

Field-Based Identification and Recruitment of Out-of-School Youth (OSY)



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Goal

Recruiters new to the identification and recruitment (ID&R) of OSY will review strategies and tips for working with this population, including how to recruit OSY, what questions should be asked, and activities that can be useful in the field. The activities in this module may be used separately, based on the experience level of participants in training.

Objectives

- Understand the importance of, and identify strategies for, being proactive when recruiting OSY.
- Identify key community players that interact with OSY.
- Think strategically about creating relationships with key community players and OSY.
- Utilize appropriate strategies when asking questions to increase the comfort level of an OSY.
- Obtain pertinent information from OSY in a short amount of time.

Introduction

“Going to Them”

There are generally two different approaches to recruiting eligible children and youth into the Migrant Education

What is field-based recruitment?

This is a special type of recruitment where we go into the county and look for OSY. Typically we look for farms or greenhouses that may hire workers.

Program (MEP). One approach traditionally uses the local school system as a base for recruitment, recruiting students as they enroll in public school. This approach will not be effective for OSY since they, by definition, have little interaction with the school system. A second approach, more tailored to finding OSY, is to canvass communities using a field-based approach. In other words, we have to “go to them.”

What is an “OSY?”

An OSY is an out- of-school-youth. These students are typically between the ages of 14 and 22. Some are here to work only, others we can convince to go back to school - also called recovery youth!

It is critical for MEP staff to employ effective and proactive strategies to identify and recruit OSY since they are frequently living in the United States alone and often in isolated situations. As a result, many OSY have a very limited support system. When OSY are new to an area, many do not have access to transportation, and they are unaware of the resources and programs that might be available.

While this outreach-based method is essential in finding OSY, it can also help to identify migrant K-12 and pre-K students, especially during periods when pre-K programs and public schools are not in session, since OSY often live in the same areas as migrant families and work alongside them in qualifying agricultural work.



Figure A: Two recruiters from Kentucky looking for OSY

Note to New Directors from the GOSOSY ID&R Work Group:

States across the U.S. have experienced changes to their Migrant Education Program (MEP) demographics due to a variety of factors such as increase of H-2A visas, urbanization of rural areas, and new agricultural technologies. Perhaps, the most consistent change across the nation has been the growth of the population of out-of-school youth (OSY).

OSY can be challenging to recruit and serve. However, in accordance with SEC. 1304(b)(1) of the ESEA, as amended, states must “ensure that the unique educational needs of migratory children, including...migratory children who have dropped out of school, are identified” and served. So how can we ensure that we are identifying and serving this population in the same way that we identify and serve our in-school migratory children? Several practitioners are already successfully recruiting and serving OSY in programs throughout the nation. These programs typically have practitioners (recruiters, service providers, mentors, tutors, advocates, etc.) who are given the flexibility needed to serve OSY and who employ innovative solutions in providing services. As a result, these programs have a greater number of eligible migratory students identified. Their OSY have received a wide range of services such as: High School Equivalency Diploma classes (HSED), job training, health and safety education, English classes, and access to credit recovery programs.

We must first realize there are two different kinds of OSY: those who are here mainly to work, typically on an H-2A visa, or those who have dropped out of school for some reason but want to get an education. The types of services provided for each can be very different. Those students who want to learn more about English or obtain a General Education Diploma (GED) may receive academic lessons to help them obtain their goals. While those OSY who are wanting to work may need a very different type of lesson, such as how to order off a restaurant menu or how to leave a voice mail. These types of lessons are called life skill lessons.

Here are some of the best practices when working with OSY:

1. **Recruiting and serving OSY requires flexibility.** Many of these migrant students work during the day. Therefore, it is most likely that recruiters and service providers will be working with them outside of normal school hours or on weekends.
2. **Recruiting and serving OSY requires innovation.** Many OSY are highly mobile and are isolated from the local communities where they are working and living. They need services that are coordinated throughout the U.S. or that are “portable” such as access to online classes or language learning apps. Keep in mind that in some rural areas in the U.S. internet availability may be an issue so either make sure the language apps you are using do not require internet or plan to bring a mi-fi with you.
3. **Recruiting and serving OSY is important.** Since OSY are most likely not in contact with their local school system, they are at risk of being pushed out and forgotten. These students are arguably one of the most vulnerable populations in the MEP and they deserve the same opportunities to be successful as any other migrant student.

The good news is that there is already a wealth of information available to you that will help your state’s programs effectively recruit and serve these students. One of the main goals of the ISOSY Consortium is to build state capacity to recruit and serve OSY through interactive professional development modules such as the one that follows. We hope that you are able to use these modules in a fun interactive way to help both types of OSY learn valuable lessons and meet their own goals in education.

Knowing the Area and Creating a Network

The first step in a proactive, outreach-based recruitment strategy is to know the area or region – not only the roads and landmarks, but the agencies and people whose lives and work relate to OSY. Most importantly, you must remember that you cannot always find migrant workers or OSY by sitting in your comfortable office chair. You have to go out into the community and schools and make connections. Making those connections will help you recruit OSY.



Know and understand the crops and how they relate to the seasons in your area. For example, when it rains in the fall in Kentucky, we know that is the best time to go out into the barns because OSY and migrant workers may be stripping tobacco at that time. If it rains during the summer or spring, then the OSY may be at the laundromat or Walmart buying supplies.

A recruiter can begin by determining what agriculture or related labor is available in the community. This information can be obtained through multiple sources. The key is to establish contacts in the field with as many agencies as possible to determine what migrant youth come for, where they work, where they live, and with whom they interact within a community.

Where do I need to look in my community
to find resources?

To determine the types of qualifying activities that occur in an area, recruiters can use resources such as county agriculture census information, contacts with local agriculture extension agents, and listings of local farms with state departments of agriculture or labor. Partnering with local farmers is also an effective way to understand not only qualifying activities, but expected seasons and worker arrival times. Another source of leads for field-based recruiting comes from the farms that employ the families of school-age children currently enrolled in the local MEP. Where there are migrant families, there are usually migrant OSY. Take the time to identify the farms and agribusinesses where your current and recent MEP families have worked and lived. With the employers, recruiters can share the positive educational experiences of the families, while letting them know about services available for OSY. Many times a recruiter can tap into both growers and farmworker families at one particular farm to help identify OSY working on that farm. By starting with the farms and workplaces of families already in the program, a recruiter can avoid making a 'cold call'. Cold calling can be reserved for after all the farms with current MEP students have been visited.

THE HARDER
YOU WORK
FOR SOMETHING,
THE GREATER
YOU'LL FEEL
WHEN YOU
ACHIEVE IT.

Recruiters should also consult with contacts throughout the community to obtain relevant information to guide their efforts. A key contact can be anyone who is familiar with the community, is aware of a possible lead to find OSY, or can help the recruiter become aware of a local resource available for the OSY population. Whenever recruiters come in contact with members of the community, it is important that they present the benefits of the program. When key community players are aware of the positive role of the program, they will be more likely to share the information they know with the recruiter, or share the information they know with potential OSY participants. The recruiter may need to tailor his/her explanation of the program to clearly show the benefits to each specific community contact; for example, the opportunity for OSY to learn English may be a great benefit to an employer.

OSY are often not well known to many people in a community, so it will take an ongoing effort on the part of the recruiter to continue to develop collaborative relationships with all community stakeholders who can help him/her better identify the population.

Key Community Partners

- Businesses/farms where OSY work
- Adult education programs often have ELL or vocational classes available for the public
- Rural Health Clinics and Community Based Health Clinics (sliding scale health venues)
- Housing managers that offer month-to-month rentals may be aware of times of the year when new renters move into the area
- Employment offices are often aware of work that is available in the community
- ESL or ELL teachers/translators at the local school district often have ties with the migrant population and usually will have an idea of where they live
- Head Start Programs – OSY may have small children that attend local programs
- Latino/Mexican store staff (or street vendors) may be very familiar with the work of Hispanics in the area
- Churches often have pastors or members that work in the community and are aware of what types of work their church members do and how long they have been in the community
- H-2A contractors
- Flea markets, food banks, advocacy organizations
- Labor contractors/companies
- Department of Labor
- High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)

Creating Strategic Relationships


In many places, the OSY population is ever-changing. Creating and updating a community checklist of key contacts for recruiters, including agencies, schools, and agribusinesses in the area, helps aid recruiters in thoroughly canvassing a community. This checklist will help recruiters find youth quickly, while increasing awareness of existing resources and services they can share with OSY. The contact list helps recruiters ensure that they have made contact with all community partners who could have contact with OSY students. Though this task may be time consuming initially, it is worth it in the long run.

As different agencies and organizations become aware of the ongoing beneficial efforts of the program and the recruiter's presence, they are more likely to share any new information with the recruiter. For recruitment networks to grow stronger, a recruiter must always remember that successful networks are built on respect, trust, and the mutual benefits to all stakeholders.

Local employers are often willing to work with recruiters if recruiters explain the program in advance and arrange to visit the site at a time, such as lunch break, that is approved by the site manager or crew leader. If the recruiter is able to provide materials or services needed by the OSY population, the employer will be more receptive to working with recruiters in the future. If local employers are not interested in letting recruiters come and recruit on site, they might be receptive to allowing the recruiter to leave survey forms for interested workers to fill out during a lunch break or to provide the form to them when they receive their pay check. The recruiter and employer can decide on a date and time when the recruiter can return to retrieve the completed forms. If the survey form can be made part of an employee application, the recruiter would agree to come back to pick them up on a regular schedule, which could help to capture those who may have applied and not been hired.

What should recruiters say when they meet a farmer?

“Hello, I work with the school system. I wanted to see if you have any workers that are under the age of 22 or that have children.”




Kentucky Migrant Education Program
Identification & Recruitment
Parent Survey

Address: _____


How long has your family lived at your present address? _____ years _____ months

Has your family moved in the last 2 years? ☐ Yes ☐ No


Has anyone in your family worked in anything related to the jobs listed below? ☐ Yes ☐ No




Feed Cattle,
Processing,
Packing




Dairy




Eggs




Cultivation, soil
preparation




Fishing




Harvest (fruit and
Vegetables)



Tobacco



Trees
planting,
Cutting




Nursery, sod,
Greenhouse

Name of Parents: _____
Please list all children less than 22 years of age

First name	Last name	Gender	School	Grade	Date of birth

Telephone: _____ Best time to call: _____

10/08




El Programa de Educación Para Migrantes
Encuesta de Padres

Dirección: _____


¿Cuánto tiempo ha vivido su familia en esta dirección? _____ años _____ meses

¿Se ha mudado su familia en los tres años pasados? ☐ Sí ☐ No


¿Ha trabajado algunos de los trabajos abajo, al menos, en su familia? ☐ Sí ☐ No




Procesando:
Patio, carne, carne de
cerdo




Vacuante




Huevos




Cultivo, preparación
del suelo




Pescando




coqueña (fruta y
Verduras)



Tabaco



Arboles:
plantados,
Cortados



Semilleros, clones,
invernaderos

Nombre de los padres: _____
Por favor liste a todos los niños menores de 22 años

Nombre	Apellido	Sexo	Escuela	Nivel	Fecha de nacimiento

Telefono: _____ mejor hora para llamar: _____

10/08

Figure B: Occupational Surveys handed out to help find eligible students

If employers are not willing to distribute a survey, they might be willing to post the National Migrant Hotline number 1-800-234-8848 or a WhatsApp number. An effective strategy for a flyer can be a listing of free resources for learning English for participants in the Migrant Education Program. Workers may decide to call the National Migrant Hotline number on their own, and then be referred to the MEP staff members, who can talk with them about the program.

MEP staff can network with local farmers by attending local fruit and vegetable growers' trainings. Going to these meetings on a rotational basis is helpful because farmers are more open when they see the recruiter again at their farm. Phrase books with English/Spanish terms are also useful for the employer to communicate with their workers. Ask employers if they would like to contribute to the phrase book with specific terms that they need to communicate with the workers. EPA requires that pesticide handlers attend trainings, and these are good places to meet growers.

Recruitment networks can be fostered not only on the local level, but also on the regional and state level. Specific networks can be created to find and serve OSY. If possible, gather agencies in your state and host roundtable meetings to network among agencies, or possibly establish a coalition that works together to assist migratory farmworkers in a comprehensive manner.



(See page 10 with examples from Indiana and Pennsylvania.) If it is difficult to meet in person, it may be possible to plan webinars, conference calls, or a listserv to communicate among agencies.

Safety

Safety is probably one of the most, if not **the** most, important thing to remember when you are recruiting. Here are a few simple things recruiters can remember to keep themselves safe:

- Try not to go out in the field on your own if you don't feel comfortable
- Always take your cell phone
- Always take some form of identification
- Park your car in a visible area that is as lit as possible
- Always park your car in a way where you can leave easily
- Always keep some form of protection on your person (i.e. pepper spray)
- Let your staff/family know where you are going to be
- Use phone applications that can let staff/family know your exact location in case of an emergency
- Keep staff/family updated if your plans change
- Always trust your instincts



Technology and Recruiting

Finally, it is important to consider how to maximize technology resources when canvassing.

There are numerous online databases and Geographic Information Systems (GIS) available to learn more about crops, H-2A programs, labor contractors, and farmworker housing. One example is the Department of Labor's iCERT Visa Portal site: <http://icert.doleta.gov/index.cfm> . This user-friendly site provides current and past job orders for H-2A workers. It is useful for identifying agricultural employers. A user can search by state, by crop, by date range, and other factors. Once the request is populated, it generates an individual PDF of the agricultural employers' work order including number of workers requested, farm address, housing conditions, and other information.

The U.S. Department of Labor also maintains updated lists of registered crew leaders at <http://www.dol.gov/whd/regs/statutes/FLCList.htm> and ineligible crew leaders at http://www.dol.gov/whd/regs/statutes/mspa_debar.htm. Various state Departments of Labor maintain lists of registered farmworker housing. Mapping software and online systems can provide useful records of locations of camps and previous visits.

With technology so readily available, our program uses an online database or Google Group to store information we find about specific areas/contacts. We even use Google Maps to help new recruiters become familiar right away with not only the names and information of key contacts but also where they are located. When information needs to be updated or added we always update/add it online.

– MEP Coordinator



Sustainability of Recruitment Efforts

MEP staff turnover may be high, so state MEP programs should develop a way to continue to share information as new staff come on board. Programs can create a spreadsheet or database of all of the information they have been able to gather about a specific area listing key contacts and resources. A regular update schedule can be maintained so this living document can be shared with new recruiters as they come on board.

A program in North Carolina uses "Camp Cards," a very user-friendly, color-coded, paper-based system of organizing camp information and adding new data to it annually. "Camp Cards" can be made by using index cards to note information about a farm or camp and can include the following information: the farmer's name, his response to visits in the past, information about the crew chief, the number of workers at a farm, key contact information including addresses and phone numbers, and notes about the best time to visit the farm. This information can be kept and used each year, updating when necessary. The practical version works well, but could easily be incorporated into an electronic database.

A Local and a Statewide Example of Networking

For networking with local agencies, a Migrant Education Program in Scranton, Pennsylvania, held a community agency meeting, during which agencies had 3 to 5 minutes to present on their services qualification criteria. This was also a good opportunity to let them know about the MEP as a resource for them.

Some areas have also had success with agricultural businesses/school district/partner breakfasts where the MEP can explain how we identify and recruit migrant students and explain the services that we provide. The MEP can also be proactive in explaining the needs of migrant youth. For example, a local university may offer free HSED programs if there is a need and it is brought to their attention.

Indiana has created a Farmworker Coalition. This has been an effective way to gather many people together to discuss farmworker needs. This model can be modified or used in other states to help build a network of resources or agencies working to better serve OSY. Agencies meet monthly with the goal of improving the quality of life for migrant and seasonal farmworkers, including OSY. Some of their activities have included:

- An economic impact study of migrant labor in Indiana
- Efforts to reestablish food pantries for farmworkers
- Encouragement of cooperation between organizations
- Clarifying housing needs of migrant farmworkers in Indiana
- Organizing an annual conference for farmworker service providers to continue education and build capacity related to migrant farmworker needs

Building Trust and Rapport

It helps to smile, especially the first time the recruiter meets with a new group. OSY can be wary of anyone who approaches them and asks direct questions, so it may be necessary to try several strategies to foster trust and confidence. First and foremost, it is important that recruiters be friendly, respectful, and approachable in all situations.

Canvassing can help recruiters develop an understanding of the living situations of OSY, but a recruiter must also understand the perspective of OSY. It is essential to explain the program's purpose and its services in a clear and understandable way. OSY need to know how enrollment in the program can provide them direct benefits. If a program does not offer a service that is of interest to the OSY, they will not want to enroll even if they are eligible.

One strategy that frequently works well is to identify the person in the group who seems most comfortable talking with the recruiter. A recruiter can put the whole group at ease more quickly by directing questions to this person – often an older, more experienced worker. Sometimes there will be one member of the group who is making clear eye contact when the recruiter approaches, while others might be looking away or looking nervously at the approaching recruiter. That person can be asked general questions and then, when necessary, additional questions can be asked to individuals in the group.

Another effective strategy for a recruiter working with a group of OSY is to glean information from the general group to save time from interviewing each individual person. A recruiter can ask questions such as:

- How many of you have been here less than three years?
- Does anyone here have children?
- Is anyone under 22 years old?
- How long do you plan to remain employed here?
- Do any of you have a high school diploma or GED?

Then, depending on the general group response, a recruiter can follow up with those who have responded in a way that might indicate there is a possibility of qualifying for the program. It may take multiple visits to convince particularly reluctant youth to sign up. They may need to see how others participate in the program before they decide to enroll. Assure them that any information they give you is confidential and that their privacy will be protected.

In some situations, a written survey can be a handy tool. It can be used to help make the recruitment process go more smoothly when there is limited time and a large number of people to talk with at once. A survey helps the recruiter gather information quickly to see who needs to have a follow-up interview to determine possible eligibility. It should not be the only tool used to recruit in large groups since some OSY

may not opt to fill out a survey or, depending on their literacy level, may not be able to fill it out accurately.

Recruiters have to be willing to work at a time that is convenient for OSY. This can vary depending on the type of work OSY are doing and the time of year. If it is not possible to talk with OSY at their places of work during the day, recruiters should be willing to visit their homes during the evening, early morning hours, or on the weekend. If housing is provided by the employer, try to get permission from the employer first before visiting. Recruiters may try to recruit during workers' lunch break with the permission of the grower/company.

Flexibility is the key to successfully enrolling OSY, along with patience and utmost respect for the limited time workers may have to spend with the recruiter. Most OSY come to work to make money; they do not come with the intention of continuing their schooling. Therefore, their immediate priority may not be education. When recruiters understand the point of view of OSY, they are better able to successfully communicate the benefits of the MEP.



Utilize Appropriate Strategies to Raise the Comfort Level of OSY

There are many basic strategies that recruiters can use to help OSY become more comfortable with the interview process. Recruiters should always think about the following:

- It takes just a quick glance, about three seconds, for someone to evaluate you when you meet for the first time. In this short time, the other person forms an opinion about you based on your appearance, your body language, your demeanor, your mannerisms, and how you are dressed. Recruiters need to make sure they are dressed appropriately and conduct themselves professionally at all times.
- Remember, if you are feeling uncomfortable and on edge, this can make the other person ill at ease and that is a sure way to create the wrong impression. If you are calm and confident the other person will feel more at ease and more comfortable during the interview.
- Clearly explain your purpose before you start asking questions. If an OSY is comfortable with the program purpose, he/she will be more willing to answer your coming questions.
- Conversations are based on verbal give and take. If the OSY seems hesitant to talk with you, take a few minutes to learn something about him/her. Work to put them at ease. Assure the worker that all information is protected.
- Never make promises you cannot keep. The word will get out quickly to OSY if the program is something that they think is valuable to them. If they feel that the program does not keep its promises, it will quickly get around a camp and trust will be harder to rebuild.
- It is always helpful for you to have appropriate materials for OSY at the time of recruitment.

Bridging the Gap Between Recruitment and Services

A Recruiter's Toolbox

The following are helpful materials to have handy when recruiting OSY:

- List of local resources that can easily be printed and distributed
- Materials such as dictionaries, books and CDs to learn English, and iPods/MP3 players with English materials already loaded
- Travel bags with basic toiletries for OSY who have limited access to stores and transportation
- Books in Spanish or in the OSY's native language for pleasure reading
- Gloves and hats
- Key chains, pens, phone cards, or other materials with the National Migrant Hotline number listed
- First aid kits
- Bring donated gifts/dictionaries/caps (not purchased with MEP funds)

We always find OSY are interested in materials to learn English. We give a dictionary out when we recruit, but we always make sure we teach the OSY how to use it. We can't always assume they know how to use the resources we are distributing. It is not enough to just hand it out and send them on their way.

– MEP Coordinator

Activity 2.1: Field-Based Recruitment Jigsaw

Rationale

The iSOSY website contains a large amount of information for use by recruiters. Experienced recruiters may want to make an occasional visit to gain new insights, and new recruiters can harvest a wealth of tips to help them be successful. This jigsaw activity allows both seasoned and new recruiters to explore and share website resources on field-based recruiting.

Objective

- Participants will be able to summarize key points and share resources from the “Field-Based Recruiting” section of the iSOSY website.

Materials

- Computer access or printouts of *Field-Based Recruiting*
- Chart paper
- Markers

Time 45 minutes

Steps

1. Divide the group into 3-5 subgroups.
2. Assign each subgroup a section of *Field-Based Recruiting* to read together.
3. Ask each group to write five key points from their reading.
4. Leaving one person at each table to “teach” the others, ask other group members to travel to each table to learn the key points. After 20 minutes, return to the original subgroups.
5. When the whole group is back together, ask the following questions:
 - a. What are some new things you learned?
 - b. What are some surprising things you learned?
 - c. Can you add to the important points about field-based recruitment?

Activity 2.2: The Experience Behind the Tips—A Critical Discussion of the ID&R Tip Sheet

Rationale

It is easy to scan down a tip sheet and not think about the reasons behind the tips. This exercise allows participants to discuss the reasons for each particular tip, and also to discuss exceptions to the tips.

Objective

- Participants will analyze the reasons behind tips on the *ID&R Tip Sheet*.
- Participants will brainstorm new tips for OSY recruitment.

Materials

- *ID&R Tip Sheet* from iSOSY website
- Chart paper
- Markers

Time 30 minutes

Steps

1. Ask participants to work in pairs on this activity.
2. Ask them to read the *ID&R Tip Sheet* and pick out three tips to analyze.
3. Each pair takes five minutes to discuss the reason behind the tip and any experience they have had that either supports or disputes the tip.
4. Get all participants back together to discuss:
 - a. What do you think are the most important tips on the sheet?
 - b. Were there any tips with which you did not agree?
 - c. Do you have other tips you would like to add?

Activity 2.3: ID & R Community Summary Questionnaire Pair and Share

Rationale

This activity gives participants a chance to begin to develop their lists of local resources and share them with a colleague.

Objectives

- Participants will reflect upon their service area and list local resources.
- Participants will share resources in their local area with other recruiters.

Materials

- *Community Summary Questionnaire*
- Chart paper
- Markers
- Optional: computers with internet access

Time 30 minutes to one hour

Steps

1. Distribute copies of the *Community Summary Questionnaire*.
2. Let participants know that this is just the beginning of their community assessment.
3. Ask participants to develop a list of questions for different community resources (see example below).
4. Ask participants to develop a list of benefits of the MEP to different community partners (see examples on next page).
5. Bring the group back together and ask volunteers to share their questions/benefits with the entire group.

Examples

Program – Adult Education

- **Questions to ask:**
 - Do you have classes?
 - What time(s) are they held?
 - Would it be possible to attend one of the classes and talk with class members?
 - Do they have a translator for the program?
- **Potential benefits of the MEP to Adult Ed:** MEP works to inform OSY of resources in the community. The recruiter can share programs offered by Adult Ed, class times, and the like with the migrant community.

Contact – Agriculture Extension Agent

- **Questions to ask:**
 - Where are the farms located?
 - What kind of work in agriculture is offered in the county?
 - Do you know what kinds of labor are generally used in agriculture in the county?
 - Do you know if the labor force is mostly local or do they come from other places?
- **Potential benefits of the MEP to agent:** The MEP program has educational programs for children of eligible workers in agriculture. Farmers are often interested in helping their workers and the agents are interested in helping the farmers. This is one more resource of which the extension agents can help farmers be aware. In addition, where applicable, MEP staff can explain resources, such as materials to help migrants learn English, which will help farmers be able to communicate better with workers.

ID&R Activity 2.3: Community Summary Questionnaire

Instructions: Think about your local region and brainstorm possible community agencies to begin looking for OSY. Use a computer or cell phone to start locating these agencies. Each organization is followed by some sample questions that can help you complete a community survey.

Businesses/ farms/ cooperative extensions

Questions to ask:

- Where are the farms located? What kind of work in agriculture is offered in the county? Where are the specific farms located in the county? Do you know what kinds of labor are generally used in agriculture in the county? Do you know if the labor force is mostly local or do they come from other places?

Name	Address	Phone Number

Adult Basic Education/ ESL programs

- What kinds of programs are available for migratory students? What is required to enroll? Are all classes on the campus, or are there satellite classes available?

Name	Address	Phone Number

Temporary housing/ motels that rent monthly

- Do you provide housing to migratory farmworkers? Is there a time when most workers arrive and depart? May we offer classes here on site?

Name	Address	Phone Number

Employment offices

- What are the seasons for agricultural hiring?

Name	Address	Phone Number

ESL or ELL teachers/ paraprofessionals/ translators

- Are you able to give classes for young adults? Can you recommend resources for young adult learners? What do you see as the most pressing language needs of out-of-school youth?

Name	Address	Phone Number

Head Start programs – OSY can have small children that attend local programs

- What are the requirements for your program? Are there deadlines for enrollment? How can we work to ensure that migratory families have access to your services? What is your service area? Do you provide transportation?

Name	Address	Phone Number

Hispanic stores

- Do you notice changes in numbers of customers at certain times of the year? May we post information at your store? May we offer classes on site?

Name	Address	Phone Number

Local police departments

- Where do migratory farmworkers tend to live in this area? Would you be willing to help us present information on safety and crime prevention to our students?

Name	Address	Phone Number

Churches

- Do you provide services for migratory farmworkers? Do you have volunteers who would like to work with farmworkers? Do you offer spaces for meetings or classes?

Name	Address	Phone Number

Activity 2.4: Role Playing an OSY Interview

Rationale

This activity gives new recruiters a chance to practice ways to approach OSY and promote the program. It also gives them the opportunity to “change places” by playing an OSY.

Objectives

- Participants will develop a list of the benefits of being in MEP.
- Participants will reflect on the way OSY might perceive MEP recruiters.
- Participants will share insights learned from the role play.

Materials

- Chart paper
- Markers

Time 30 minutes to one hour

Steps

1. In a group, brainstorm several settings for recruiting youth (at work, in a store, on the street, etc.).
2. Divide the group into several small groups.
3. Each group can decide on their setting and who will play the OSY and the recruiter.
4. Ask the group to try several role plays of a recruitment session with the youth and to change roles so everyone gets a turn.
5. After about 10 minutes, get the group back together.
6. Questions for discussion:
 - a. What were some strategies for getting the OSY’s attention?
 - b. How did you explain the program quickly and efficiently?
 - c. Did you offer any handouts or “freebies”?
 - d. Were there any difficult situations?
 - e. How will you do follow up?

Activity 2.5: Using the Department of Labor Website(s) to Find Local Agricultural Employers Rationale

To be up to date about where agricultural employers are located, recruiters should be familiar with two different websites within the U.S. Department of Labor that are useful in locating OSY.

Note. An internet connection is required to complete this lesson.

Objective

- Participants will practice using several internet sites for locating labor contractors or agricultural employers.

Materials

- Internet connection

Time 30 minutes

Steps

1. Have participants go to the Department of Labor (DOL) website: www.dol.gov. Under Wage and Hour Division (www.dol.gov/whd), search the section on Agricultural Employment for the farm labor contractor list and farm labor ineligible contractors list. This has contact information for licensed farm labor contractors, as well as those who for various reasons are no longer eligible to be a labor contractor (but that does not mean they are not still engaged in farm labor contracting through a spouse or other person). Ask recruiters to make note of the agricultural employers in their area.

Sites: Registered crew leaders: <http://www.dol.gov/whd/regs/statutes/FLCList.htm>

Ineligible crew leaders: http://www.dol.gov/whd/regs/statutes/mspa_debar.htm

2. Have participants go to <http://icert.doleta.gov/>. They will find a “public registry” page that lets them look for the growers who have filled out applications requesting H2A workers in particular states. Make note of those in the participants’ regions. Participants can look at a PDF copy of the actual application that shows the number of workers and address of the camp.
3. With participants, discuss how they might use this information.

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