



**OSY State Steering Support Team Meeting
Anaheim, California
April 10, 2010**

Meeting Participants

CO – Tomás Mejía	MT – Mike Rhea	PASS – Bob Lynch
FSCC – Cindy Bartelsmeyer	NC – Sonja Williams	SC – Betty Black
IL – Beth Robinson	NE – Mary Ann Losh	TX – Tomás Yañez
IL – Brenda Pessin	NE – Sue Henry	TN – Paula Gaddis
KS – John Farrell	NJ – Joan Geraci	VT – Mary Mulloy
META – Susan Durón	OSY – Pat Meyertholen	VT – Erin Shea
	PA – Lysandra López-Medina	

Welcome and Introductions

John Farrell opened the meeting by welcoming the State Steering Support Team representatives and reported that Norma and Ron could not be here. They asked him to convey that they appreciate all the work that has been done to reach out to out-of-school youth. John asked SSST members to introduce themselves. He then called on Pat Meyertholen, Coordinator of *OSY*, to begin the formal meeting.

Pat reviewed the materials in the packets and the agenda. She thanked John and his staff for their help in putting the materials together. Pat continued with an update on what has been accomplished through the *OSY* Consortium.

Update on OSY Activities and Outcomes

- OSY website, www.osymigrant.org
- ID&R tip sheet
- Pre-GED math course, Math on the Move (MOM), in collaboration with the MAS Consortium. MOM is geared for pre-GED based on the 10 areas that address a particular skill area. It builds on assumed knowledge addressed in prior lessons, and consists of 24 stand-alone English/Spanish lessons. Bob mentioned that Sonja's suggestion about flash cards being used for (vocabulary) is worth exploring. He stated that he knows that vocabulary and appealing visuals should be incorporated into the lessons.
- OSY instructional materials and audio files

- Oral language assessment process for OSY
- OSY student profile in English and Spanish
- OSY best practices on the project website
- Web-based *OSY* Quarterly Newsletter
- *OSY* Networking Guide
- PARA TU SALUD Health education mini-lessons
- Living in America MP3 delivery enhancement (30 lessons, 6 resource teacher guides geared for very beginning ESL students with oral language production). Each lesson provides approximately 120-180 minutes of instruction)
- Upcoming Year 2 Dissemination Event
- Living in America curriculum for iPod delivery
- *OSY* Newsletter: Bob suggested sending out the Newsletter to all states and Pat will do a group email with this most recent newsletter.
- *OSY* literature review: Addresses what we know about OSY and what we have learned. The review has revealed that OSY are interested in education, it is typical for them to send remittances to family in Mexico, they are starting families at younger ages, and they have had difficulty in obtaining access to school. The way the Mexican school system is organized is different than in the U.S. which complicates the process for OSY, many of whom are from Mexico.

Consortium State Feedback (2-minute Briefing)

- **PA** – It’s been hard to get a handle before, but because there was no overall interstate effort on behalf of OSY, we created a database to account for what the evaluation of OSY was looking for. Pennsylvania now gets an OSY monthly report from coordinators. They submitted a “best practice” that was reported in the *OSY* newsletter and on the *OSY* website. They have a MP3/CD project. FPA directed funds to OSY and middle school migrant students.
- **IL** – In the past IL has had the secondary credit accrual piece in place; however, this project has enabled the state to make OSY more of a focus. Most of the services take place in the summer. They created a profile to gather information on OSY. This data will help determine what services are provided during the summer. The *OSY* project has raised awareness and as a result, the state will provide more intense professional development. The statewide MEP workshop will have an OSY mini-institute to highlight the different strategies and resources identified during the project. The MEP is doing work in the camps (many OSY live in old motels) and in center-based programs. Illinois is focusing on ESL and MP3 audio files, financial literacy, and other activities that the *OSY* project has developed.
- **VT** – Mary reported that they have found the *OSY* website to be “great.” She noted that it has been important to have teachers using it. In Vermont, they are getting the information out to a wider array of people. *OSY* has helped them bring consistency to the kinds of services that they are providing and can provide in their state. The project has helped them, she stated, define OSY.

- **SC** – The participation of South Carolina in the consortium has helped the state diversify the programs they offer. Before OSY, it was hard to get schools used to working outside of the K-12 environment. South Carolina hired two more workers who go into the camps to help put the word out to districts, get surveys completed by mostly here-to-work youth, and help establish program services and decide on curriculum and instruction. *OSY* has really made a difference for South Carolina. They did a survey of OSY and found that all had CD players; therefore, the state will be providing materials in this format.
- **NY** – The state has provided a considerable amount of services to OSY as they represent a majority of their migrant population. Nevertheless, *OSY* has helped New York focus more on this population. The state now has an OSY coordinator who with responsibility for MEP services to OSY. They have trained staff across the state on the change in population resulting in a greater focus on OSY. They now are helping sites to focus on OSY and target services to this population.
- **NE** – Nebraska is providing training for staff on OSY including basic definitions and characteristics. They are using the *OSY* website and have supported Tennessee with the English in Minutes materials as part of interstate ID&R coordination with nearby states who are focusing on services to OSY. Nebraska is promoting and using all the *OSY* materials. They are planning a statewide Resource Roundup as part of professional development and OSY will be an important piece that is featured. Nebraska is looking at their infrastructure in the state and thinking of hiring staff member with responsibilities for OSY.
- **KS** – The student profile has helped them illustrate the population and demographics to draw focus on this increasing population. Kansas used the *OSY* booklet to draw awareness to the data and the needs of OSY.
- **NC** – There has been a lot of visibility surrounding OSY. The state has a youth advisory committee that sprung out of *OSY* that advises the PAC. They are developing a documentary on OSY students' lives in association with The Center for Documentary Studies at Duke University. They take cameras to the field and have made a video that is on YouTube. There is a group that is doing theater and carrying beyond the original intent. LEAs in North Carolina are willing to work with this because of *OSY*. There are collaborations formed (e.g., Heiffer, Int'l. that is working with community gardening and building chicken coops). The SEA has been doing technical assistance on OSY individually with local sites to follow up monitoring visits. During the visits, they go over the *OSY* website. There is an OSY working group of staff and they promote a Farmworker Institute that is a collaborative event in which the youth are presenting a photographic exhibition.
- **NJ** – The OSY population is growing. Because New Jersey is a summer state where instructors go out to the farms and teach ESL, they now are putting funds into transportation and sending busses to two central locations. OSY are proud about going to a college site and using the computer labs. New Jersey starts with dinner and then has ESL classes followed by youth going to computer labs. A new collaboration in which they are engaged is with AgMart Packing Plant. They are going to a packing house and providing lessons for OSY in the cafeteria there.

The MEP provides the tutoring and AgMart provides the dinner. Some OSY are benefiting from managerial opportunities as a benefit of participating in the program.

- **MT** – As a summer state, OSY typically are working around the Flathead Lake area for about 2 weeks. The Montana MEP provides iPods loaded with adult education materials and ESL programs. The OSY are there for such a short time and groups keep changing—almost daily. The OSY go back to Washington State and Montana is working collaborative with Washington. This year they are going to do something different to make these connections possible. They have a van with technology for instruction and tutors for OSY who work on GED and Little Steps to Success materials.
- **TX** – The State of Texas has a large population of youth that have not passed the exit level state assessment and cannot go on in school. Texas is trying to have more educators in the state learn about OSY and the issues that they face. The *OSY* Technical Advisory Team presented to about 200 educators while they were meeting in Texas and shared information about OSY, their characteristics, and their needs. This *OSY* Consortium opens peoples’ eyes and the collaborating states are providing promising practices from which others states can benefit.
- **TN** – The *English in Minutes* program helps to fund activities for OSY. LEAs in Tennessee do not have to take Title I-C money. As a result, Jessica and Paula are responsible for providing all the services. They have found that the Consortium activities are invaluable because they have so many OSY and there are so many services that need to be provided.
- **CO** – Colorado offers statewide spring or summer migrant youth leadership institutes (SMYLIs). During the past year, each region was responsible for developing their own SMYLI activities rather than to just rely on the statewide annual meeting. There is a statewide OSY committee and a session the evening before the SMYLI event in which they get together. As a result of this activity, Colorado was able to recover some youth to school. Another activity that has focused on OSY is interstate coordination between Colorado, Kansas, and Nebraska for the identification and recruitment of OSY.

Data Collection

- Year 2 Data Collection – Because of the project objectives and the GPRAs for this age group, there are no state assessment results that need to be reported.
- Forms – The Director/Coordinator Survey needs to be completed. This form has been revised and has incorporated suggestions from the Leadership Team. This survey is due toward the end of the project (by September 1, 2010).
- Form 2 (Staff Training Evaluation Form) needs to be completed after each training. Send the completed forms to Susan or Pat.
- CSPR Part II – Please submit this report to Susan if you have not done so. Uncertified data is acceptable. Regarding the CSPR Part I, there is only one state

that needs to provide their report; there are five states that still need to submit their CSPR II.

- The Tracking Form and the Student Profile are for states to use to compile their data to report on Form 1.
- META Associates will be developing an evaluation form for the Dissemination Event. Susan will collect these at the Event and compile.
- Bob asked if Susan could design some evaluation questions to be used during the Event to interview participants who are there about the impact and value of the activities. Susan will work on that.
- Susan noted that the 2-minute reports that states did tonight is a rich source of evaluation information because there were many outcomes noted.
- The Annual Performance Report (APR) needs to be revised to include the 2008-09 data and submitted to OME ASAP. The Update for APR has already been submitted for one of the three consortia. We will be looking at our outcomes and progress between the baseline (before implementation of *OSY*) and what we expect to show at the end of the project.
- Regarding GRPA 5 and 6 (graduation rate and drop out rate), we are looking at the recovery youth. As such, we built into the evaluation design the concept of *OSY* and *OSY* staff focus groups. META Associates will be conducting these in Florida in April and in Kansas in May. We still need one more state for a focus group. We will be looking at what factors helped *OSY* come back into a formal program of instruction, what worked and why, and what didn't work and why not. Pennsylvania is a possible third state for the focus groups.

Budget

Cindy covered the budget and distributed a handout with the figures for Year 1 and Year 2. The state contributions for Year 2 were reduced from \$12,725 to \$11,000. This is the amount that each state will be contributing. Kansas' \$71K consortium incentive award is in escrow with the *OSY* fiscal agent at Ft. Scott Community College to defray costs for the *OSY* Dissemination Event.

Betty motioned and Mary seconded that the funds from Year One be zeroed out by paying for one person per member state to attend the dissemination event. Lysandra mentioned that even though expenses would be paid, state staff might still not be able to attend. John mentioned that a local MEP staff member could represent the SEA at the Dissemination Event.

OSY Dissemination Event

It was noted that a letter from Norma as the lead state will be needed by June 15 in which it is discussed that the Dissemination Event is a requirement of participation in the *OSY* Project.

Brenda reported that the Clearwater, FL area was decided upon as the location for the OSY Dissemination Event. A hotel broker did the legwork. The Hilton Clearwater was selected as the meeting hotel as it is well-suited to this kind of a meeting. Pat stated that the contract is almost ready to be signed.

Bob talked about the agenda for this 1½ day meeting stating that there will be small breakout sessions during which presenters stay put and the audience rotates. Mary wondered if it would be feasible to have a panel of OSY from Florida. Pat will talk with Ray Melecio about facilitating this. It was mentioned that when the focus groups are being done in Florida, to watch if any of the youth stand out as possible panelists.

Brenda viewed the *America's Promise* video in Chicago on dropout. It was mentioned that perhaps this could be adapted to OSY. Pat asked, "When would be a good time to come to your state to do some filming of OSY?" This would be presented at the closing general session of the Dissemination Event. Everyone would get a copy of the video at the Event as part of their meeting materials.

OSY 2010 Proposal

As of today, 23 states are interested in joining the consortium. This is about 50% of all states receiving MEP funds. This go-around the consortium will propose three objectives, one dealing with ID&R of OSY, another with services to OSY, and the third with performance/achievement outcomes.

State-identified performance measures found in their SDPs will be examined. The third objective will require some kind of identified performance standards, by state, that is aggregated across states. There will need to be guidance provided on ways to set up the OSY performance standards. Mary suggested that one of the first year activities can be to develop OSY performance standards if the state doesn't already have them in their SDP. She elaborated that Vermont's SDP alludes to outcomes on an oral proficiency assessment.

Betty suggested that the language "measurable performance outcomes" be considered. The issue is to be sure that how states are measuring the achievement of OSY be clearly spelled out. Susan noted that outcome objectives are important rather than implementation or process objectives (e.g., the development of materials) which fit better as activities that lead to a particular outcome.

Bob asked about how the product development related to the achieving of the outcome objectives. Again, product development might be considered an activity that helps lead to an outcome. Betty suggested the wording for Objective 3 be "State identified" performance objectives.

The proposal will contain activities associated with health lessons, life skills development, the use of loaded MP3 players, setting student performance standards,

ensuring flexibility in adapting materials by state, and using reading pre-GED materials from other sources while waiting for the development of the course by BOCES Geneseo Migrant Center.

The Steering Team Meeting format will change so that there is only one State Steering Support Team rather than two and that the meetings be held in conjunction with the Annual OME Meeting the National MEP Conference. Other key features of *OSY* 2010 include: a) professional development/technical assistance visits by teams to consortium states, b) collaboration with MERC-2 for dissemination and professional development and 3) data collection and reporting will be expanded. Currently the *OSY* Profile is optional, but it will be required for states in the new project, if funded.

Discussion and Closing

Pat talked about dissemination of information the *OSY* website, the *OSY* newsletter, during a presentation at the Annual MEP Directors' Meeting, and during the 2010 NASDME Conference. The Tuesday morning general session will feature a panel of out-of-school youth and on Monday afternoon, Erin and Jessica will be presenting.

The State Steering Committee Meeting was adjourned at 9:00 p.m.