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**Meeting Notes**

**IRRC Technical Support Team Meeting**

**Chicago, IL**

**April 4th, 2017**

**Attending:** Matt Flaherty (ME), Will Messier (NY), Emily Hanehan (NY), Odilia Coffta (NY), Zachary Taylor (SC), Travis Williamson (SC), Jennifer Almeda (SC) Francis Whitfill (TN), John Farrell (KS), Danielle Waite (NE), Alex Johnson (IA), Geri McMahon (IA), Michael Maye (IRRC), Jessica Castañeda (IRRC), Eva Jimenez (IL), Lura Lee Braun (OK), Barb Patch (CIG Coordination), Cye Fink (Consultant), Tracie Kalic (GOSOSY)

States Attending: ME, NY, SC, TN, IL, OK, CO, NE, IA, KS

States Unable to Attend: DE, GA, AZ, NM,

**8:30a-8:40a – Welcome, Introductions and Meeting Overview**

Michael welcomed everyone to the IRRC meeting and asked participants to introduce themselves. Michael thanked all the work groups for their continued efforts and work up to this point. Michael then briefly reviewed on much of the progress and accomplishments that have been made through IRRC- the IRRC website, newsletter, the state ID&R plan template, state profiles, and the competency skills assessment. Michael then reviewed the meeting agenda and introduced Tracie Kalic, GOSOSY director. Tracie was invited in so that she could highlight resources available through the GOSOSY project.

**8:40a-9:00a – GOSOSY Resources, Tracie Kalic, GOSOSY director**

Tracie began by introducing herself and giving a brief overview of the GOSOSY project. Tracie then called up a video outlining general resources and instructional materials available through GOSOSY. Tracie demonstrated a nice educational rubric (Continuum of Services Tool) that outlines most of the instructional resources and also outlines the target audience, resource objective, purpose, etc…, of each resource. This tool can be accessed by tutors or recruiters so that they can spend minimal time searching for resources and with very little effort identify useful and appropriate materials and resources. Tracie described and demonstrated the life skills lessons available. These lessons cover dozens of topics that are based on the self-identified needs of OSY students. Tracie mentioned how new life skills lessons on mental health have been developed and will be presented at the national conference in Orlando next month. Tracie then wrapped up her session.

**9:00a-9:20a – Jessica Castañeda (IRRC), IRRC State Profiles**

Jessica demonstrated the interactive state profiles that are available and are being developed. During our New Orleans TST meeting in January, the state ID&R plan workgroup worked with Jessica and in collaboration with the entire TST to develop parameters for state profiles that would be interactive, housed on the website, and would make use of the Power BI platform to make data easily accessible and usable to member states. In the display Jessica presented for the Maine state profile, users can access data immediately in visual and graphic form that outlines and displays such factors as qualifying activities prominent in the state, when workers arrive in the state, what part of the state workers move to, where they lived before they moved to the state, etc… Jessica explained that by modifying the appearance of one chart or graphic, the change or modification is automatically adjusted for all of the different fields and charts being displayed. This is an exciting new area of activity that should allow us to use data in innovative ways that have not been possible before. Jessica has a couple of state profiles completed and additional ones will be completed in the coming weeks. Profiles are also being completed for GOSOSY states so that, in the not too distanct future, a snapshot of a vast network of states with Migrant Programs will be accessible on the IRRC website through the interactive maps section. This will be a tremendous tool in the way of promoting interstate coordination.

**9:20a – 10:30a ESSA Changes 101- Michael Maye**

Michael Maye shared a power point presentation on ESSA changes to the full TST.

Michael began by mentioning that the ultimate determination of eligibility is at the state

level. Michael then mentioned how, even though eligibility rules and guidelines will be

different, frequently there will be scenarios in which the eligibility decisions will be identical to what they have been in the past. Michael began by contrasting the wording of the language of the NCLB law and the ESSA law, using graphics to highlight the key difference between the two (the removal of the “intent” clause). The key difference is in the fact that in the future, intent to obtain qualifying work will no longer be a part of the definition of a qualifying move. After some further explanation Michael led the group through some scenarios (some presented by OME in March). The group had many questions, particularly about a scenario in which a family moves from Syracuse, NY to Buffalo, NY for work that is not directly related to agricultural work. Under the new law, a family can qualify for a move in which the move had nothing to do with agricultural work, as long as the family crosses school district lines, changed residences, and moved due to economic necessity in the preceding 36 months. Then there was a question and answer period and more scenarios were displayed and navigated. By the end of the session most of the participants could successfully navigate the scenarios accurately. We will contintue to work on effective techniques to clarify how the new law will work and function in terms of eligibility determination and COE completion. The Competency Skills Assessment workgroup will be using workgroup breakout session time to address this area specifically and directly.

**10:30a – 10:45a Break**

**10:45a – 12:30p Immigration Issues- Miguel Keberlein Gutierrez**

Miguel Keberlein Gutierrez is the Senior Attorney and Director of the Illinois Migrant Legal Assistance Project. With all of the political turmoil we thought it would be advisable to get some insights as to the legal rights of farmworkers. Miguel began by introducing himself and briefly explained the kind of work he does to advocate for the rights of farmworkers. Miguel pointed out that one of the detriments to more stringent law enforcement strategies is that when community members are more fearful about police activity, they are not as helpful and willing to report crimes. This is truly tragic because even in domestic violence situations police will not be called because victims are more afraid of the police. Miguel initiated a Q&A session. Jessica Castañeda asked about deportation, and about steps families and individuals can take to empower themselves. Miguel said that a positive way to proceed is to engage in positive goal setting so that families and persons have a vision of what they would like to achieve. In terms of law enforcement, Miguel mentioned that an important measure is to have a safety plan. This is like a plan in case of fire. Or a will. It is unpleasant to think of, but families should envision what to do, where to go, and how to proceed in the event that a family member (even a parent) is deported. Miguel’s agency has access to templates for safety plans and will make these available to us. This will be a tremendous resource for state programs to offer to their staffs and migrant families. Miguel also mentioned that if children are actually U.S. citizens, it is a very good idea to have their U.S. passports on hand so that it can be demonstrated that they are U.S. citizens. Michael Maye asked if there have been any changes with immigration law. Miguel responded that no laws have changed and mentioned that even the President’s exective orders have largely been halted by the courts. He said the real issue is that, within ICE, previously there was a great deal of coordination at the highest levels in Washington for ICE activity. Now, it seems as though different regional areas are working independently and arbritrarily. Law enforcement at all levels is more emboldened, and act and function in a way that is more brazen. Eva Jimenez asked about issues (or vulnerability) in terms of students applying for DACA status and in the process of doing so give their information to the government. Miguel said that applying for renewal of DACA status does not seem to be problematic so far. He did indicate that previously there were fire walls in place to prevent sensitive information from being shared with law enforcement agencies. There is indication that this protection could be protentially vulnerable. Jessica Castañeda asked about deportation issues, in particular, how long of a process deportation is. Miguel said that often it is very rapid. ICE planes leave Chicago twice a week. Zach Taylor from South Carolina asked how they determine where they go. Miguel said that, as the Mexican border is where they often enter, that is often where they are brought. Miguel said that if they are from other Central American countries, travel there is facilitated and the U.S. government will charge the destination country. The Mexican Consulate has been an invaluable resource in recent months. They are usually granted direct access to individual’s taken by ICE and can advocate on their behalf. Michael Maye asked about specific situations in which family or students have direct interaction with law enforcement agents. What are their rights? Miguel mentioned that one important thing to know is that law enforcement agents by law have the right to know who they are interacting with. So, when they ask for a person’s name, the person should give their name. If a person withholds their name, the law enforcement official can detain them at once. Miguel said that it is important to not carry or hand over false documents or to try to assume a false identity. Miguel also mentioned that, in terms of deciding what to share with law enforcement officials and what not to share, a good rule of thumb is that, while it is difficult to remain silent if you are nervous or intimidated, persons can always refuse to sign documents without a lawyer. Jennifer Almeda asked about issues surrounding the difference between power of attorney and guardianship. Miguel explained that guardianship has to do with custody of children while power of attorney has to do with legal and financial rights in certain situations based on pre-arranged permission and authority of a person. Miguel cautioned about issues with guardianship. Guardianship sought for a particular advantage (increased possiblity for international travel or documentation purposes) is sometimes very difficulty to reverse when the need or the desire that originally compelled a person to seek a change in guardianship or custody status is removed. Miguel wrapped up the session and mentioned that many resources are available and that he would work with Brenda Pessin and Eva Jimenez from the Illinois Migrant Education Program to make those resources available to us.

**12:30p – 2:00p Lunch**

**2:00p – 2:15p Video of a Migrant Success Story**

McKensie Alexander is a professional American football player. He is a cornerback for the Minnesota Vikings. McKensie grew up in Imokalee, Florida, where his parents did back breaking work in the orange groves of that area. A few weeks ago McKensie was the keynote speaker at a state MEP conference in Pennsylvania. ESPN produced a short 7 minute video on the remarkable story of McKensie and his family. The video was presented to the group and a brief discussion followed.

 **David Fisk (ME)**

**DAY 2: 2:15p - 4:45p – IRRC TST Workgroup Breakout Session, then Reports**

**TRI Workgroup-** Emily Hanehan from the TRI workgroup reported out and shared on workgroup progress and activity. Emily outlined areas the workgroup categorized as high priorities in terms of supporting member states to pursue and carry out activities essential to state ID&R programs. These embraced four key categories- concentrated group recruitment, the re-interview process, professional development, and ID&R resources. For concentrated group recruitment, throughout year 1 the workgroup developed a set of protocols along with supporting documents and resources that can be used to plan, coordinate, and facilitate TRI activities. For the re-interview process, the workgroup outlined a plan to gather together re-interview instruments being used by our member states, then coming up with one common instrument that can be used by everyone. For professional development, the workgroup listed several avenues and resources that could be made available for training purposes- NASDME presentations, ESCORT ID&R Forum presentation power point materials and presentations, other power point presentations from the state and regional levels that may be available (through networking, collaboration, etc…), the development of a professional development calendar through which member states indicate dates, times, and locations of professional development opportunities at state conferences and other training opportunities, and use and availability of the ID&R national curriculum. For ID&R resources, the workgroup outlined many resources and materials that are already available in sharable and reproducible form- ESL books and resources from NY, GA, TN, and Vermont. Vermont has a nice dairy dictionary that we already have access to. At the GOSOSY website there is a multitude of materials that are free and available. Kansas has volunteered to print, copy, and reproduce materials for member states (free of charge). Michael will work with the workgroup and member states to gather valuable resources and materials that can be of use to member states.

**State ID&R Plan Workgroup**- Jessica Castañeda reported out for the workgroup. She reviewed the plans for state profiles to be developed and implemented. She then mentioned how states have been submitting their state ID&R plans to the workgroup for review and the workgroup then offers either written or verbal feedback and input in the way of technical assistance. At this meeting the plans from Kansas and Illinois were reviewed. Jessica then described a new product the workgroup is in the process of developing- a field observation rubric. This tool will be a companion tool for the competency skills assessment and will help states to assess how recruiters actually perform out in the field. The idea is to assess skills that are often difficult to measure in a technical way- attire, ability to explain and represent the Migrant Education Program, ability to put people at ease, exhibiting patience during real, live interactions, etc… The primary goal of this instrument will be to assist states in offering support and positive guidance to their recruiters and coordinators. The parameters for this instrument will be more fully developed in the coming weeks so a draft can be presented to state directors at their ILT meeting in May, then finalized shortly thereafter for implementation during the summer months.

**Competency Skills Assessment Workgroup-** Cye Fink, the workgroup team leader, mentioned that, at this time, workgroup activities are centered upon developing resources and materials states can use to effectively implement ESSA changes in their states. The focus of these materials will center upon a set of power point slides that clearly explain and highlight key ESSA changes. These slides can be adapted by individual member states according to their unique needs or preferences. A one-page checklist will be developed that will establish a simple, straight-forward process for recruiters to determine eligibility based on the new ESSA changes. A bank of scenarios can be developed to help state directors and coordinators to offer technical assistance to their recruiters as they navigate eligibility scenarios under the new ESSA changes and guidelines. A set of assessment pre and post test questions will be developed so that states can assess how proficient their recruiters are or have been in learning the new ESSA changes and guidelines that OME has presented. And lastly, the workgroup has discussed the idea of creating an instructional video that clearly outlines and explains the ESSA changes and modifications in an easily accessible and understandable way. The workgroup will hold a webinar conference in the next week or two to carry this work forward so that materials will be ready and available by mid to late May as states prepare for ESSA implementation on July 1st.

**4:45p – 5:00p Review, Wrap Up, and Adjourn**

Michael briefly reviewed the presentations that were conducted throughout the course of the day and thanked the Illinois team of Brenda Pessin and Eva Jimenez for helping to set up the meeting space and for inviting and facilitating Miguel Keberlein Gutierrez’s participation in the meeting. Their help and support made the meeting highly productive and beneficial. Michael thanked the workgroup for their continued dedication and tireless efforts in moving forward to achieve project goals and objectives. At this time the meeting was adjourned.