<u>**2012 WIA II California Consortium Meeting**</u>

<u>**CASAS Summer Institute: Wednesday, June 13, 2012, 3:30-5:00pm**</u>

<u>**Focus Group Discussion Summary**</u>

I.   Focus Group Discussions: *Participants were asked to sit at tables based on the number of WIA II learners in their program (small, medium, large, parolee/jail programs)*

   a. The Facilitator at each table shared what his/her agency was currently doing to accommodate the 2012-13 NRS policy changes regarding Core Performance follow-up measures
   b. Participants were asked to discuss different strategies for collecting follow-up information, and select at least one strategy or practice to implement at their agency.
   c. Report Back: Some of the tables volunteered to share strategies with the entire group. All tables submitted notes from their discussions. Below are the suggestions that came from the Focus Groups.

<u>**Suggestions for Improvement of Core Performance Data Collection from California Consortium Focus Group Discussions:**</u> The idea of student and teacher buy-in was expressed by all of the discussion groups. All of the groups agreed that buy-in was critical in being able to follow-up with students after program exit. The following suggestions are divided up based on common themes among the group suggestions. ***Items with a "*" denote an idea that was shared with the larger group during the Consortium meeting report back.***

- <u>Orientation/Intake Procedures</u>:
   o Have an extra staff member circulate during orientation to make sure students fill out contact information form correctly; Ask student to fix the form if it's not filled out correctly
   o Include multiple types of contact (email, phone, emergency contacts)on intake forms
   o Show students a copy of the Core Performance survey at orientation so that they are familiar with it
   o Develop a student contract that contains: managed enrollment, set pre and post-test dates, and an exit interview to update contact information
   o *Develop a bilingual student contract in which student states that they will let the teacher know if they plan to leave the program and provide contact information upon exit
   o Require permanent address of family member or someone who knows the person (especially helpful if student population is transient)
      ▪ Make sure that student gives approval for school to contact family/friends

- o *Ask for names of children and which schools they attend, so that agency may be able to track student down for follow-up at children's school if student leaves the program
  - o Develop mentor program as a way to keep track of students
    - ▪ Have CTE students mentor ESL students on how to set up email addresses and use email so that school can contact student through email
- During the school term/Classroom Strategies:
  - o * Have students fill out an "Update Me" form if they have any contact information changes, and to say where they are going when they leave
  - o Confirm that all contact information is accurate and correct at each pre and post-testing
  - o Tie the skill of updating contact information into EL Civics skills- knowing one's own address, phone number, etc.
  - o Have one staff person consistently in charge of the contact information/follow-up process so that students know exactly who to talk to regarding changes in contact information
  - o Have teacher/student check-ins throughout the school term, which can lead to conversations about goals and updating contact information
  - o Set conditions for re-enrollment: Student must provide updated contact information
    - ▪ Give priority enrollment (or other incentives) to students who have up-to-date contact information
  - o Teach students about the vocabulary that is on the follow-up survey during class, so that they aren't confused when they receive a call/letter
  - o Create an extensive phone tree list
    - ▪ Inform staff that this phone tree is vital
    - ▪ Create small groups (pods) of 3-4 people who are responsible for keeping contact with each other
- Survey Strategies:
  - o Send out postcards first telling students to expect a call in which they will be surveyed. Then do multiple phone calls (even at night) until the student is reached.
  - o Although the survey is done in English, have a staff member call and introduce student to the survey in student's native language.
  - o Make sure that data staff send out names of students to follow up on in a timely manner (for parole programs, enlist the help of parole agent)
- Technology:
  - o * Create a website with an online follow-up survey
    - ▪ Give students incentive to respond to survey and keep their contact information current (gift card, etc.)
    - ▪ Create a task force committee to educate teachers about the importance of follow-up
  - o *Use Facebook, blogs and other social media to keep track of students
    - ▪ *Get students to "like" the school's Facebook page. This means that they will get any important reminders, but that agency won't be able to see student's profile

- ▪ *Set up students with a LinkedIn profile as part of the school curriculum. They will learn how to use technology, and agency can use it to keep track of students for follow-up (Stockton Adult School).
  - o * Use Google Voice: an automated voicemail system for students to call in, check in, and update their contact info and get announcements
    - ▪ Can be very effective because it's not a personal phone number and teachers can text up to 6 students at a time.
  - o Use school email blasts to alert students of upcoming surveys
  - o Ask students to use email to turn in homework or other assignments, so that agency always has a current email address for students