



**OSY Technical Support Team (TST) Meeting  
Homewood Suites  
McAllen, Texas  
February 22-23, 2010**

**Meeting Notes**

Participants: *Jessica Castañeda (TN), Gloria DeBella (FL), Rosie Garza (TX), Mayra Garza (CA), Jose Guerrecia (TX), Omar Lopez (GA), Bob Lynch (NY), Tomas Mejia (CO), Ray Melecio (FL), Pat Meyertholen (OSY Director), Renee Nanzer (IL), Brenda Pessin (IL), Mike Rea (MT), Erin Shea (VT), Bruce Wright (SC), and Tomas Yañez (TX).*

**Day 1**

McAllen Convention Center – Group met in the convention center Monday afternoon after the Texas Migrant Interstate Program Secondary Credit Accrual Meeting ended at 3:30 p.m. Discussion centered around the video that the TST would create for showing at the closing general session at the *OSY* Dissemination Event to be held on September 14 – 15, 2010 in Clearwater, Florida. The group discussed and practiced the interviews that would be filmed during the Tuesday TST Meeting at Homewood Suites. After discussion concerning the video interviews planned for the following day, the group adjourned at approximately 5 p.m.

**Day 2**

Welcome – Pat Meyertholen

- Pat reviewed the agenda and the materials included in the folders

OSY Dissemination Event

Location: Hilton Hotel, Clearwater, Florida.

Date: September 14-15, 2010

Dissemination Event checklist -

- Decide participants – 100-120 participants
- Registration - \$50 early bird; \$75
- Schedule – 2 general sessions; breakout sessions
- Food – reception with appetizers; breaks – coffee and pastries
- Assignments

Toolkit will be distributed. Designing a prototype for toolkit. Highlight of Dissemination Event is showcasing the toolkit to the states.

Products to be included in Toolkit:

- Health education lessons, *Para tu salud*
- Supplement to *Living in America*
- Audio files
- DVD tip sheets
- OSY Literature Review

Scheduling

- TST should plan to be in Clearwater a day ahead of time.
- General vision of day and a half to have a trainer of trainer event. Products are at the event. Members of TST do sessions on how to use the materials in the toolkit. Each state will receive a complete set of materials- TST Trainer will walk through a model lesson with audience. At the end of the session, participants will know how to use the materials with their OSY population. Basically the Dissemination Event will serve to get people excited about the array of materials available for OSY.
- Presenters will help participants think of ways to distribute the information to their state and elsewhere.
- Getting people to buy in about OSY. Trainer of trainer model.
- Concern that a lot of materials are available but a feeling that is not enough. The walk through is necessary to have people have interaction around the materials to help people feel comfortable to use this in their states.
- Demonstration lessons. Take it and turn it around in the consortium state. Doesn't have to be just the consortium states that can present. It is up to TST to envision the Dissemination Event and to determine its format.
- Event needs to be a dissemination event not trainer-of-trainers model, but rather a modification. Participants are responsible to inform others of the materials.

Primary audience

- The group will have to contend with travel being so tight- TST are the presenters.
- 1 to 2 people from each consortium state will be paid for by the Kansas MEP, if possible.

Registration

- Hopefully consortium states can send participants from region and district levels.
- Priority will be given to consortium states. 100 is a workable number.
- After an established deadline, registration can be opened to non-consortium states.
- If we plan to allow non-consortium attendance we will need to distribute event information beyond consortium states
- Leadership Team did not think that attendance would be a problem. They considered it no problem to fill 100 slots.

- Recommendation was that for the 17 consortium states to take up 75 slots, 25 slots set aside for non consortium states = 100 slots.
- California might be able to fill all 25 states.
- Dead time for hotels. Emphasis is on interaction.

#### Other Thoughts

- Not people talking at people but people in small groups to work around specific small groups.
- Three breakout rooms 50 each- up to 150 and then larger meeting room. Stop at 150. First come, first serve.
- There is a need to strongly encourage consortium states to have some representation.
- Whether a state has limited resources or a lot of resources, there are things one can learn at this event.

#### Tentative Conference Schedule

- Ray passed out the Tentative Conference Schedule- Sept 13<sup>th</sup>-16<sup>th</sup> Monday-Thursday
- Hotel gives conference rate two days before and two days after.
- Weather at that time is usually in the 90s. It will be humid, but hopefully there will be a breeze.

#### Possible sessions

- Set schedule so that everyone attends everything and rotates.
- Advocates- gear it to a broader type of job description.
- Arm them with one more tool to help them accomplish a broad range of things
- Video will be the closing. Start at 8:30.
- Sessions
  - Farmworker Health
  - ID&R
  - Best Practices
  - MP3 audio files
  - 8 key components- lit review
  - Assessments
  - Best practices
  - Comprehensive Needs Assessment
  - Best ESL strategies
  - Networking
  - GED-HEP

The group discussed ways to stream the *OSY* website to put resources together.

#### Conference Schedule

- 8:30- 10:00 Opening Session- include web walk through, need more than an hour-
- 10:15-11:30- First session
- Lunch

1:00-2:15

2:15-2:30

2:30-3:45

- Three breakout rooms and a ballroom. 100 sleeping rooms. Coffee and pastries
- AV equipment- if they will charge or if you can bring your own
- Registration- state pre registration: \$50 dollar nominal fee
  
- Lit review and web is for everyone
- iPod- everyone goes into this session
- Toolkit-replacement of physical toolkit
  
- Need to do a save the date card
- Need to decide who is going to be on the different committees

#### Other Updates by TST Members

- Para Tu Salud update given by Bob Lynch:
  - 4 lessons have been completed with a total of 10 projected.
  - Not going to be completed by May.
  - More possible due in late summer.
  
- Living in America Supplement- 4 lessons, update also given by Bob:
  - Lesson is well drafted
  - Use two books and keep lessons within the books
  - This project is paid for by Illinois Migrant Education Program
  
- Plazas Comunitarias – update given by Omar Lopez
  - Because of legislation passed in GA regarding illegal immigrant status, it is unlikely that the GA MEP will proceed with the Plazas Comunitarias at this time.
  - Omar will update the group if there is any change.
  - Plazas Comunitarias perhaps can be included in the next grant, but for now the effort to incorporate the Plaza curriculum looks very unlikely.
  - Omar will write what GA attempted to do with Plazas and send it to Bob and Pat.
  - Bob may be able to do something with the Mexican Consulate in New York.
  
- Literature Review – update given by Jessica.
  - Would like the draft document reviewed by the group PLEASE.  
**DUE FRIDAY, MARCH 19<sup>th</sup>**
  - Look at page 54 to see the additional information that should be included in the literature review.
  - Thought is to keep perspective open to all who may work with OSY or who come to the document with no prior information about the population.
  - First section: who/what is the consortium, quick overview of work history and history of migrants coming to the US to create a foundation on the subject. Out of School Youth section on Immigrant Youth. Age, work,

education etc. Highlighting the differences in the education levels in home country as well as limitations regarding access (or lack of access to education for some) in MX compared to here in the US. Section also highlights values in MX on education. Why students drop out: in MX and in the US. Not always what one may think. Need to look at why our students are in this situation to begin with.

- Strategies to keep kids in school. See page 28 – 40. How do you bring kids that just dropped out of school back into the education system has well documented and research based resources and information on topic.
- **Service delivery model (requesting assistance on how to format this chapter) what programs go here and how should it be organized. Best practices?** Difficult to cover as there is no one size fits all for the population. What does the group want to put here? Myra asks: that you put documented success with OSY (pre/post test) that actually showed and increase in academics/ELL. Difficult to find this type of data. Need to ask state MEP's directly who is seeing success with what program? Might not be realistic with this lit. review. What are currently in the document are resources not from the MEP
- Seeking excerpts from interviews with OSY. Jessica would like real case studies and information depicting these reasons our OSY drop out of school. What has worked and what has not. Wants real comments from the youth themselves. What does the group think?
- Grant does not specifically target what the lit review should encompass. Consortium has the ability to take the document in the direction that works for the group. Shall we target what will be of specific use to this group?

SEND YOUR NOTES TO JESSICA AT HER ADDRESS. YOU DO NOT NEED TO TYPE UP YOUR RECOMMENDATIONS.

#### Comments on Literature Review

- *Brenda:* hesitant to include commercial product in the document when we can't confirm their reliability and we don't have the resources to research them or include them all. Can this section be more generic without naming names of companies?
- *Bob:* is there information on recruitment? Jess is at a loss for what to address with Recruitment strategies with OSY. Recruitment is so MEP specific... does this need to be in the document? Grant says yes, reality says more difficult. What about using the OSY recruitment tip sheet as this section and make it part of the APPENDIX?
- Usability/Formatting: What about putting boxes with features of a good program. Make the document reader friendly... so the reader does not have to pull information, make it more accessible. Cliff notes? Or Boxes or tables? Bob will share resources with Jess as suggestions for making the document more user friendly. Question? APA format or Footnotes what do folks prefer?

- **AS A GROUP, WE ARE NOT LOOKING AT GRAMMER, WE ARE LOOKING AND ADVISING ON CONTENT. THOUGHTFULL REVIEW PLEASE.**
- **Suggestion is to read through the document in its entirety and then make comment to be sure it is not covered later in the document.**
- *Bob:* Regarding items you are referencing might be nice to include a little more information on your sources. Recommended to possibly have an annotated bibliography?
- Group consensus was NICE job Jessica!!!!
  
- OSY Handbook
  - Erin talked about the development of this handbook.
  - Table of contents goes through the vision- flow chart- Basic ID& R process.
  - Needs and interest section is the title that the group came up to share information.
  - English proficiency test was just redone.
  - Curriculum pieces. Our state staff shows the entire curriculum and they rate it. Oral or visual. What are the pros or cons? Cost where can you order it? Website? What they like about it. Survival skills- Mandatory Lesson plans. Basis for flow chart- 1.8 – I broke it down to be three pieces- IDR- Service Delivery- Assessment.
  - Bulleted list that doesn't show.
  - Frequently asked questions.
  - Related articles.
  - Immigrant rights. Erin commented that this is a nice piece for teachers and OSY who might not have a grasp of what is going on in the area. This is not in the book but is included for the staff when they are hired.
  
- Californias Out of School Youth Network
  - Would like to participate as a collaborative partner in the next round.
  - Regions are very diverse - 23 regional programs across the state. Some regions are district based- some are out of county office. 2006- 330,000 1/3 of total us population.
  - PPIC- study are log of OSY that have not been identified. Numbers have gone down according to the regional counts.
  - Every OSY receives a needs assessment at the time of the interview. Student keeps copy for their records. Every student's information is included.
  - Youth advocates – responsible for recruiting part of the time. If OSY need something right then and there advocates serve them right away (first contact) provide information- resource guide- recruit for programs- establish a rapport. Also provide tutoring- do the workshop. Survey for each workshop- OSY- what did you enjoy- what can we make better.

- Career Exploration

- Bob reported that the Florida HEP program is paying for the development of a Career Exploration PASS course. The group may be interested in this course.
- Mike showed the group the career resources available in Montana for OSY.
- Look at career skills inventory
- Credit recovery- a lot on the website
- Pat will follow up with Mike.

Meeting adjourned at approximately 12 noon. Pat will work with Ray and Fort Scott Community College on finalizing hotel contract and set a planning committee meeting there for sometime in May.