

Strategies for Conducting Effective Interviews

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Agenda

- Identify the goals of the interview.
- Discuss the different parts of the interview process.
- Understand the differences when addressing each scenario (*parent, worker, employer, community member, school, etc.*).
- Develop your own pitch for each scenario.
- Practice your pitch.

Goal of the Interview

Take 2 minutes think of a couple objectives for the interview. Be prepared to share.

Possible answers:

- Explain the MEP
- Indicate how they can benefit from the MEP
- Determine eligibility for the MEP
- Document eligibility for the MEP
- Identify other potential leads

The Interview

The MEP interview is:

- The science of understanding rules and regulations, completing paperwork correctly, analyzing data, and making accurate eligibility determinations.
- 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

- Check information received in the COE
- Implement Quality Control

Activity

From the following activities, identify if they occur:

- BEFORE the interview
- DURING the interview
- AFTER the interview

Activity

- Pre-screen the family prior to the visit or have the school or employer survey the family if possible.
- Use a conversational tone.
- Update the state migrant student database of new eligible migrant students.
- Introduce yourself and explain the purpose of the visit.

Activity

- Let all appropriate parties (schools, employers, housing unit manager) know your reason for contacting the workers/families.
- Thank the worker/family for their time and ask for referrals.
- Utilize your state's migrant database and/or MSIX to gain available information in advance.
- Actively listen during worker's responses. Repeat or reword questions when needed.

Activity

- Observe the surroundings (look for clues of migrant worker lifestyle).
- Dress neatly, but not too formally, so that the family is comfortable.
- Ask for additional information if the facts are unclear or recruiter suspects the worker has not been truthful.
- Record the interview and mileage in a recruiter log (if required by the local program).

Activity

- Become familiar with possible referral services so that you can bring useful resources to the worker/family.
- Utilize your state's database and MSIX to corroborate information about possible previous qualifying moves.
- Follow up on any services offered to the family during the interview.
- Check previous student records to confirm student's date of birth.

Activity

- Make arrangements for an interpreter to accompany you (if necessary), and let the family know two people will conduct the interview.
- Contact employer (with the family's prior permission) to corroborate that the worker did apply for work.
- Use open-ended questions to start the conversation.
- Bring COE, OSY forms, writing materials, referrals, and learning materials.

Activity

- If appropriate, thank the housing unit manager, farm owner or employer for being cooperative.
- Take notes before filling in the COE.
- If appropriate, thank the housing unit manager, farm owner, or employer for being cooperative.

The Interview Process: Types of Questions



Open-Ended Questions

Vs.

Leading Questions

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The Interview Process: Types of Questions

- You moved here to work in agriculture, right?

LEADING

- Did you move to obtain any type of agricultural work?

LEADING

- How did you know this type of work was available?

OPEN-ENDED

The Interview Process: Types of Questions

- What kind of work were you looking for?
OPEN-ENDED
- Why did you move here?
OPEN-ENDED
- You've moved recently, haven't you? Say, within the past 3 years?
LEADING

The Interview Process: Types of Questions

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

OPEN-ENDED

- 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

- Has anyone in your family moved recently?
OPEN-ENDED
- When did you move?
OPEN-ENDED

The Interview Process: Ask Additional Questions



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 additional questions when:

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 additional questions when:

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 and/or being temporary or seasonal employment.

The Interview Process

Ask additional questions when:

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 additional questions when:

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 additional questions when:

There is a question regarding economic necessity.

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

The Interview Process: **The Elevator Pitch**

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

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Elevator Pitch

An elevator pitch is designed to relay just enough information to cause the person you are speaking with to say, “Tell me more...”



Elevator Pitch

About the technique:

- **Hook them early:** The hook must snag your listener's interest and make them want to know more.
- **Know your audience:** A good elevator pitch will shift depending on the audience you're trying to reach.
- **Don't regurgitate a memorized pitch:** Make sure your pitch sounds natural in conversation.

Elevator Pitch

About the technique:

- **Create a relationship:** Your pitch should serve as a “verbal” business card that provides a brief, compelling introduction to your program, and intrigues new acquaintances to seek more information.
- **Closing:** Finish by asking the other person what they do (because) it starts an actual conversation and allows you to actually connect, even after the “elevator ride” is over.
- **Be Passionate:** Your pitch should excite YOU first!

The Art of Talking to People

Role play interviews/interactions with different people

- Parent
- Out-of-school youth
- Employer
- School administrator
(*Superintendent/Principal/Coordinator*)
- Community member

Parent

You received a lead from a school. They use an agricultural survey and it says that the family has worked in agriculture. You visit the family and attempt to conduct an interview.

Youth

Juan is an 18-year-old male that has recently moved from Mexico to KY. He came to cut tobacco in August of this year. In Mexico, he dropped out of middle school to work and hasn't had the opportunity to go back to school because of his family's economic situation. He has been waiting to get his GED for a long time to better himself. You identify this youth at a farm.

Employer

After receiving a lead, you decide to follow up by visiting the address. You arrive at the address listed, and it is an empty bunk house. While you are returning to your car, you see a big group of workers that are headed to lunch. Seizing the moment, you head over with your papers and a few recruitment items, and begin speaking to the group.

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School Administrator

You have made an appointment with the school principal. This is a new school that has not had migrant students in the past, but your research of that county says otherwise. You want to reach out to the school to have them use an agricultural survey to hopefully identify new migrant students that may enroll in the district.

Community Member

As a recruiter you research possible places migrant families may shop, do laundry, buy groceries, attend church, etc. You have a list of places in the community where possible migrant families may frequently visit. You see a restaurant that is on your list, and you enter the front door.

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Elevator Pitch Recap

- ✓ Hook them early.
- ✓ Know your audience.
- ✓ Make sure your pitch sounds natural.
- ✓ Be Passionate!



Creating Your Own Elevator Pitch



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