



Technical Support Team Meeting

Nashville Department of Education
Nashville, Tennessee
June 24-25, 2009

Meeting Notes

Present: Cindy Bartelsmeyer, Jessica Castañeda, Gloria DeBella, Paula Gaddis, Lysandra Lopez-Medina, Ray Melecio, Patricia Meyertholen, Renée Nanzer, Barbie Patch, Brenda Pessin, Erin Shea, Bruce Wright and Tomas Yañez

Day 1

Welcome

Welcome by Pat to the group. Pat then asked each person present to give an overview of OSY in his/her state.

Florida –

- Ray Melecio – ID&R Coordinator
- 12,000 in the state of non-enrollees. 85% of which are OSY – 9,000.
- Gloria DeBello
- Gainesville area – watermelon, tomatoes, cross border to Georgia.
- Data entry, parent involvement, MEP projects

Georgia

- Laura Lee Bernstein – coordinator for CNA. Also works with Out of School Youth
- Coordinates efforts across the state. Tries to replicate pilots across the state of Georgia.

Illinois

- Brenda Pessin
- Needs project to address needs of OSY.
- Mostly summer population.
- Renee Nanzer works with Even Start in Illinois.
- Sees cross over with Even Start and MEP OSY

Pennsylvania

- OSY grant and LEARN grant
- Services to OSY

Kansas

- HEP and CAMP programs in Fort Scott Community College

Texas

- Tomas Yanez, Director of TMIP
- Main emphasis is the students that are not passing the exit level TAKS test.
- 1,700 OSY identified in the state.

New Hampshire

- Over 90% of the population of NH is OSY.
- Home based tutoring and iPod delivery system.

Tennessee

- Under funded forces state MEP to be creative.
- 50% of population is OSY.
- Resources for OSY –
- Over summer programs

South Carolina

- 1100 students identified in state.
- Most of the students come from Florida.
- Most come

Possibly ideas – Post cards for referrals.

Next Step – OSY data elements to be collected

GED Materials

Pre-GED studies – what is the bridge? What can we do with them if the students are not able to move successfully into a GED Programs. There is a problem about sharing with the GED Program. The TAB exam shows where the students are in terms of academic performance.

Pat reviewed Year 1 and Year 2 activities to date.

Life Skills

Living in America

Brenda Pessin discussed the meeting with the Adult Resource Learning Center (ARLC) to discuss the possibility of enhancing the Living in America curriculum. The IL MEP has expressed interest in paying for the development of audio files to accompany some of the Living in America curriculum. The curriculum will be chosen by the TST at a later time.

ESL Materials

Tennessee Feedback on iPod Usage

Jessica spoke about the ESL materials that TN developed to work with Here-to-Work youth. Jessica said that the materials development correlates with what she has seen in her research regarding OSY. She said that the OSY are interested in furthering their

education. They have just not had the opportunity to obtain an education in their home country. They are in the U.S. to work because of necessity.

The TN MEP made a CD based on the ESL booklet. They received a grant to see if the iPods helped with retention when learning English. iPods were distributed to parents in ELL classes and OSY in the MEP. Teachers have to be bilingual in order to communicate with the class participants. There was an 85% participation rate. Those that were present were there 80% of the time. The TN MEP discovered that the iPods needed to have material that was:

- Bilingual;
- Music;
- Different all the time – keep track of the materials;
- Problem was having sufficient material to load on the iPod;
- Works well in a classroom setting or a homebased setting;
- Forms to keep track of the iPods;
- Give the iPods preloaded;
- Have not paid attention to the copyright issues;
- Have used children's books and iPods;
- MP3s
- Have hired the crew chief's soon to work with the iPods this summer at one site.
- Feels like we should develop a manual to explain how to use iPods in the camps.
- Will try the iSpeak software program to use with MP3 players with the video component and audio component.
- Once it is loaded, then that iPod stays loaded.
- iPods are switched out. Log sheets keep track.

New Hampshire MEP Feedback on iPod Usage

- Does not keep track of the iPods
- Gives them a padded envelope to mail back to the MEP to exchange them.
- 50 iPods;
- Uses the TN materials;
- Cognate books;

Vermont Feedback on iPod Usage

- Personal stories on the iPod to create a library. Has to work on the sound quality. Uses students in the classroom to record these introduction pieces. Most of the farmers on the Canadian borders have converted their barns into housing quarters. The OSY population is very isolated.
- Uses TOPs materials.
- Uses music to keep the students motivated.
- Have done some pieces in Spanish related to LifeSkills.
- Very few iPods in the field right now.
- Needs someone to handle the iPod delivery in Vermont.
- Puts music on the iPod from Frost Wire.

Pennsylvania Feedback on iPod Usage

- MP3 project in one area.
- Lesson One was to how to use and take care of the iPod.
- Used materials related to the dairy industry.
- Contract to sign.
- The battery didn't last two weeks.
- He did 3 iPods to begin with.
- Plan to have a webinar on OSY resources.
- Lessons at the camps for OSY.

Georgia Feedback on iPod Usage

- Currently piloting in the 4 regions in Georgia.
- 5 iPod Shuffles in each region.
- Adolescent outreach specialists are responsible for making sure that OSY are working with the iPods.
- Goal is to turn it over to the schools to manage after the pilot is finished.
- One person is charged with loading the iPods and sending them to the regions.
- Uses the Georgia ESL booklet;
- Used the SC book and CD;
- Uses pre and post test.
- Chargers are disseminated.

Florida Feedback on iPod Usage

- Earl was ready to buy 4,000 MP3 players.
- Materials concerns
- Logistics – color coding, etc.
- Quote from dealer \$9.99 – 1 gb, charger,

South Carolina Feedback on iPod Usage

- Only using iPods with pre-school students

Problem Posing ESL for Migrant Farmworkers in Vermont

- Vermont passed out an ESL book “Problem-Posing ESL for Migrant Farm Workers in Vermont” This can be used by Rosa Aponte-Gonzales
- Migrant English Program ESL Language Proficiency Assessment
- Pat will email Erin with Gloria's and Renee's email addresses and she will email the two documents to the group.
- ID&R Tips – Maps to distribute. Do you know where you are and pass out the map of the state.

South Carolina's ID&R Tips

- ID&R Tips
- Strategies for Services for Here-to-Work
- 2009 Services to OSY
- Mexican Consulate Information
- Guatemala
- First Thousand Words
- Bilingual books
- Programa Paisano – returning to Mexico
- Bilingual dictionary (The Dictionary Project) –Make a Donation

Pennsylvania OSY Needs Assessment

- OSY Needs Assessment is completed for each student (Lysandra will ask Carmen if the **OSY** can have.

Day 2

Here to work verse Drop outs

Common Definition:

- Here to Work- Never have been schooled in the US. Primarily not English Language Proficient.
- Drop Out- Attended at least some public education in the US and stopped. They either then entered the work force or simply stopped attending school.

Tracking Data for Consortium

All states need data for how many Drop out vs. Here-to-Work and aside from VT and NH, this information is unknown. After a collection of this data from consortium states, we need know how many of each do we have, then we need to figure how many of the Drop outs have been recovered and either received there diploma or GED or are back in school in the process of finishing. There are even 2 different populations of Drop outs as well; some kids only need 1-2 credits to finish... and these are the primary target audience, the other population of Drop out, they have much further to go.

Here to work; Recovery is not the appropriate word, data collection on these needs to be how much instruction has occurred. Measuring an increase in English acquisition as well as life skills is also needed. This will be the method of recovery for this population

Comprehensive Needs Assessment (Key Data Elements, student profile and state demographic profile):

Discussion ideas...Maybe we need two forms? One during Recruitment/In-take (basic tool of key data elements beginning to profile the student), and then a follow up form with the first visitor to the student by the educator/outreach advocate extracting more detailed information this is a follow up. This is the bridge to the service delivery... Problem is each state is currently doing things so differently... is there any way to extract information with students you already have? First off this will be a best guess of OSY what percent is recovery verse here to work?

OSY Comprehensive Needs Assessment Component

- Decide upon **KEY DATA ELEMENTS** to begin to collect as soon as possible.
 - Where did you attend school? What was the last grade attended? When, what year?
- Then we need to create an **actual student profile tool** this will be a comprehensive form see examples provided as handouts from both Ray and Pat.

OSY Demographic Profile

Group finalized the OSY Student Profile. Pat will take it back to clean up and then post on the web.

Wrap-Up and Adjourn

Pat thanked the group for their time and effort. The group decided to have a TST conference call at 9:00 CST the 3rd Thursday of each month in order to touch base and to continue the momentum.

Meeting adjourned at 12 noon.