

Conducting an Interview

The Interview Process



Module 7 Level 3

Materials

- Module 7 Level 3 Outline
- Handouts, as needed
- Pen or pencil
- Highlighters
- Post-its



Level 3: The Interview Process

Goal

- The recruiter will know how to effectively interview a family or youth for the Migrant Education Program.



Level 3: The Interview Process

Objectives

Participants will be able to:

- Describe the components of an interview for determining MEP eligibility.
- Explain the MEP and the Purpose of an Interview.



Level 3: The Interview Process

Objectives

Participants will be able to:

- Understand the difference between open-ended questions and leading questions.
- Recognize situations that would cause a recruiter to ask for additional documentation.

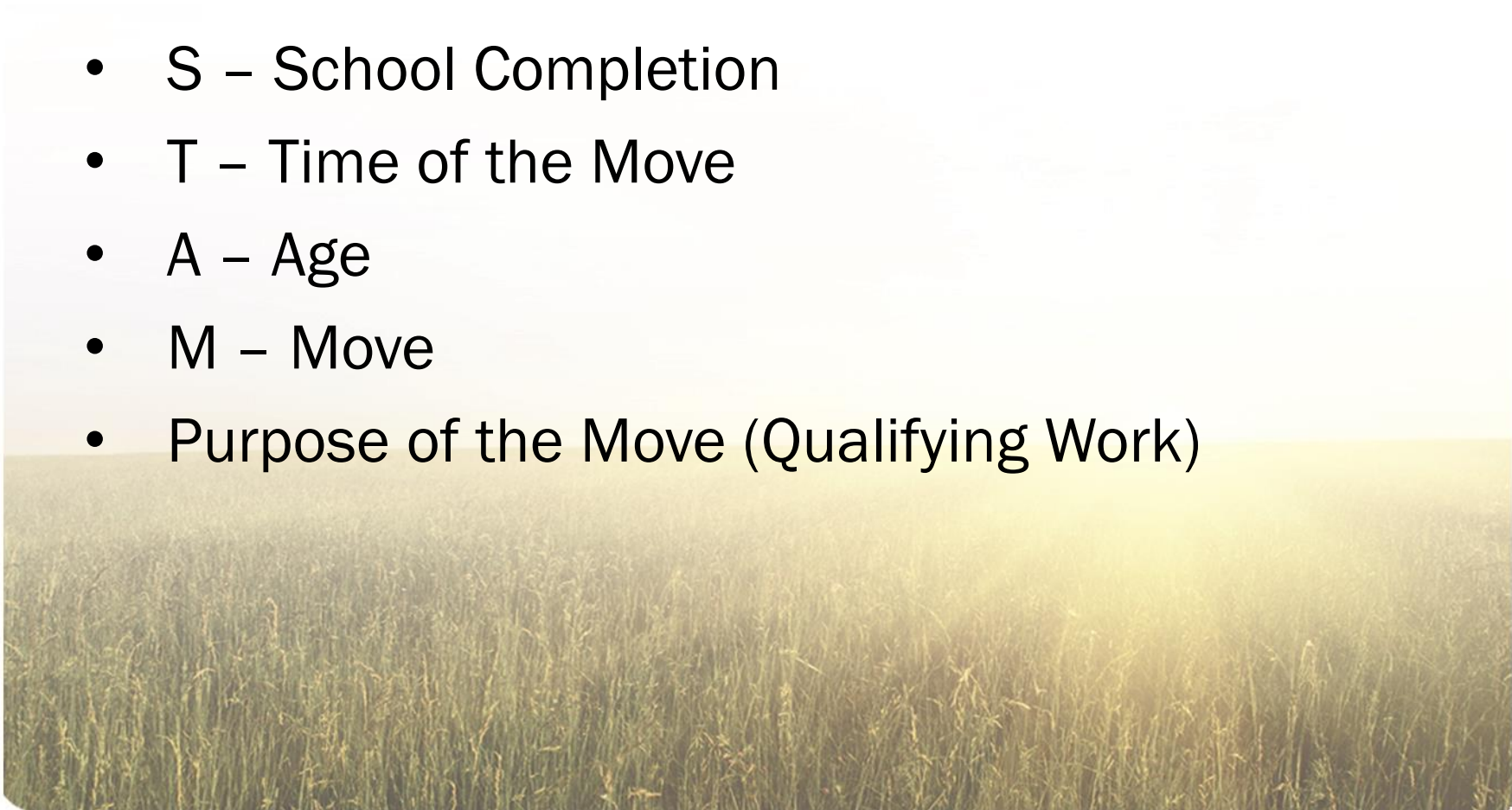


Agenda: Level 3

- MEP Eligibility Factors Review
- The Interview
- The Interview Process
 - Before the Interview
 - During the Interview
 - Types of Questions
 - Strategies
 - After the Interview
- Assessment

MEP Eligibility Factors Review

- S – School Completion
- T – Time of the Move
- A – Age
- M – Move
- Purpose of the Move (Qualifying Work)



MEP Eligibility Factors Review

How does knowing the child eligibility requirements help you

- Find potential migrant families?
- Determine the eligibility of potential migrant families?



The Interview

- The MEP interview is the science of understanding rules and regulations, completing paperwork correctly, analyzing data and making accurate eligibility determinations.
- The MEP interview is the art of talking to people one-on-one to elicit information that may be very personal.

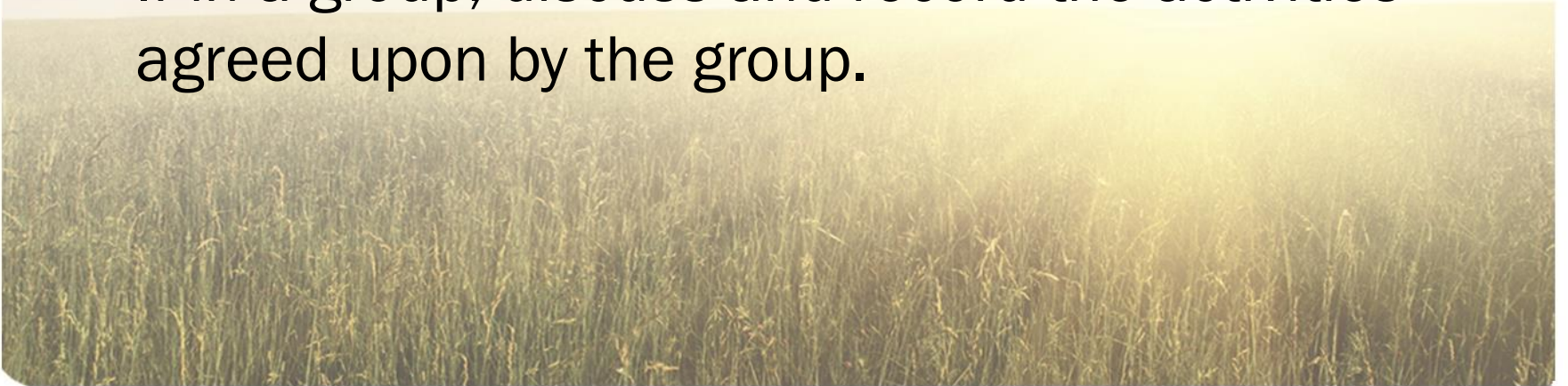


The Interview Process

- Before the interview
 - Lay the groundwork for the interview
 - Transition to the interview
- During the interview
 - Gather information on child eligibility
 - Transition to the confirmation process
 - Confirm responses
 - Close the interview
- After the interview

The Interview Process: Before the Interview

- Turn to “The Interview Process” graphic organizer in your Outline.
- Fill it in with the activities you do **BEFORE** the interview.
- If in a group, discuss and record the activities agreed upon by the group.



The Interview Process: Before the Interview

- Share the information from your or your group's graphic organizer in the chat box.



The Interview Process: Before the Interview

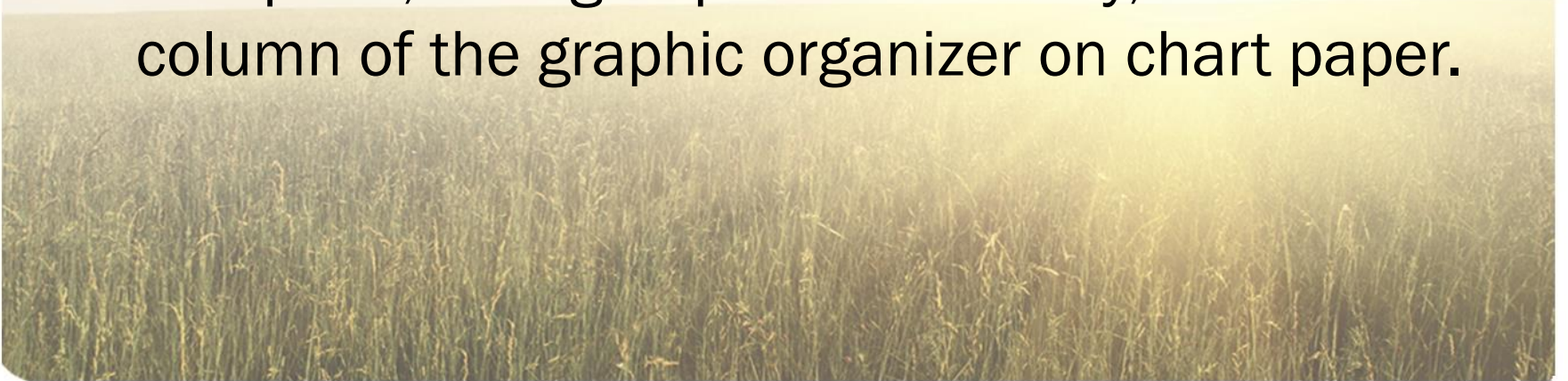
- How important is the preparation before the interview? Why?

Please remember ...

- Pre-screening the family before the visit helps you determine if an interview is necessary.
- Utilizing migrant student databases helps you identify prior history and possible conflicts with dates.

The Interview Process: During the Interview

- Turn to “The Interview Process” graphic organizer in your Outline.
- Fill it in with the activities you do **DURING** the interview.
- Complete, as a group or individually, the second column of the graphic organizer on chart paper.



The Interview Process: During the Interview

- Share the information from your or your group's graphic organizer in the chat box.



The Interview Process: During the Interview

- Explaining the MEP and the purpose of the interview
 - Volunteer to play the role of a recruiter
 - Explain to a “parent” the purpose of the interview and of the MEP



The Interview Process: During the Interview

- Explaining the MEP and the Purpose of the Interview
 - “Parents” - Write down in your Outline the key points presented by “the recruiter”
 - Turn to the section in your Outline entitled: Explaining the MEP and the Purpose of the Interview: Scene 2

The Interview Process: During the Interview

- Explaining the MEP and the purpose of the interview

Migrant Education Program

eligibility

qualify

confidential

seasonal

temporary

agriculture

gather information

education

children

requirements

interview

fishing

The Interview Process: During the Interview

Explaining the MEP and the purpose of the interview

- Ask for a volunteer (Recruiter) to explain the MEP and the purpose of the interview to your parent using the vocabulary from the previous slide.
- “Parents” - write down key points that the recruiter is sharing with you in your Outline, Scene 2.

The Interview Process: During the Interview

- Explaining the MEP and the purpose of the interview
 - How were the two conversations different?
 - As a “parent”, which conversation did you feel gave you more information? Why?



The Interview Process: Types of Questions

Open-Ended Questions

Vs.

Leading Questions



The Interview Process: Types of Questions

- Find the section in your Outline entitled Leading vs. Open-ended Questions.
- In your group, follow the directions to fill in the blanks appropriately.
- Remember leading questions can typically be answered with a “yes” or “no.”
- We will review as a whole group.

The Interview Process: Types of Questions

1. You moved here to work in agriculture, right?

LEADING

2. Did you move to obtain any type of agricultural work?

LEADING

3. How did you know this type of work was available?

OPEN-ENDED

The Interview Process: Types of Questions

4. What kind of work were you looking for?

OPEN-ENDED

5. Why did you move here?

OPEN-ENDED

6. You've moved recently, haven't you? Say, within the past 3 years?

LEADIING

The Interview Process: Types of Questions

7. How long has your family been living in (name of current hometown)?

OPEN-ENDED

8. You know we have a great summer program for children who have moved. I'll bet your kids have moved in the last few years, haven't they?

LEADING



The Interview Process: Types of Questions

9. Has anyone in your family moved recently?

OPEN-ENDED

10. When did they move?

OPEN-ENDED



The Interview Process: Types of Questions

Review the questions identified as leading questions:

Numbers 1, 2, 6 and 8

Rephrase each leading question to an open-ended question. Write the rephrased question in your Outline in the space provided below each question.

The Interview Process: Active Listening

- Focus on the speaker.
- Sit near the speaker.
- Lean forward in an engaged pose.
- Restate the speaker's key points.
- Summarize the conversation.
- Ask relevant questions.
- Let the speaker rest after talking.
- Show interest through facial expressions and gestures like nodding and eye contact.

The Interview Process: Ask for Additional Information

As a recruiter, have you ever experienced a time when you felt like you needed additional information or documentation to make a valid eligibility determination?

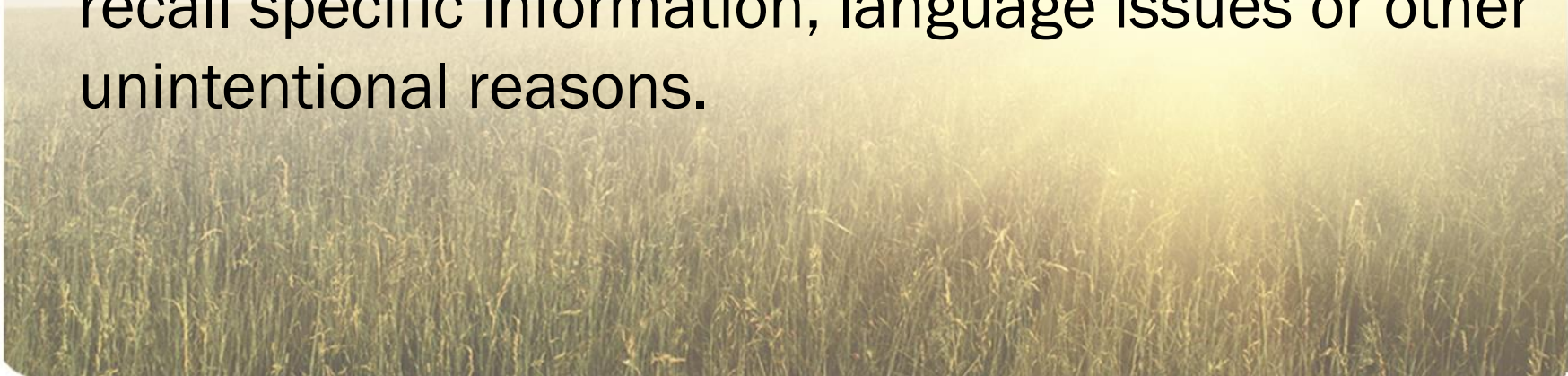


The Interview Process: Ask for Additional Information

Scenario 1:

The facts are unclear.

An interviewee may give conflicting or unclear answers because of fear or stress, an inability to recall specific information, language issues or other unintentional reasons.



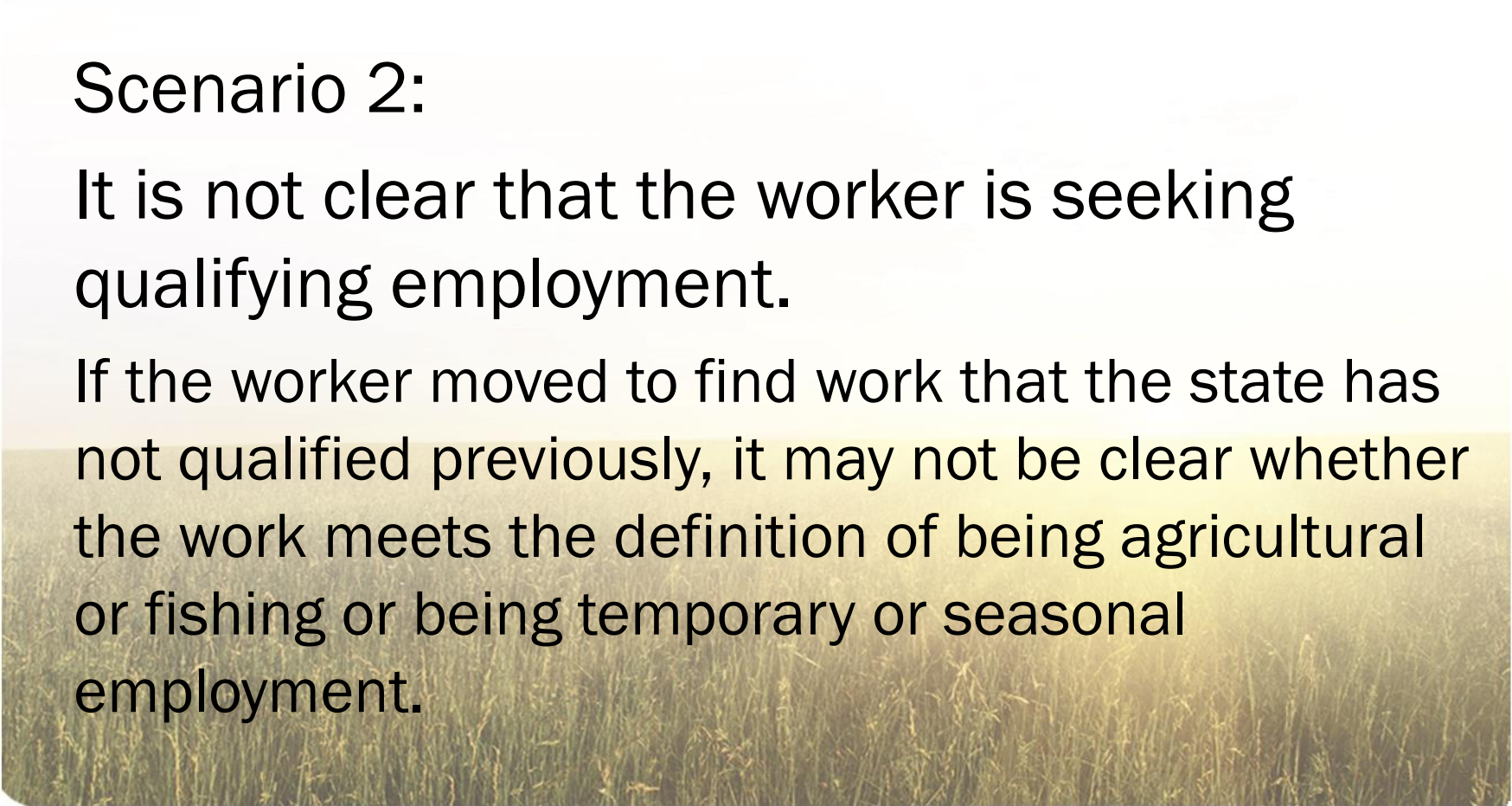


The Interview Process: Ask for Additional Information

Scenario 2:

It is not clear that the worker is seeking qualifying employment.

If the worker moved to find work that the state has not qualified previously, it may not be clear whether the work meets the definition of being agricultural or fishing or being temporary or seasonal employment.



The Interview Process: Ask for Additional Information

Scenario 3:

It is a high-risk area or an area that has been a problem in the past.

Some audits discovered misidentified children because the recruiters did not properly apply the eligibility requirements, for example, in the areas of economic necessity and the temporary nature of employment.

The Interview Process: Ask for Additional Information

Scenario 4:

The recruiter suspects that the family has not been truthful.

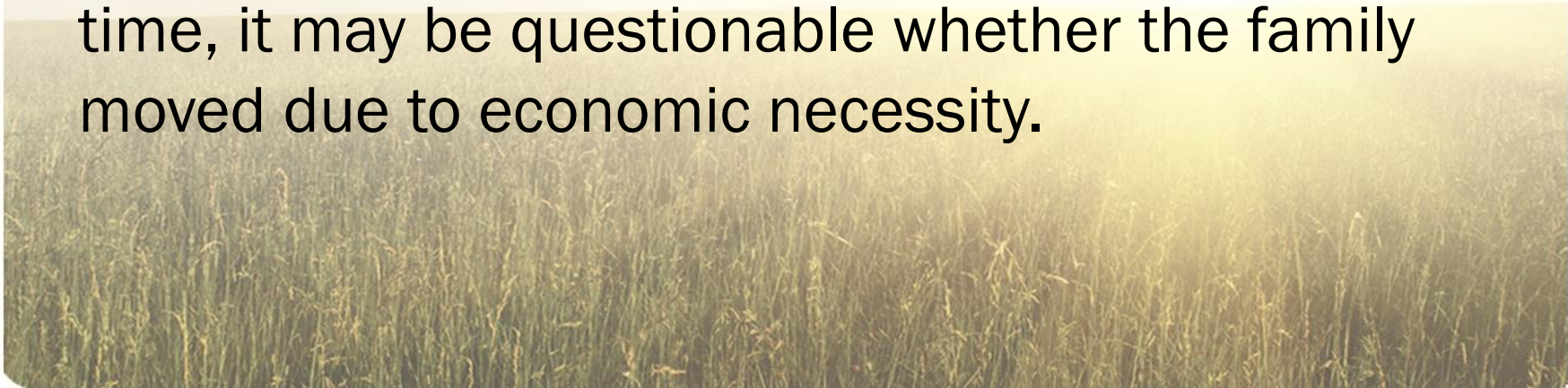
In some cases, a family may say whatever they need to say to get their child a desired MEP service. A worker may claim to have moved to another state for qualifying employment, but the recruiter may have viewed records that showed the children in attendance at the local schools.

The Interview Process: Ask for Additional Information

Scenario 5:

If there is a question regarding economic necessity.

If a move was of an extremely short duration of time, it may be questionable whether the family moved due to economic necessity.



The Interview Process: Difficulties

- Resistance
- Assumptions and Judgments
- Language and Culture
- Distractions



The Interview Process: After the Interview

- After the recruiter has completed the interview portion of the visit, he or she should do the following:
 - Check the COE to make sure it is complete, clear, signed and correct.
 - If needed, consult with the translator to verify the information on the COE and observations regarding the interview.

The Interview Process: After the Interview

- If appropriate, thank the housing unit manager, farm owner or employer for being cooperative.
- Follow up on any promises made to the family during the interview.
- With the interviewee's permission, contact community agencies and provide them with referral information so they can help address any needs the family may have that are outside the scope of the MEP.

The Interview Process: After the Interview

- Record the interview in an activity log and complete any other required paperwork.
- If the recruiter gathered any new or updated information from the family or youth, enter that information in the state or local migrant database.
- Avoid sharing private information about the family that came out of the visit.

The Interview Process: Final Thoughts

What did you learn from today's discussion about before, during and after the interview?

