



# Sample Interview Script

<b>Section 1: Lay the Groundwork for The Interview</b>	
<b>Introduce Yourself</b>	<p>Hello, my name is _____. I work with the Migrant Education Program.<sup>1</sup> It is a program that is related with the local school that could help you or your children with their education. If I can speak to you for a few minutes about your family and your work, some members of your family might be eligible for services. Even if you are not eligible, I know of some other helpful programs that I can tell you about.</p> <p><i>Hola, soy _____. Trabajo para el Programa de Educación al Migrante. Es un programa que está relacionado con la escuela local que podría ayudarlo a usted o a sus hijos con su educación. Me gustaría poder conversar unos minutos con usted acerca de su familia y su trabajo; tal vez algunos miembros de su familia sean elegibles para los servicios. Incluso aunque usted no sea elegible, sé de otros útiles programas sobre los que podría informarle.</i></p>
<b>Build Rapport</b>	<p>(Look for connections that you can make with the family. For example, did your children go to the same school that the children attend? Finding something positive to say about the parent or child may also help to put the family at ease.)</p>
<b>No Children</b>	<p>If you don't have any children, I might be able to tell you about some programs that could help <u>you</u> with your education.</p> <p><i>Si no tiene hijos, podría informarle de algunos programas que podrían ayudarlo a <u>usted</u> con su educación.</i></p>
<b>Credentials</b>	<p>Here is my identification (or business card). It shows that I work for the Migrant Education Program.</p> <p><i>Esta es mi identificación (o tarjeta de presentación). Muestra que trabajo para el Programa de Educación al Migrante.</i></p>

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<sup>1</sup> Some programs avoid using the word “migrant” because they are concerned that families may confuse it with the Spanish word “migra,” which refers to the immigration service in Spanish. Other programs avoid using the word “migrant” because some MEP eligible families may not consider themselves migrant farmworkers due to ethnic stereotypes. If this is the case, the family may avoid the interview before they had a chance to hear how it may apply directly to their family.

<b>Not in sales</b>	<p>I am not selling anything. I have some things I would like to give you for free. Here is a brochure about the Migrant Education Program and <i>[give the family other free informational items like the school's student handbook]</i>.</p> <p><i>Yo no vendo nada. Tengo algunas cosas que me gustaría regalarle. Aquí hay un folleto acerca del Programa de Educación al Migrante y [If possible, give the family other free promotional items like the school's student handbook].</i></p>
<b>Privacy</b>	<p>The information you share with me is private, and will be used for educational purposes only. I don't share information with other agencies or government departments unless I have your permission to do so.</p> <p><i>La información que usted comparta conmigo es privada y se usará solo para fines educacionales. No comparto información con otras agencias o departamentos de gobierno a menos que usted me dé su permiso para hacerlo.</i></p>
<b>Better Time</b>	<p>Is this a good time to talk? I can talk with you at another time if that would be more convenient</p> <p><i>¿Es un buen momento para hablar? Podría hablar con usted otro día si sería más conveniente.</i></p>

**Section 2: Transition to the Interview**

<b>Explain the interview</b>	<p>The Migrant Education Program helps families that have worked in agriculture or fishing. I need to ask some questions about you and your family to find out if this program can help you. For example, I'll ask about your age [or your children's age], the work you've done, and where you have lived and gone to school. We will talk about those things for a little while and then I will summarize what you have told me.</p> <p><i>El Programa de Educación al Migrante ayuda a las familias que han trabajado en agricultura o pesca. Necesito hacerle algunas preguntas acerca de usted y su familia para determinar si este programa puede serle de ayuda. Por ejemplo, le voy a preguntar sus edades, el trabajo que han realizado y dónde han vivido e ido a la escuela. Vamos a conversar acerca de esas cosas por un momento y luego voy a resumir lo que me haya dicho.</i></p>
<b>Repeat Questions</b>	<p>Just to be sure that I understood what you told me, I might repeat questions, or ask for the same information in a different way.</p>

	<i>Solo para estar seguro que entendí lo que me dijeron, podría repetir preguntas, o bien pedir la misma información de una manera distinta.</i>
<b>Probes</b>	If you don't remember something, I will try to help you by asking other questions.
<b>Documents</b>	If you have documents that have information about your family, you can use them to help you answer my questions.  <i>Si no recuerdan algo, voy a tratar de ayudarles haciendo otras preguntas. Si tiene documentos que contengan información acerca de su familia, puede usarlos para ayudarse a responder mis preguntas.</i>
<b>Time to Recall</b>	If you don't know the answers to some of my questions, I can always call you or come by later to finish up our conversation.  <i>Si no conoce las respuestas a algunas de mis preguntas, siempre puedo llamarlo o venir más tarde para terminar nuestra conversación.</i>
<b>Personal Information</b>	I apologize if some of the questions I'll ask seem very personal. I don't mean to offend you, but I need this information to see if this program can help you.  <i>Discúlpeme si algunas de las preguntas que le haga parecen muy personales. No tengo intención de ofenderlo, pero necesito esta información para ver si este programa puede serle de ayuda.</i>

**Section 3: Gather Information on Child Eligibility**

**INSTRUCTIONS:**

*The following sample interview script is provided to assist recruiters in conducting the eligibility interview. It is formatted to guide the recruiter through the process of covering the child eligibility factors to determine if the child is eligible for the MEP. Questions should be re-organized by trainers according to the type of scenario that their recruiters are most likely to encounter. For example, if the recruiter is located in an area in which temporary work is most likely to be the qualifying work, then the script should contain a full array of questions related to temporary work scenarios. When the interview occurs in either the home base or receiving state, the trainer should adjust the questions to be asked in either the past or the present tense. It is also organized so that the trainer may re-organize the questions as in a manner in which they are most comfortable; for example, one trainer may prefer determining whether an individual is a migratory worker before determining if there are children in the household. All these types of adaptations should be made in order to make the script*

as conversational as possible while gathering the very specific information needed to determine child eligibility.

If the initial questions do not draw out the information the recruiter needs, he/she should use the Additional Questions, which are supplied as probes to elicit the same information but in a different way. They may also be used by the recruiter to confirm, clarify, or supplement the initial response. The recruiter may not need to ask all of the initial questions or any of the additional questions if the interviewee supplies clear and precise information.

Finally, this interview script can also be adapted as a screening tool for more experienced recruiters who may not need a script, but could use a set of screening questions to determine if it is necessary to proceed to a full eligibility interview.

Please note that this section is organized by the eligibility factors found in the Child Eligibility Checklist (Chapter VII). If the information provided by the interviewee indicates that the conditions of any one of the factors are not met, then the child will not be eligible for MEP services and the recruiter may politely terminate the interview. However, the recruiter should be cautious to distinguish between the absence of information that negates eligibility, and complicated or ambiguous information that, upon further conversation, could be clarified to demonstrate eligibility. If the recruiter is uncertain about any of the information, he or she should continue with the interview and review the information with his or her supervisor later.

**FACTOR 1: CHILD’S AGE**

The child is not yet 22 years of age on the date of the interview.

**COE QUESTIONS ADDRESSED:** Names, sex, birth dates, residency date of children who are not yet 22; name of parent, guardian (and person currently responsible for the children, if applicable); multiple birth flag.

QUESTIONS	COE INFORMATION AND NOTES
<p>Are there any children<sup>2</sup> living with you in your house who are younger than 22? Y N</p>	
<p>Are you the parent or guardian or the person who is currently responsible for the children? Y N</p> <ul style="list-style-type: none"> <li>• If so, please provide your name.</li> </ul>	

<sup>2</sup> Throughout this document, “your children” refers to any child(ren) the interviewee has reported having responsibility for (e.g., providing support).

<p><i>Notes: If this is a person currently responsible for the children, but not the parent, ask for the parents' names.</i></p> <p><i>If the interviewee is not the parent or guardian, determine his or her relationship to the child.</i></p>	
<p>What are the children's names and ages?</p> <ul style="list-style-type: none"> <li>• What are their dates of birth?</li> <li>• Do you have their birth certificates available? Or, some other official document with their names and birth dates on them?</li> </ul> <p><i>Additional Questions: (Only used if needed to confirm, clarify, or supplement the initial response)</i></p> <ul style="list-style-type: none"> <li>• How old was each child on his or her last birthday?</li> </ul>	
<p><b>FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS<sup>3</sup></b></p> <p>a. The child is entitled to a free public education (through grade 12) under state law, OR</p> <p>b. The child is not yet at a grade level at which the LEA provides a free education.</p>	
<p><i>Note: If the family has older children or young adults, ask:</i></p> <p>Have any of the children living with you graduated from high school? Does he or she have a high school diploma or HSED?</p> <p>Y N</p> <p><i>Additional Questions: (Only used if needed to confirm, clarify, or supplement the initial response)</i></p>	

<sup>3</sup> The recruiter should learn which children are still entitled to a free public education in his or her state. For example, in most states children are no longer entitled to a free public education once they have reached a specific age. Furthermore, what constitutes "school completion" may vary from state to state since each state sets its own requirements for high school diplomas and equivalency and "Certificates of Completion." Under state law in some states, having been awarded a high school equivalency, a certificate of completion, a certificate of course completion, or a certificate by any other name does not terminate a person's right to pursue a high school diploma. In other states, the opposite would be true.

<ul style="list-style-type: none"> <li>• Have any of the children completed <i>preparatoria/bachillerato</i> in his or her home country?</li> <li>• Did any of the children take a test and receive a certificate that said or he or she passed high school?</li> <li>• How many years did the older children go to school?</li> </ul> <p><i>Note: Obtain current or most recent grades for children.</i></p>	
<p><i>If the parent/guardian or worker appears younger than age 22, ask:</i></p> <p>Are you younger than 22? Y N</p> <ul style="list-style-type: none"> <li>• Have you graduated from high school? Do you have a high school diploma or HSED? Y N</li> <li>• Are you married? Do you live with a partner or companion? Y N</li> <li>• Does your spouse, partner, or companion live in this area? Y N</li> <li>• Is he or she younger than 22? Y N</li> <li>• Has he or she graduated from high school? Y N</li> <li>• Does he or she have a high school diploma or HSED? Y N</li> </ul> <p><i>Additional Questions: (Only used if needed to confirm, clarify, or supplement the initial response)</i></p> <ul style="list-style-type: none"> <li>• Did you or your spouse/partner complete <i>preparatoria/bachillerato</i> in your (his or her) home country? Y N</li> </ul>	

<ul style="list-style-type: none"> <li>• Did you or your partner take a test and receive a certificate that said you (or he or she) passed high school? Y N</li> </ul> <p><i>Notes: If the interviewee is younger than 22 and has children living with him or her, continue to the next section to complete the interview for the child(ren). You should conduct a separate interview to determine if the interviewee is eligible for the MEP.</i></p>	
<p><i>If there are no children in the home who are younger than age 22 or who are eligible for a free public education, no one in the home is eligible for the MEP. You may politely terminate the interview.</i></p>	
<p><b>FACTOR 3a: CHILD’S QUALIFYING MOVE</b>  <i>The parent/guardian/spouse or one child’s qualifying move may be different from the worker’s qualifying move in Factor 4a?</i></p> <p>The child moved within the 36 months preceding the date of the interview.  The move the parent/guardian/spouse or child (if the child is the worker) made was: due to economic necessity, <b>AND</b> from one residence to another residence, <b>AND</b> from one school district to another.</p>	
<p><b>COE QUESTIONS ADDRESSED:</b> Date the child made a qualifying move, former residence location, current residence location, the move was due to economic necessity, from one residence to another, and from one school district to another</p>	
<ul style="list-style-type: none"> <li>• Have your children moved in the last three years? <ul style="list-style-type: none"> <li>○ When did your children move?</li> <li>○ On what date did your children arrive at this current residence?</li> </ul> </li> <li>• If the children’s move was different from yours, when did they move? <ul style="list-style-type: none"> <li>○ Do you remember the date of that move? Or the date of their most recent move?</li> <li>○ When did they move here?</li> <li>○ Where did they move from (town, state, country)?</li> </ul> </li> </ul>	

- Did your children change schools because they moved? Y N
- Where did your children attend school before they moved? Do you know the name of the school(s) or school district?
- Where do your children attend school now? Do you know the name of the school(s) or school district?
- Why did your children move before or after you moved?
- Where did your children move from (town, state, country)? Where did your children move to (town, state)?

Additional Questions: *(Only used if needed to confirm, clarify or supplement the initial response)*

- If you can't remember the date when your children moved, do you remember:
  - If it was warm or cold when the children moved?
  - What grade were your children in? And what grade now?
  - If there was a holiday or family event that occurred around the time your children moved?
  - If it was before or after [insert a major historical event or holiday]?
- Can you point to where your children moved from and moved to on a map?

*Note: If you have access to a map and a list of schools in the town or county where the family lived before the move and where they now live, you can ask about specific schools where the children may have attended and attend now.*

**FACTOR 3b: CHILD'S MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR FISHER**



The child's QUALIFYING MOVE in FACTOR 3a was as a migratory agricultural worker or migratory fisher, or was made with, to join or to precede a parent, guardian, or spouse who is a migratory agricultural worker or a migratory fisher (as determined in Factors 4a and 4b).

*Note: It is likely that at this point in the interview, you will know if the child moved with, to join, or to precede the worker, or moved on his or her own as the worker. The important information to learn from the questions in Factor 3b is the date on which the child and worker completed their moves to be together, if the child did not move with the worker, as this establishes the QAD.*

**COE QUESTIONS ADDRESSED:** The child moved as the worker, OR with the worker, OR to join or precede the worker, QAD

Do you:

- have a child living with you who moved on his or her own to work? Y N  
OR
- did your child or children move with you or your spouse (worker)? Y N OR
- did your child or children move before you or your spouse (worker)? Y N  
OR
- did your child or children move to join you or your spouse (worker) after you moved? Y N

*If the child or children moved before the parent/guardian (worker), ask:*

- On what date did you or your spouse (worker) move to be with your child(ren)?

*If the child or children moved after the parent/guardian (worker), ask:*

- On what date did your child(ren) arrive to join you or your spouse (the worker)?

Additional Questions: *(Only used if needed to confirm, clarify or supplement the initial response)*

<ul style="list-style-type: none"> <li>• If you can't remember the date when your child and you (or your spouse/worker) were finally together, do you remember: <ul style="list-style-type: none"> <li>○ If it was warm or cold when this happened?</li> <li>○ What grade the child was in? And what grade now?</li> <li>○ If there was a holiday or family event that occurred around this?</li> <li>○ If it was before or after [insert a major historical event or holiday]?</li> </ul> </li> </ul>	
<p><i>If the child did not make a qualifying move within the preceding 36 months from the date of the interview with or to precede or join the parent, guardian, spouse (worker), then the child is not eligible for the MEP. You may politely terminate the interview.</i></p>	
<p><b>FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE</b>  The parent/guardian/spouse or child (if child is the worker) moved within the 36 months preceding the date of the interview.</p> <p>The move the parent/guardian/spouse or child (if the child is the worker) made was: due to economic necessity, AND from one residence to another residence, AND from one school district to another.</p> <p><i>Note: Adapt these questions as necessary to obtain information on the <b>worker's</b> qualifying move.</i></p> <p><i>Sometimes, the most recent move is not a qualifying move. If you discover that the move the interviewee is describing is not a qualifying move, probe to find out the most recent move the worker made that was a qualifying move.</i></p>	
<p><b>COE QUESTIONS ADDRESSED:</b> Date the worker made a qualifying move, former residence location, current residence location, the move was due to economic necessity, from one residence to another, and from one school district to another.</p>	
<p>Did you move within the last three years? Y N</p> <p>If so, when did you move?</p> <p>What is your current address? Phone number?</p>	

Do you remember the date of your arrival here?  
Or the date of your most recent move?

Did you move by yourself, or did your children  
move with you?

When did you move here?

Where did you move from (town, state, country)?

Did your children change schools because you  
moved? Y N

- Where did your children attend school  
before you moved? Do you know the  
name of the school(s) or school district?
- Where do your children attend school  
now? Do you know the name of the  
school(s) or school district?

Additional Questions: *(Only used if needed to  
confirm, clarify or supplement the initial  
response)*

- How long has your family been living in  
[name of current home town]?
- Have you always lived here [community,  
house, apartment]?
- If you can't remember the date when you  
moved, do you remember:
  - If it was warm or cold when you  
moved?
  - What grade your child was in? And  
what grade now?
  - If there was a holiday or family event  
that occurred around the time you  
moved?
  - If it was before or after [insert a  
major historical event or holiday]?

<ul style="list-style-type: none"> <li>• Can you point to the town or area on a map where your children’s school(s) was (were)?</li> <li>• Can you point to the town or area on a map where your children attend school now?</li> </ul> <p><i>Note: If you have access to a map and a list of schools in the town or county where the family lived before the move and where they now live, you can ask about specific schools where the children attended and attend now, and identify the school district from this information.</i></p>	
<p><b>FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY WORKER</b></p> <p>After the move in Factor 4a, the parent/guardian/spouse or child (if the child is the worker): engaged in new QUALIFYING WORK soon after the move, OR did NOT engage in new Qualifying Work soon after the move, but he or she actively sought new Qualifying Work, AND has a recent history of moves for Qualifying Work.</p> <p>The work is seasonal employment, OR temporary employment, OR personal subsistence, AND agricultural OR fishing.</p>	
<p><b>COE QUESTIONS ADDRESSED:</b> Worker engaged in new qualifying work soon after the move (within 60 days) OR actively sought new qualifying work AND has a recent history (within 36 months preceding the date of the interview) of moves for qualifying work; employer’s name; qualifying work was seasonal or temporary, agricultural or fishing work (personal subsistence, if applicable); description of the agricultural or fishing work</p>	
<p>Are you doing now, or have you ever done any agricultural or fishing work; for example, working with crops in the fields, working in meat packing, fish farms?</p> <p>Y N</p> <ul style="list-style-type: none"> <li>• If yes, what did you do? Or, what work are you doing now?</li> </ul> <p><i>Note: If the worker is currently working as an agricultural worker or fisher, ask:</i></p>	

- What was the date that you arrived at the worksite/residence to engage in that work?
- Where do you work?
- What is the name of your employer or company?
- How long do you plan to do this work?
- Have you done any other types of work for that company/employer? Y N
  - If yes, what did you do?
- Do you come to work here every year? Y N
  - If yes, do you do the same type of work? For the same amount of time?

*Note: If the worker is not currently working as an agricultural worker or fisher, ask:*

- When you moved to do the agricultural work (fishing work) you described, did you begin work right away? Y N
  - If no, when did you begin this type of work?
  - If you have not begun to do this work after your move, when was the last time you did this type of work?
  - Where did you do that work? Can you tell me the city and state?
  - What was the name of your employer or company?
  - How long did the work last?

*Additional Questions (Only used if needed to confirm, clarify or supplement the initial response)*

- What do you do at work each day?

<ul style="list-style-type: none"> <li>• Were you hired for a certain amount of time?</li> <li>• When do you expect the job will end?</li> <li>• When this work ends, will you do other work for your current employer?</li> </ul>	
<p><i>If the parent, guardian, spouse, or child (if the child is the worker) did not make a qualifying move within 36 months preceding the date of the interview, then the child is not eligible for the MEP. You may politely terminate the interview.</i></p>	

**Complete Certificate of Eligibility (COE) Form**  
 Complete the COE form when the recruiter establishes that the child made a qualifying move in the last 36 months from the date of the interview with or to join (to precede) a migratory agricultural worker or migratory fisher.

Now I want to fill out the remaining information on the Certificate of Eligibility (COE) Form for the Migrant Education Program.

*Ahora necesito que complete la información restante en el Formulario del Certificado de Elegibilidad (COE) para el Programa de Educación.*

<b>Section 4: Transition to the Confirmation Process</b>	
<b>Wrap Up</b>	<p>You've been very helpful. I'm going to follow up with my office so they can decide if you and your family are eligible for the program. After all this discussion, do you have anything else to add, or any questions for me?</p> <p><i>Gracias por cooperar. Voy a presentar su caso en mi oficina para que ellos decidan si usted y su familia son elegibles para el programa. Después de todo lo que hemos conversado, ¿tiene algo más que agregar o quiere preguntarme algo?</i></p>
<b>Introduce Summary</b>	<p>Now I am going to summarize some of the information you told me. Please listen carefully and see if I understood the information that you provided. <b>If I didn't understand something you said, PLEASE let me know and I will change it.</b></p> <p><i>Ahora voy a resumir parte de la información que me contó. Por favor escuche con atención y vea si entendí la información que usted me dio. <b>Si no entendí algo que haya dicho, POR FAVOR indíquemelo para cambiarlo.</b></i></p>

## Section 5: Confirm Responses Using the Child Eligibility Checklist

## Section 6: Close the Interview

<p><b>Sign COE Form</b></p>	<p>If the information that I have confirmed with you is correct, the interview is now over. Would you please sign the Certificate of Eligibility (COE) form here to confirm that the information that you have provided is correct? Your signature simply means that you confirm that I've written what you told me.</p> <p><i>Si la información que he confirmado con usted es correcta, la entrevista ha terminado. ¿Sería tan amable de firmar el formulario de Certificado de Elegibilidad aquí para confirmar que la información que ha entregado está correcta? Su firma solo significa que usted confirma que yo escribí lo que usted me contó.</i></p>
<p><b>Give Copy of COE to family/youth</b></p>	<p>Here is a copy<sup>4</sup> of the form that I went over with you that you can keep so you have a record of the questions that I asked you. [Please give the family/youth a copy of the form in their native language, if possible.] If your child/you is/are determined to be eligible, I will mail a completed copy of this form to you. [If the date the family signed and the date the interviewer signed are different, a brief explanation should be provided in the comment section.]</p> <p><i>Aquí hay una copia del formulario que repasé con usted y que puede conservar para que tenga un registro de las preguntas que le hice. [Please give the family/youth a copy of the form in their native language, if possible.] Si se determina que su hijo/usted es elegible, le enviaré a usted por correo una copia completa de este formulario. [If the date the family signed and the date the interviewer signed are different, a brief explanation should be provided in the comment section.]</i></p>
<p><b>Remind About Privacy</b></p>	<p>The information you share with me is private, and will be used for educational purposes only. I don't share information with other agencies or government departments unless I have your permission to do so. [Additional information may be explained regarding Family Educational Rights and Privacy Act (FERPA).]</p> <p><i>La información que usted comparta conmigo es privada y se usará solo para fines educativos. No comparto información con otras agencias o departamentos de gobierno a menos que usted me dé su permiso para hacerlo. [Additional information may be explained regarding Family Educational Rights and Privacy Act (FERPA).]</i></p>

<sup>4</sup> Some MEPs use COEs that are printed on three color forms so the family/youth can immediately receive an original copy of the completed COE.

