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**Meeting Notes**

**IRRC Technical Support Team Meeting**

**Atlanta, Georgia**

**January 5-6, 2016**

**Attending:** Jessica Castañeda (TN), Susan Durón (META), John Farrell (KS), Cye Fink (OR), Norma Garnica (CO), Lindsay Ickes (NE), Eva Jiménez (IL), Alex Johnson (IA), Terri Long (KS), Bernardo López (NM), Hilary Maitlen (TN), Michael Maye (IRRC), Emily Hanehan (NY) by phone, Barbie Patch (CIG Coordination), Linda Root (AZ), Bernardo Sánchez-Vesga (GA), Irene Sánchez (NY), Zachary Taylor (SC), Mike Toole (KS), John Wight (GA), Travis Williamson (SC)

States Attending: 11

States Unable to Attend: 3 (DE, ME, OK)

**8:30-8:55a – Welcome, Introductions, Meeting Overview, Icebreaker Activity**

Michael welcomed everyone to the IRRC Technical Support Team meeting and asked participants to introduce themselves. He then described the objectives of the meeting, reviewed the agenda, and described the materials included in participants’ packets. The icebreaker activity consisted of each participant describing a particular interest or hobby based on a chosen color.

**8:55-9:25a – Georgia MEP- John Wight**

John Wight, Program Manager from the Georgia Department of Education welcomed the IRRC TST to Georgia and described the state’s MEP. He stated that all school districts in GA follow the MEP ID&R Plan.

The State of Georgia grants funds to school districts based on child count. The database used for data storage and records transfer is COEstar. Georgia uses the national database, MSIX, for data storage and records transfer. Districts use paper version of the Certificate of Eligibility (COE) then it is mailed and entered into COEstar.

In the state, there are two regional service areas and eight recruiters; an additional 140 recruiters conduct ID&R within school districts. If a district is not funded, those funds are pooled. Recruiters have training three times per year.

Georgia has dozens of crops and qualifying activities that are listed in the handout materials shared with the Technical Support Team (TST). Examples include pine straw raking and bailing. A statewide parent occupational survey is completed each year at enrollment to identify migrant youth. In addition, K-12 schools/recruiters do a recruitment blitz when it is peak season in the fields.

Georgia has migrant summer programs, two middle school camps, and two high school camps located at four colleges across the state.

**9:25a-10:25p – IRRC FII and Data Collection- Susan Durón- META Associates**

The next topic discussed was presented by Susan Durón, the IRRC evaluator from META Associates. She noted that the Fidelity of Implementation Index (FII) is the “roadmap” for carrying out the activities of the IRRC project based on the proposal. At least monthly—and most often weekly—the evaluator and IRRC Director check-in to review progress using the FII to make sure the project is on target to meet goals and objectives. There will be three FIIs, one for each project year.

**Goal 1** is to design and develop systems, materials, strategies, and resources for the ID&R of eligible migrant children and youth. **Goal 2** calls for expanding states’ capacity through resource collaborations, mentoring, professional development, and technical assistance. **Goal 3** involves the dissemination of effective practices, evidence-based ID&R practices throughout the MEP community.

Data collection helps determine progress toward meeting the three IRRC goals. Documentation is essential to addressing the goals in the Annual Performance Reports (APR). The Federal reporting requirements ask Consortium Incentive Grants (CIG) to submit the following:

* Interim performance report due 5-1-2016 (data through 4-1-2016);
* Year 1 APR due 12-30-2016 (data through 9-30-2016);
* Year 2 APR due 12-30-2017 (data through 9-30-2017); and
* Year 3 Final performance report due 12-30-2018 (data through 9-30-2018).

While the above mentioned are all the due dates for reports to be sent to the Office of Migrant Education, the following are IRRC data reporting timelines for 2016:

* Interim APR data is due to META by Thursday, 3-24-2016; and
* Year 1 APR data is due to META by Thursday, 9-15-2016

The following data collection forms to be completed by all IRRC CIG states were discussed.

Form 1 - Director/Coordinator Survey

Form 2 - Training and TA survey

Form 3 - ID&R materials pilot survey

Form 4 - ID&R consultation log

Originally, it was mentioned that Form 4 would only be completed by team leaders and the IRRC Director. After discussion, it was decided that persons responsible for filling out Form 4 should be discussed during the IRRC Leadership Team (ILT) meeting to take place in Phoenix later this month.

A question was asked about what will define a service and who can provide the service (certified teachers, paras, etc.). The group felt it was important to be consistent throughout and asked for clarification in the directions sections of the forms.

**Form 1** is due March 24, 2016 as a baseline and to meet the May 1, 2016 Interim APR Report timelines established by OME. On Form 1, list ID&R collaborations in which your state participates. Document and keep track of collaborations on the form. Because IRRC—unlike the other CIGs—is not based on student achievement; rather, it is based on ID&R and day-to-day increases in state ID&R capacities and infrastructures, the importance of documenting any changes states have undergone is the evidence needed for the APRs.

**Form 2** documentation on consultation and training provides the source data for item #5 on Form 1. Susan asked the group to provide recommendations for any needed future trainings. Form 2’s should be scanned and emailed or mailed to META after each training or TA event.

**Form 3** is the Materials Pilot survey and only used by staff who participate in the pilot. By 8-1-2016, all states should pilot three new ID&R materials. Upon completion of pilot activities in each state, the individuals piloting are asked to scan and email (or mail) these forms to META. Please use the comments section on Form 3 if “not at all” or “a little” is chosen for Question #1 and Question #2. Use the comments section if “a lot” or “very much” is chosen for Question #3.

**Form 4** is the ID&R communication log. In Year 1, this is to be used by Michael Maye, and Team Leaders Cye Fink, Mike Toole, Jessica Castañeda, and Lindsay Ickes. Susan Durón suggested that these individuals keep the log on their desk or desktop and update after each substantive consultation or communication. Form 4 will be submitted to the evaluator quarterly beginning on March 24, 2016. As previously mentioned, the ILT will need to discuss who submits Form 4 and what information needs to be on it at the January Phoenix meeting.

**10:40a-11:00a – IRRC Overview, Workgroup Activities and Expectations**

Michael Maye gave an overview of IRRC—specifically the goals and activities. He underscored the work that will be done to establish reliability and consistency in the interview/re-interview process, the consistency in state ID&R plans and structures, and the establishment of the consortium infrastructure.

IRRC will result in increased interstate coordination, improved and more consistent eligibility determination in member states, updated, revised, and more consistent State ID&R plans, an IRRC website, and a national IRRC materials sharing event.

Through the Consortium, all 14 states will have a revised plan for ID&R in place. This project will help to ensure that a systems approach is in place that will support state agencies and local school districts.

**11:00a-3:30p – Workgroup Breakout Time**

Three workgroups met during this time which included: 1) Targeted Response to ID&R (TRI) which includes Mike Toole (Team Leader-KS), Alex Johnson (IA), Emily Hanehan (NY), María Pérez de León (CO), Bernardo López (NM), Hilary Maitlen (TN). Norma Garnica from Colorado filled in for María Pérez de León.

2) State Plans for ID&R (Action Plans, State Profiles) – Lindsay Ickes (Team Leader-NE), Bernardo Sánchez-Vesga (GA), Terry Richards (DE), Irene Sánchez (NY), Jennifer Crofford (OK), Zachary Taylor (SC), Travis Williamson (SC). John Wight, State Director from Georgia, sat in with this work group.

3) Competency Skills – Cye Fink (Team Leader-OR), Eva Jiménez (IL), Linda Root (AZ), David Fisk (ME), María Mendoza (DE), Barb Patch (CIG Coordination- representing GOSOSY ID&R Work Group).

In addition, the Dissemination work group is headed by Jessica Castañeda and a Partnerships work group will consist of Ken Milbrodt (Team Leader), John Farrell (KS), Sue Henry (NE), and Geri McMahon (IA).

**3:30p-4:15p – IRRC Website and Newsletter Activity (Jessica Castañeda)**

Jessica Castañeda reported on the progress toward getting the website launched. The address is: [www.idr-consortium.net](http://www.idr-consortium.net)

Jessica demonstrated how TST members can submit contributions and recommendations regarding website content. She presented a space on the website where members can prioritize possible site contents through selecting topics. Jessica conducted an activity in which members accessed the site and indicated topics of interest. Members of the group indicated that a section on eligibility questions and scenarios would be a useful tool. Tips on the most useful technological tools for ID&R that are being used will be added.

Members discussed the possibility of including the agriculture trends newsletter and agriculture maps on the IRRC website. Currently, these resources reside at the GOSOSY website; however, the group ask whether or not the IRRC website might be a more appropriate place to house this feature.

A listing of ID&R staff contact information will be included to promote coordination and communication among member state TST members and representatives. Jessica noted that a search bar will allow users to look up information on a specific topic. A question asked was: *Will the newsletter be updated on the website only or updated on website and emailed also?* Response: It will be posted on the website only and there will be an archive of all the past newsletters.

The group indicated that there will be a need for password protected information.

Jessica requested that good pictures for the website be included along with a Release Form.

**4:15p-4:45p – Reconvene and Wrap Up**

Michael reconvened the group to wrap-up and talk about the activities for Day 2 of the meeting and to determine if the TST members needed any additional information or resources. He asked everyone to show up tomorrow before 8:30a to continue with the agenda as planned.

**DAY 2: 8:30a-9:30a – Review Activities for Today and Materials/Strategies Activity**

Michael welcomed the group back to the meeting and talked about the day’s activities. He addressed the needs assessment survey that was conducted in October 2015 and asked the TST members to think about Goal 1 – To design materials, strategies, resources for ID&R adaptable to migrant youth.

Michael facilitated an activity to identify and discuss a resource or strategy and brainstorm about a potential ID&R resource that could help improve an identified area of concern in the field of ID&R. Each group was tasked with coming up with 3 ideas. The top choices for potential ID&R strategies/resources were:

1. Occupational Survey/Agricultural Survey

2. Collaboration with community-based agencies

3. Resource mapping

4. Website resources for students

5. Interview question list-guide

**9:30a-10:15a – Work Groups’ Breakout Time**

The three work groups (TRI, State ID&R plans/Action Plans/State Profiles, and Competency Skills) were asked to separate into their respective groups to make final preparations for reporting out to the larger group during feedback time at 10:30a. Work groups were asked to establish and report a work plan to include goals, objectives, tasks, responsible parties, and a timeline for the remainder of the project year.

**10:30a-11:30a – Work Group Reports and Large Group Feedback**

Team Leaders from the work groups were asked to report and to present their action plans.

* Mike Toole reported first on the work of the TRI group. He stated the need for states to continue nominations for TRI teams, stating that close to 50% of states have responded to date. Once all nominations are received, the details for how the TRI teams will be arranged will be determined. Next steps:

1. Continue nominations for TRI Teams (50% of states have responded)

2. How are we going to group them (e.g., SW, E, Central)?; who is going to pay?

3. Complete profiles for each state (Credentialing, specialties e.g.,)

4. Application forms, trainings, state-specific trainings

5. Work w/other teams for #4

6. Go to Meeting within the next 2 weeks

7. 3 activities for FII to other states

8. Protocols for the use of TRI Teams

9. Clarify what the “models” are: Who pays, etc.

10. Certification of TRI – Participation in professional development activities

11. TRI Team Report after team is deployed (Follow-up, recommendations)

12. Do a Needs Assessment survey to determine what is currently being done compared to where they need to be

13. Agreement with states before the TRI Team is deployed. Ensure that factors relating to logistics/costs/expenditures/coordination are considered. Be cognizant of local issues/concerns. “Assist,” don’t “do.” John Wight from Georgia voiced concerns about TRI team members actually engaging in recruitment during visits to receiving states. Indicated that TRI teams should engage primarily in professional development, technical assistance, and quality control activities. If states do not have sufficient resources to recruit they should petition OME to review and adjust state allocation so that funding levels support recruitment efforts in the state.

* Cye Fink with the **Competency Skills** **Test** work group reported that their team will work on an assessment tool along with a training/professional development rubric. Training and professional development modalities will align with components of the skills test and will draw from resources like the OME national curriculum and the national COE. A draft of the assessment will be available by March 2016. The group will work with Jessica Castañeda to get it on the IRRC website. The website will track and report when states sign in and use it. Test will be graded instantly/automatically by computer-based system with results being forwarded to State Director, ID&R Coordinator, or key persons involved at the state level.

The group determined that the test will include about 30 questions and should take 30-45 minutes to complete. All questions will be multiple choice so that grading is simple and straightforward. The group determined that a 90% threshold would be a good mastery cut-off score (with 27 correct answers out of 30 representing mastery).

The assessment will be in English and aligned with the OME’s competency assessment criteria. There will be 14 questions on eligibility determination, 5 questions that are scenario-based; and 11 questions treating COE completion issues. The objective is: 90% of the 294 recruiters have to display competency by the 3 year; therefore, 88 will have to pass each year. Next steps:

1. Outline parameters of assessment tool for presentation at Leadership Team meeting in Phoenix.
2. Complete training/professional development rubric and ensure alignment with topics/content areas reflected in assessment tool/skills test.
3. Phone conference with work group within 2 to 3 weeks to begin crafting actual content of Competency Skills Test.
4. Draft of Competency Skill Test by March, 2016.
5. Work with Jessica Castañeda to plan and organize how Competency Skills Test will be housed at the IRRC website and installed so that test can be taken online, with test graded automatically and results sent to key stakeholders (State Director, ID&R Coordinator, trainer) within respective member states.
6. Design training webinar so that TST representatives have the opportunity to gain familiarity with every aspect/component of Competency Skills testing process.

* Lindsay Ickes with the **State** **ID&R plan** work group reported the following: presented draft of a template to be used by member states to develop State ID&R plans. The Team referred to resources such as the National ID&R Curriculum, OME’s NRG, and the 14 IRRC CIG State ID&R plans.

The plan will address the following areas and will include the following components: Objectives, strategies, quality control, data collection, reporting, and usage, and professional development. There will be a mission statement, measurable objectives, and strategies/activities. The plans will address:

-- Quality Control

-- Professional Development

-- Intra/Interstate Coordination

-- Resources (This is customized by state)

-- State profiles

Next Steps:

1. Work on State ID&R plan format through use of shared document among work group members.
2. Phone conference next week to finalize version of format to be presented to State Directors during Phoenix meeting.
3. Continue to align template to include training/professional development components drawn from objectives and activities of other work groups.
4. Begin to outline what a training/webinar will look like in order to roll out, introduce, and present format to IRRC member states.

**11:15a-12:00p – Summary, Updates, Future Meeting Dates, Wrap-Up**

Michael summarized the workgroup activities, presentations, work plans, and outline for further communication. Plan for future TST meeting was discussed. Michael will send a Doodle poll in the coming days to set a date and location of the next IRRC TST meeting. The meeting was adjourned at 11:45 a.m.