



Steering Team Meeting

Grand Hyatt San Antonio
San Antonio, Texas
May 5, 2009

Meeting Notes

Present: Betty Black, Jessica Castañeda, Margarita Colindres, Susan Durón, Paula Gaddis, Marty Jacobson, Robin Lisboa, Bob Lynch, Kerry Manning, Carmen Medina, Tomás Mejía, Ray Melecio, Patricia Meyertholen, Elizabeth Minjarez, Michelle Moreno, Mary Mulloy, Barbie Patch, Brenda Pessin, Mike Rea, Beth Robinson, Erin Shea, Sonja Williams, Bruce Wright and Tomas Yañez

Welcome

Pat Meyertholen opened the meeting and welcomed the group to the **Opportunities for Success for Out-of-School Youth (OSY)** Steering Team Meeting. After explaining that some **OSY** Steering Team Members would not be attending due to state travel restrictions, she asked everyone to introduce themselves. After the introductory remarks, Pat reviewed the agenda and the meeting packet. She explained that the meeting would be a very brief 3 hour one with a built-in working lunch.

OSY Status Report - Activities and Timelines

Pat directed the group's attention to the first agenda topic which dealt with the work done to date in terms of product development. The discussion items were the *Math on the Move (MOM)* PASS course development, the Use of iPods for Out-of-School Youth (OSY), the draft Comprehensive Needs Assessment (CNA) document for OSY, the ID&R Tip Sheet, the Health PASS unit, Plaza Comunitarias, a High School Equivalency Program (HEP) Screening tool, materials related to career exploration and the extent of the OSY Literature Review. She then asked Bob Lynch, National PASS Center, to report on the following agenda items: *MOM*, Health PASS unit and Career Exploration.

Bob provided an overview of the *MOM* course. He explained that it was developed for use in two Office of Migrant Education (OME) consortium incentive grants: *Math Achievement = Success (MAS)* and **Opportunities for Success for Out-of-School Youth (OSY)**. Developed as a pre-GED math course, *MOM* presents concrete comprehensive lessons in a story-book fashion. It was written at a low reading level so that it can be used with migrant youth reading at an elementary grade level. It will be available very soon on the National PASS website, as well as the **OSY** website. Member states may

order the course from the Kansas Midwest Region PASS Center. Bob also explained that there are other courses that were developed by National PASS and by the Geneseo Migrant Center that would be applicable for this population: *Personal Finance* and *Finanza*. All three courses are available in both English and Spanish. *MOM* and *Personal Finance* can be order through the Kansas Midwest Region PASS Dissemination Center's website: <http://www.mrpassks.org/course.htm> and *Finanza* may soon be ordered at <http://www.migrant.net/migrant/publications.htm> - through the Geneseo Migrant website.

Knowing that career exploration was listed as an **OSY** topic area in which materials would be developed through the grant, Bob had searched through materials previously developed by the Geneseo Migrant Center which could be modified and updated for use with the OSY population under the auspices of this grant. He explained that in 1991 the Center had produced a series of career-related mini-lessons entitled, *Looking for a Job, Step by Step (Buscando empleo, paso por paso)*. He passed around a sample for the group to review. If the group was interested in updating and modifying these mini-lessons, he would be happy to do so. Mary Mulloy, Vermont, explained that her OSY population would not be interested in the materials. She said that she was more interested in the development of materials for use on iPods with this population.

Bob explained that the **OSY** Leadership Team had expressed an interest in enhancing the *Living in America* curriculum by developing podcasts around the thematic units. Content could also be presented in the students' native language, Spanish. These podcasts would not be stand alone lessons, but rather would serve as a tool to use in reinforcing language development and assisting in vocabulary practice. Mary wanted to know why the materials had not been developed for use this summer. She said that she needs materials for ESL for use with the iPods for ESL and questioned the timeline that was being followed in the development of **OSY** materials.

Pat explained that, as outlined in the **OSY** grant, there are many products which must be developed such as the pre-GED materials, products related to career exploration and the outlining of work with the collaborative partners. In terms of timeline, Pat was following the Fidelity Implementation Index (FII). There is such a wide spectrum of needs when looking at this population and the needs of the consortium member states. Mike agreed with Pat and explained that his state needed help with ID&R related to this population; that is their current emphasis.

Agreeing that the iPod was an important tool to be used with this age group, Pat reported that she had been working with those products which could be completed in relatively short order so that the Technical Support Team (TST) could focus on products which would require more concentrated time and effort, especially since materials development takes considerable time. Brenda told the group that she had preliminary conversations with the Illinois Adult Learning Resource Center (ALRC) to explore use of iPods as a tool in language instruction as well as an enhancement to the *Living in America* curriculum. Beth, Brenda, Bob and Pat are scheduled to meet with ALRC staff in June to discuss a collaborative project. The TST should develop a short guide to help consortium states get started with using iPods with this population. The manual should outline best practices, best products, best prices and best support lessons. Perhaps Apple, Inc. would be interested in giving the group money to assist in its efforts. Someone should investigate funding opportunities.

Betty explained that the group was welcome to use the CD developed by South Carolina for use with this population. The CD could be developed into podcasts. However, she said that the speech patterns used by the teachers on the CD were decidedly southern and, for that reason, the group may not be interested in using the CDs with the consortium. Pat thanked Betty for giving her copies of the CDs for the consortium's use.

Bob then moved on to explain that the National PASS Center would be working with an **OSY** collaborative partner, the National Center for Farmworker Health (NCFH), to develop a unit around Health topics. It would be made up of stand-alone mini-lessons related to Health, such as nutrition, diabetes, HIV/AIDS awareness, etc. that could be used with this population. The State of Kansas has offered to pay for the development of this PASS unit.

Pat then moved to the next topic – *Plazas Comunitarias* which offer courses on-line through the Mexican Government's educational portal (www.conevyt.org.mx). *Plazas Comunitarias* provides a wide range of resources and materials in Spanish regarding health, family values and democracy, English as a second language, computer training, as well as courses designed for adults to improve their job opportunities. *Plaza Comunitarias* programs provide Hispanic youth and adults with literacy courses and to start or continue in Spanish their education through middle school for free, and through high school for a fee. Every student who completes his or her education under this program receives a certificate provided by the Mexican Ministry of Education and is prepared to take the GED exam in Spanish in the United States.

She explained that as a result of the meeting with the National HEP/CAMP Association, a collaborative partner of **OSY**, the Georgia Migrant Education Program (MEP) offered to follow up within the Georgia Department of Education to incorporate the **OSY** consortium states in the Memorandum of Understanding (MOU) with the Mexican Government to operate a portal for *Plazas Comunitarias*. This would mean that Georgia would host the portal for the consortium and provide a teacher that would be the teacher of record for all the OSY in the consortium states interested in working with the *Plazas Comunitarias* program. Each consortium state interested in participating would provide computer and Internet access to its OSY participants to enroll in the on-line courses. Tomás Mejía said that in his state the *Plazas Comunitarias* are hosted by various agencies in many urban centers and is free to the OSY population. Beth commented that the OSY population may be located in rural areas where they do not have access to a *Plaza Comunitarias* site, so having an **OSY** portal would open access to the OSY population in terms of additional learning opportunities. However, the use of the *Plazas Comunitarias* by the **OSY** Consortium is contingent upon Craig Geers', Georgia MEP, ability to obtain permission from his superiors to pursue this course of action.

After this discussion item, the group took a short break to prepare for the working lunch. It was decided that the next agenda item would be "Data Collection" since both Susan and Marty, along with others, would have to leave early to be back to the conference for the sessions that began at 1:30 p.m.

Data Collection

Susan reviewed outstanding Annual Performance Report (APR) information needs. She explained that she was using each state's Consolidated State Performance Report (CSPR), Parts I and II along with the **OSY Baseline Director-Coordinator Survey** to complete the Interim APR which was to be submitted to OME on Thursday, May 28,

2009. Most all states have submitted the required documents. If they haven't, they need to do so immediately. Each state will receive the completed cover sheet that will be submitted by the lead State, Kansas, along with the Interim APR. Each state should review the Interim APR when it is emailed to them and then sign (or secure) the necessary signature of the authorized representative and then overnight the signed signature sheet to Susan.

Susan explained that the Interim APR was used by OME to make funding decisions for Yr 2 of the consortium. She then directed everyone's attention to GPR indicators 5 and 6 which are critical to the grant's success:

GPR 5: Decreases in the % of migrant students who will dropout from secondary school (grade 7 – 12),

GPR 6: Increases in the % of migrant students who will graduate from High School.

She then reminded the group of the Project Objectives:

1. Increase the number of services for OSY;
2. Serve a larger number of OSY;
3. Use methods and materials developed through **OSY** to increase the number of identified and recruited OSY; and
4. Increase the number of migrant youth recovered from drop out, enrolled in programs leading to graduation/GED, and/or pursuing identified education or career goals.

These project objectives are broken out on the Fidelity of Implementation Index (FII) and listed on the Interim APR as on schedule and with substantial progress being made toward completion.

Marty continued the data collection discussion with the *Director-Coordinator Survey* and the *Staff Training Evaluation* which are due to META by September 30, 2009. Consortium states should complete the *Staff Training Evaluation* after any local, State or national **OSY** training. This form is needed for **OSY** Objective 2 to report on the quality of the staff development. It should be completed this school year through summer 2009. The *Director-Coordinator Survey* should also be completed during the same time frame and is due to META also by September 30, 2009. Marty distributed an **OSY Data Collection Checklist** which he developed to assist **OSY** consortium states in meeting their data collection needs. Pat commented that Deb Drake who developed the **OSY** website would have the data collection forms available for on-line completion through the **OSY** website.

Brenda suggested that some consortium members might like to use an additional form to track services in which OSY participate. This may be important where states do not have the capability of tracking these services. Marty will assist in developing this additional data collection form that will be optional for use.

Pat asked Jessica to provide a short report to the group concerning the literature review that she was conducting. Jessica said that she had begun the literature review based on the **OSY** proposal and how OSY was being defined for purposes of the grant. She was in the process of compiling articles. Pat commented that the OSY literature review would be available to everyone on the **OSY** website in draft format for comment, and once completed, would be posted.

Wrap Up

Pat thanked the entire **OSY** Steering Team for their input and, although the meeting was officially adjourned at 1:30 p.m., invited those who still had discussion items to stay for awhile to continue the discussion.

Continued Discussion

Mary spoke again to the need for states to submit materials developed and research already compiled so that the group did not have to re-invent the wheel. Pat spoke to the fact that she has solicited materials from the states, but very few, if any, have responded to the requests for the collection of materials and pooling of resources. Barbie asked if notes for meetings were on the website. Pat said that they had been emailed out to the group. Barbie said that many do not read emails due to busy schedules and perhaps an alternative would be to set up meetings in advance so that people who could make it would try to schedule themselves.

Mary said that she was disappointed in the lack of a timeline and project plan. Pat commented that she was following the FII as a timeline and plan, but that she would be glad to work on another visual with the TST during their upcoming meeting which would most likely take place in Nashville, Tennessee. Mary said that a specific work plan was needed so that Erin would be able to more fully participate in the work undertaken by the group. She felt that not everyone was being given the opportunity to contribute. Carmen Medina said that she also had assigned an individual from her office to work with the grant and would like to have a more structured schedule for this individual to follow.

Barbie said that she had offered to work with ReadingNet, another OME consortium grant, to develop materials that could be used by both grants. She has not yet had the opportunity to follow through, but promised that she would. Mary wanted to see the demographics related to this population in each consortium member state so the group would have a better sense of make-up of the OSY population.

Sonja said that the group should use webinars and wikis to complete work. She explained that a wiki would be a useful tool for the consortium, as it enables documents to be written collaboratively, in a simple markup language using a Web browser. A single page in a wiki website is referred to as a "wiki page" while the entire collection of pages, which are usually well interconnected by hyperlinks, is "the wiki". A wiki is essentially a database for creating, browsing, and searching through information. Sonja suggested that Pat look to technology to keep in contact with consortium members and not have meetings. She explained that she works a lot with "wikis" with her ESL and OSY Task Forces, and they work well. She will put the entire **OSY** Steering Team on her North Carolina "wiki" and get with Pat to help Pat set one up for **OSY**. Some are free, but there is a charge for hosting "wikis" – Most popular wiki sites are PBworks.com, Wetpaint.com and wikispaces.com. Pat should use them in conjunction with webinars to keep connected with the TST.

The group then reviewed the action items for follow up.

Action Items for Follow-Up

- A break out of the **OSY** budget should be sent to the **OSY** Steering Team members followed by a conference call to answer any questions and to prepare for the budget for Y 2.

- Each state should define OSY in terms of their population – “Drop-Out” or “Here-to-Work” and send a description of services now being offered. This has not been collected through the Director-Coordinator Survey or the Consolidated State Performance Report, Parts 1 and 2.
- A meeting of the entire TST should be conducted. Jessica Castañeda offered to host the meeting in Nashville. At that time, assignments should be given out to the TST members. Each work piece should be broken out with the members who have volunteered to work on that topic. Long and short term goals should be associated with each work item. All states then should be encouraged to participate in some fashion.
- A guide for the use of iPods should be developed and posted to the **OSY** website.
- Participation of all states should be a priority. There is not enough time during the Steering Team Meeting for everyone to participate and understand what is going on in the grant. Consideration should be given to dissolving the Leadership Team and have another Steering Team Meeting so that all states may participate. States don't pay attention to the monthly email so alternative methods of communication should also be incorporated.
- Pat should look into hosting wikis and webinars to deliver information and solicit feedback from the various groups. She should set up a time such as the third Thursday of each month for a conference call, wiki or webinar for the TST members. Then whoever has the time, or who has to report, will participate.

Adjournment

After compiling the action items, Pat thanked the group that stayed behind to continue the discussion. She adjourned the meeting at 2:00 p.m.