the end of the to do list.* | | |
| 1. 2 A few minutes later, you receive a phone call from a parent whose COE you had picked up last week. She tells you that her nephew has just moved in with her. He didn’t make the move she reported last, but she wants you to add him to the COE so he can be eligible for services. | | |
| Explain why you prioritized this task as you did.  *Ethical behavior on behalf of the MEP is ongoing. But discussion for this one should revolve around how and when the recruiter would respond to the parent and what kind of follow up he or she would have with a supervisor, if any.* | | |
| Level 2: Assessment | | |
| When managing your time, it is important to KNOW three things… | | |
|  | | |
| What should a recruiter consider when prioritizing tasks within a workday? | | |
|  | | |
| List three common data reports that provide information that can assist recruiters in more effectively and efficiently managing their caseloads. | | |
| 1.  2.  3. | | |

| Level 2: Assessment Key |
| --- |
| When managing your time, it is important to KNOW three things… |
| 1. *Know how much time you have to devote to MEP duties each week.* 2. *Know what MEP duties need to be done during that time.* 3. *Know how long each task will take.* |
| What should a recruiter consider when prioritizing tasks within a workday? |
| *Responses can include, but are not limited to the following:*   * *The size of the task (small task first or big task first)* * *Deadlines* * *Independent work* * *Coordination with other people/staff* * *Ask someone else to complete a task for you* |
| List three common data reports that provide information that can assist recruiters in more effectively and efficiently managing their caseloads. |
| *Answers will vary based on data reports available for each state.*   * *Examples of some reports could include the following:*   + *Child Counts*   + *ED Data Express*   + *MSIX*   + *COEs*   + *State and local websites related to agriculture workers and fishers job sites*   + *Online charts that reflect seasonal migrant patterns*   + *State-specific data sites* |