



Technical Support Team Meeting

Asheville, NC

October 12-13, 2011

In attendance: Emily Hoffman (MA), Bruce Wright (SC), Sonja Williams (NC), Kelsey Williams (ID), Barbie Patch (NH), Dee Condon (NE), Kiowa Rogers (NE), Brenda Pessin (IL), TJ Sparling (NY), Bob Lynch (NPC), Erin Shea (VT), Kathleen Bibus (MN), Jessica Castaneda (TN), Olga Contreras-Perez (HEP)

Tracie Kalic opened the meeting with a review of the agenda, expectations of the Technical Support Team work, and outline of the day.

<p>Day One Agenda</p> <p>Welcome and Overview of the Agenda, and Opening Activity</p> <p>Data and Performance Measure Discussion</p> <p>Curriculum and Materials Review</p> <p>AG Trends and OSY Literature Review</p> <p>Discussion of SOSY Pilot Process</p> <p>Working Lunch: Dissemination Event Planning Committee</p> <p>Work Group Recaps/ Design and Redesign of Work Groups</p> <p>Work Time</p> <p>Wrap Up and Adjourn for the Day</p>
--

Update on OSY Activities

- Share one success story with the group.
- Reflect back on one thing you would do differently this year.

Idaho	Implemented a pilot program for OSY that incorporated virtual classes. We had 7 students participate. They earned quite a few credits and we had 1 graduate. Need to work on getting our schools to get outside of the school and recruit the students who don't enter their buildings. We only identified 52 OSY last year and know that we have quite a few more. We have implemented quite a few different techniques and done quite a few trainings in the hopes of increasing our numbers to accurately identify our OSY.
New York	State started to enter data into MIS which was really helpful. Challenge was the date the report is due.

Massachusetts	Increased number of OSY and an increased number of retention. Families and youth are staying longer. Would like to develop a new way to use a variety of certifications/qualifications to establish a new pay scale for ELL teachers who have multiple years of experience in Adult Ed and ELL but do not necessarily have their teaching certification through the MA DOE.
Vermont	Had an OSY student who came to get their GED. Things to do differently are make the state's data base more user friendly.
Tennessee	Success this year was really more focused on K-12 due to a change in MEP service delivery to home-based programming. They will now move back to more focus on OSY.
South Carolina	Had a recruiter who ignored OSY but now has developed a program that is best in the state. OSY numbers decreased probably due in some part to the re-interview process. Struggling with being able to explain the reporting year to staff who don't understand it.
New Hampshire	Success is implementing the Vista program. Turned mini-lessons into Power points to teach via Skype. Use Multiplotter.com to show where the students are and where the concentrations lie. Would like to see more assessments.
Minnesota	Made the effort this year to really identify OSY students. They will now focus on servicing and increasing GED programs for OSY.
Nebraska	Previously had no OSY identified in Western Nebraska but has started to identify and even had a GED graduate. Would like to have a more systemic approach in identifying and keeping data on OSY. Omaha project has increased from 200 – 900 identified migrant students. Servicing students is a challenge especially with OSY students.
Georgia HEP	Have moved the program from a residential to commuter program. Having legal issues where undocumented students are being turned away. HEP is incorporating classes to reach the students. Students need more training to be on the computer. Any state can send students to Georgia HEP program.
Illinois	H2A contract information was more readily available so recruiters were able to follow up. There has been a significant increase in ID&R, but providing services is a challenge when OSY are working such long hours. Teachers put together 4 weeks of lessons to use with identified OSY students for next year.
NPC	Moving towards required lessons that local staff will have to do with students. Sustained enrollment is a challenge so focusing staff to complete certain lessons to ensure students are getting something. Health Mini-lessons are finished and Reading on the Move is underway.
North Carolina	Had an OSY promising practices day with increased enrollment from 22 – 55. People are getting on board and excited about materials to help OSY students. Had 4 interns who were specifically identified to work on recruiting OSY. Working with NC HEP and are planning on moving courses online. Had an OSY student who had a baby and just enrolled in two AP courses. H2A workers have increased and are typically older. Overall numbers have gone down.

Kansas	Reviewing and revamping the entire statewide program. Each school district had a different service project and made the local districts responsible to service the OSY. The OSY population went underserved because of this “out of sight, out of mind”. Went to a statewide recruiting system to help identify and serve OSY. Hiring advocates to help out with this. Challenges are getting everyone use to the new way of doing things.
---------------	--

Barbie (NH) said that she would like to see the “here to work” designation changed. Tracie agreed and indicated that some upcoming changes would be the profile and possibly the way we refer to his population.

VISTA Presentation – Nick McIntyre from VISTA in New Hampshire discussed the VISTA program under AmeriCorps. He shared what is happening in NH and how he is working to support Migrant students and OSY.

Data and Performance Measures Discussion

Tracie discussed the new performance measures and how to use the forms to track the data for reported purposes.

- a. OME requested changes in the SOSY performance measures to ensure continued funding. The objectives haven’t changed but within the objectives some of the performance measures did change.
- b. Need to formalize the process for piloting curriculum and materials developed by the consortium. States will need to pilot all new SOSY ID&R materials. Surveys will be used to collect data that shows materials developed by the consortium are effective.
- c. Discussion started on Objective 2; performance measure b. The word “enrolled” and “program” caused some discussion between IL and NH. The thought was to change the verbiage to “enrolled in migrant program”. Tracie also mentioned that materials did not have to be piloted statewide but could be tried out within subgroups. We are looking for feedback on the materials, thinking about “did it work” and capturing the response on a survey.
- d. Discussed the materials that are available to help states collect data. NH & MN suggested adding Math & Reading to the data collection.
- e. MA asked that all forms be available electronically and are user friendly (not printable only).

Discussed the Materials Survey and having states be able to receive the results. Tracie will have the SOSY evaluator add state contact person when developing the survey to make sure states can receive the final results. Minnesota suggested adding positions to the survey so people can add their title.

f. Extensive discussion occurred on the due date for data. Most states would concur that Sept 30th is a difficult date. Some states reported not having accurate numbers by that date. There really was no conclusion other than the fact that there really wouldn't be a magic day that would work for all states.

Curriculum Material Review

a. A new Health lesson on getting sick from the heat and a new legal Lesson on the Right to be Paid were distributed.

b. Brenda presented on the Legal lesson. It is a draft and any input would be welcome including ideas for the color and graphic to identify the series of lessons. Feedback from the group will be incorporated such as enhanced examples of workers' check stubs and types of deductions.

c. Bob passed around activity sheets to be used with a facilitator on the Looking for a Job materials. Barbie suggested including a sample of the I-9 form specifying the kinds of identification needed. The group suggested that lesson plans be connected to each other with a hyperlink and graphics be included to symbolize what other lesson links with it. An example would be Looking for a Job being linked to Right to be Paid. Erin suggested having a lesson that focuses on how to ask for a raise. Bob asked for comments to be emailed to him by the end of October. Once the materials are finalized, he will move forward with the translations.

d. Olga – asked everyone if they knew that if a parent is deported and their children are US Nationals the students have to register as Mexican Nationals. This has to be done at the Mexican Consulate. Children could become wards of the state if this isn't done.

Olga also mentioned parents who returned to Mexico without registering their children at the consulate would be charged money when they returned to Mexico. Suggested maybe creating a lesson on this along with guardianship and/or travel rights.

e. Parent Lesson - Kelsey discussed the draft lesson, "You Are Pregnant: What Do You Do?". The lesson will detail what health needs a woman would have. The next lesson will address nutrition.

f. Feedback from the group was sought. Erin will send Kelsey a document they created in VT. Bob suggested we add one-to-one activities. Tim suggested that states work with county health departments to focus on the instructional delivery of the lesson. Sonja noted that NC uses their county health departments this way.

g. Jessica noted that professional development needs to be provided for all of these lessons (in terms of ESL and how to deliver instruction). Some states may wish to require specific lessons.

h. Brenda talked about incorporating a check box that included what areas each lesson covers: Reading, Health, Math, Life skills, etc...

i. Tracie asked for feedback by the end of October. The group discussed colors & graphics. Bob asked for feedback on the graphic for the parenting lessons. The group decided on a picture of a family and the color aqua.

j. Pre-GED: Reading on the Move. Bob presented an outline of possible reading topics for the pre-GED Course. The hope is to keep it under 30 stand-alone lessons. He also shared two draft lessons, one on the alphabet and one on Finding the Main Idea. The purpose of these lessons is to teach academic reading skills for students who already have reading basics. Discussion occurred in regards to sharing and expanding lessons.

k. Bob reported on meeting with the Director of the National Center for Farmworker Health on future collaboration on lessons. We want to continue to build coordination between migrant health and migrant education, specifically for the benefit of OSY.

Literature Review – Jessica Castaneda (TN)

a. Agricultural Trends – Jessica asked for topic ideas from states. The Farm Bill and how things have changed over time with Globalization and how international trade has affected local agriculture were discussed. Minnesota suggested 2 topics: 1) local canneries only wanting to hire single males; and 2) more information on H2A workers and how they are impacting local areas. Erin brought up the fact that what used to be considered temporary work can now be year round work.

b. Update OSY Literature Review – Jessica asked the group if the literature review has been helpful and if the entire book is overwhelming or if it should be broken down into booklets.

c. Tracie asked everyone to think about format and ideas to include in either the Ag Trends or the Lit Review and asked that people send feedback to herself or Jessica. Erin

suggested having some information on individual Immigration Policies and how they are changing from state to state.

d. Tracie asked about getting states to pilot the ID&R Materials. The group asked how the data would be collected. TJ suggested that the staff survey be changed so it is more of a recruiter survey. Participants shared how they are using the different materials. Emily suggested that we create a KWL chart for feedback and title all of the lessons with what state originated it. Date stamp all of the materials and forms so everyone knows what is the most recent.

Dissemination Video

Tracie brought up the idea of putting together a video for the dissemination event. Tim Thornton showed a quick video on KS OSY. The group decided they would like to contribute to the video with their own recordings using guidelines provided by Tim. Tracie explained that one of the videos would be for the training and one that describes the OSY population and how to serve them.

Tracie outlined the work for each work group. Work time ensued.

**Technical Support Team Meeting
Asheville, NC
October 13, 2011**

<p>Day Two Agenda</p> <p>Working Breakfast: TOT Planning Committee</p> <p>Review of previous day's activities and outcomes</p> <p>Networking and Technical Assistance Topic: Safety and Professionalism—TJ Sparling and Tracie</p> <p>Check in with Work Groups</p> <p>Review Updated Work Group Action Plans, Materials and Outcomes</p> <p>Report to State Steering Team on November 15</p> <p>Schedule additional meetings and conference calls</p> <p>Other issues</p> <p>Wrap-up and adjourn</p>

Introduction – Tracie outlined what her expectations were for the day and what we needed to accomplish by noon.

TJ presented a short video on OSY that he did in NY.

Networking & Technical Assistance Topic – TJ & Tracie

a. Safety—Several topics related to safety and professionalism were discussed: text messages, staff boundaries, conflicts amongst students, problems posed when entering a more private area like a student's bedroom to conduct a class, etc. The group agreed that clarity, precise guidelines and boundaries are needed for all staff. A staff/student agreement form that is signed by both the student and the instructor was suggested as an option.

b. Group discussions: TST members formed groups to discuss the following 4 questions:

Question 1: What are the issues around safety you are seeing in your state?

Group 1 discussed safety issues each state has experienced. Among the items mentioned were a team approach to recruiting if a recruiter felt unsafe in some areas, holding regular discussions with staff on safety, and establishing guideline for dress.

Question 2: What are the issues around professionalism you are seeing in your state?

Group 2 discussed setting boundaries and explaining to recruiters that they can respond to the students by being clear about their roles. Hiring the right people would really help eliminate a lot of the issues.

Question 3: How do you set boundaries for OSY and staff?

Group 3 discussed setting guidelines for students: no drinking, drugs, cell phones, etc. and having clear expectations on what is needed for tutoring to occur.

Question 4: What training or tools need to be developed in the future by the Consortium? Bob suggested having a series of scenarios and then asking trainees to explain how they would address these issues. Kathy wanted a copy of the student/teacher compact so this could be adapted. Olga suggested that we should approach these safety issues proactively instead of reactively. There should be a code of conduct of expectations for both the student and the tutor that are connected to real life situations. Funding issues need to be taken into consideration so that we can establish recommendations that are feasible. A positive approach would be having the staff set boundaries and model them. Developing relationships with employers was recommended. Erin suggested having a PowerPoint that summed up “best practices” that could be used as a training tool by everyone. Emily suggested referencing the Peace Corps training to help establish guidelines and culturally sensitive boundaries. Brenda suggested that a PowerPoint include videos of scenarios as a training tool And looking at other programs such as Migrant Health or Migrant Legal Assistance with which to cross collaborate.

Breakout sessions – each team broke out into their individual work groups for one hour.

Follow up on Group Work

- a. Technical Assistance Team-Erin presented a one page Matrix of Service Outcomes. A service list was also developed to assist in what could be done.
- b. Curriculum Team-- Bob updated progress on curriculum development. We are moving ahead with the Reading, Health, Legal, & Parenting lessons. Bob will work on a one page report for the steering committee which will include what we have done this year and what future goals are. Brenda talked about the curriculum rubric and making sure that it ties to the new website. The group was asked to share any supportive material for the mini-lessons that has been developed.
- c. Kiowa presented the farm recruiting quick tips sheet that was developed by the ID&R work group to assist recruiters. Sonja asked to receive a copy so that things could be added to the document. Tracie suggested gathering input and then sending out a draft to everyone so we can give feedback on a finalized document.
- d. Emily discussed the 8 modules of the Training for Trainers and the time line to complete the last two modules. The TOT team created a process (rubric) that they will use to go through the modules before sending them out to the entire group. Dec 15th is the deadline for the team to give feedback on each module. Drafts will be shared with

the entire group in January, and in the spring the work group will complete Power Points that go with each module. Power Points that include trainer notes.

The Future – what direction do we need to go?

- a. Erin suggested more training around, and access to, “skypeable” lessons. She would like to see technology being a BIG component. She also wants information on how to help students get Mexican diplomas.
- b. Barbie wanted information on how to record these lessons. Capture lessons that are virtual so students can use the disks if they don’t have access to the internet.
- c. Touch base with Kelsey on already established “virtual” courses. Using Moodle and Elluminate to share some of the virtual capabilities.
- d. Addressing the needs of Recovery Youth.
- e. Having practical numbers of Here to Work vs. Recovery Youth. What do the numbers look like in each state and in the nation?
- f. Tracie suggested really focusing on OSY students and the profile sheet we use.
- g. Brenda suggested re-directing some of our focus on assessment. Making sure we are meeting our goals and then using the data to drive our developments.
- h. Erin really thought that we need to continue the focus on safety. She feels we have scratched the surface but need to continue it.

Monthly Conference Calls and Future Meetings

Tracie discussed moving our conference calls to every other month.

December 13th is the next scheduled call from 3:00 – 4:00EST.

Next meeting of the TST is January 24-25 in Clearwater, FL.