SOSOSY Technical Support Team Meeting
January 21-22, 2015
Charleston, SC

<u>Agenda</u>
- Welcome and Introductions
- SOSOSY Dissemination Event Debrief
- Annual Performance Report (APR) Performance Measures
- Work Group Assignments
- Year 3 Plan Overview
- Different Work Group focus – breakouts
- Recruiter Knowledge Assessment
- State Presentation
- State Panelists Discussion
- VISTA in North Carolina
- Work Group Reports
- Quality of Strategy Implementation
- Closing

In attendance: Tracie Kalic, John Farrell (KS), Peggy Haveard (AL), Joyce Bishop (AL), Cori Canty (CO), Ray Melecio (FL), Jorge Echegary (FL), Kelsey Williams (ID), Brenda Pessin (IL), Heather Rhorer (KY), Emily Hoffman (MA), Monika Lorinczova (MS), Sue Henry (NE), Barbara Patch (NH), Janette Perez (NJ), Michael Maye (NY), Sonja Williams (NC), Lysandra Alexander (PA), Deke Showman (PA), Jennifer Almeda (SC), Jessica Castañeda (TN), Erin Shea (VT), Alfonso Zepeda-Capistran (WI), Margarita DiSalvo (ESCORT – FL), Bob Lynch, Lauren Alexander– (VISTA – NC).

Welcome and Introductions

- Thank you to Jennifer Almeda (SC) for hosting.
- Agenda discussion – Work Group explanation and reorganization (two new: Technology, Kelsey Williams – lead; and Continuum of Services Matrix, Erin Shea – lead).
- Expectations: APR results, actualize FII, Year 3 Plan, action plans and timelines for completion of work, expectation is work group will have at least one conference call between now and April meeting.
- SOSOSY – two proposals submitted to NASMDE.
- SOSOSY quarterly newsletter will be sent out next week. State highlights now included. Need volunteer state for next quarter.
- Next SST meeting is February 23, 3015, in Washington DC.

SOSOSY DE Debrief

- Table groups--
- Feedback on pre-conference (time and topic - ACReS)
    - Great organization and hands-on assistance/support, very thorough
    - Have OSY on hand or on video to participate real-time
    - Needed piece on how to implement in specific states
    - Discussion about having several full-day sessions /courses from which to choose
    - Discussion about first part (morning) of presentation being "over their head" – building own courses, etc.
- What worked well at DE? (sessions, opening and closing sessions)
    - Keynote speaker
    - Opening and closing sessions
- One specific thing to keep for next DE
    - See above
    - Focus on SOSOSY mission/materials/etc
    - Very professional/unified PPTs
    - One specific thing to change for next DE
    - Sept-Oct time frame instead of Nov.
    - Ask OSY Panel members different/focused questions and have plan for them throughout DE. Panel needed piece at the end to tie all comments together. Panel should be smaller – more conversational.
    - Mentoring/networking should happen in a meal/social setting. Discussion of using registration fees for this use.
    - Need resource guide for the tools included on the thumb drive.
    - More promotion to have more participants.
    - Having outside people (OME, etc.) to present and participate.
    - Need note on session that repeated pre-conference subject (ACReS) so people know if they should attend both.
    - Emphasize specific tracks a bit more. (TST idea that was disapproved by SST).
    - Should the event become larger or smaller? Discussion about changes for next phase.
    - States differ in needs and ability to implement different resources. Discussion about a "bridge" to disseminate.
    - Discussion of value of regional meetings (like states to discuss implementation).
    - Discussion about conflicting conferences of SOSOSY's partners.
    - Need emphasis on SOSOSY website and how to use it.
    - Implement OSY in various sessions.
    - Discussion of aggregate of DE evaluation sheets.
    - Discussion of OSY feedback.

Annual Performance Report (APR) Performance Measures

- 1c – Staff training evaluation form will be changed (Tracie will disseminate new form next week.)
- 2a – increase in services to OSY
- 2b – need new evaluation form for more accurate data
- 3a – huge gain (81% OSY improved 20% or more)

Work Group Assignments

- Mentoring Work Group – discussion of renaming group.
  - Members: Jessica Castañeda, Ray Melecio, Barbara Patch
- Curriculum and Materials Work Group
  - Members: Bob Lynch, Brenda Pessin, Lindsay Ickes, Sue Henry, Lysandra Alexander, Peggy Haveard
- Training Work Group
  - Members: Emily Hoffman, Sonja Williams, Jorge Echegary, Brenda Meyer, Kathleen Bibus, Janette Perez, Joan Geraci and Cori Canty
- Continuum of Services Matrix Work Group
  - Erin Shea, Monika Lorinczova, Joyce Bishop, Alfonzo Zapeda-Capristran, Margarita DeSalvo, Heather Rhorer
- Technology Work Group
  - Members: Kelsey Williams, Jennifer Almeda, Deke Showman, Michael Maye, Susanna Bartee

Year 3 Plan Overview

- Key Features –
  - Focus on implementation (fine tune materials)
  - Professional Learning to support products/practices
  - Enhancements to existing materials through technology and support for trainers (review and revision)
  - Cross training with other CIGs
  - Preparation for OSY-specific managements tools for SOSOSY states (addressing diversity of states and their programs)
  - Goal charts
  - Evaluation activities
- Four goals/60 activities

Different Work Group focus – breakouts

- Goal 1 – Review and Revise/Update strategic SOSOSY materials to support teachers, administrators, and others who serve OSY.
  - Curriculum and Materials (1.1.2 – 1.1.7)

- o Goal 2 - Provide professional learning and technical assistance
  - ▪ Training (2.1.1 – 2.1.13)
- o Goal 3 - Distribute effective and promising practices for providing services to OSY to increase capacity, communication, intra- and interstate coordination, and inter-CIG collaboration.
  - ▪ Technology (3.1.1, 3.1.2)
- o Goal 4 - Increase the achievement of OSY participating in SOSOSY services.
  - ▪ Mentoring (4.1.1 – 4.1.3)

Recruiter Knowledge Assessment

- o presented by Erin Shea and Heather Rhorer
- o Discussion about using MA's 3rd-level assessment tool (primarily case studies).

State Presentation (SC) [presented by Jennifer Almeda]

Work Group Assignments

- o Determine course of action and assignments
- o Determine timeline for completion of work
- o Set follow-up work group conference call dates and inform Tracie
- o Report out progress

State Panelists Discussion [Michael Maye (NY), Heather Rhorer (KY), Jennifer Almeda (SC)]

- o <u>How has your state integrated SOSOSY materials into your work with OSY? Please address how you are doing this at what level (state, regional, local).</u>
  - ▪ NY – Activities integrated via hands-on activities with staff (to explain how they use them/familiarize them with new ones). Website is always up to use as a resource. Constantly seeking feedback for reporting obligations to SOSOSY. Also working to get all materials translated into SDP language.
  - ▪ KY – All using mini-lessons as part of SDP (required to give a lesson at first meeting and at least once per month after). Have adapted reporting form to include other information. Not using ACReS yet, but all using mini-lessons and all forms. During trainings, the staff utilizes the website and practices many of the materials together. Future training will include parent involvement/input to glean how the mini-lessons work best.
  - ▪ SC- 25% of identified population is OSY. Four ways we address instructional services:
    - • State level- CAN/SDP (use website and mini-lessons)
    - • Profile- (SC has two-sided COE with profile on the back)
    - • Tracking form- modified for OSY (original) and K-12

- - Mini-lessons- indispensable because majority of OSY are very temporary.
  - o Describe your state's training efforts to support staff who serve OSY. What are the different ways professional development has occurred? Formats (statewide, group, individual, initial, ongoing)?
    - SC – Primary is summer program. State has a one-day training for that program. Director visits every LEA at least once during year to provide technical assistance. Some LOA have attended SOSOSY training so they are able to train local staff. Training is ongoing. Working closely with Adult Education Program (for H2A workers primarily) as they have a good program for GED.
    - KY – Statewide training is 1.5 days every fall. Every few months KY has regional training for one week that addresses different topics/materials. Have utilized webinars as well.
    - NY – Training includes two statewide meeting per year. Local and regional visits to observe process, caseload, assignments, etc. Most important is individual check-ins and follow up.
      - Acknowledgement of Bob Lynch and his contribution to OSY services in NY and nationwide.
      - Discussion of collaboration strategies throughout state.
      - Discussion of benefit of SOSOSY trainers doing regional training (Emily Hoffman, Erin Shea)
    - Discussion about how statewide training is set up/who attends/more on regional training in each state.
  - o How has your state addressed the needs of youth recovered or re-enrolling in high school or attempting to earn their HSE. What follow-up or support has occurred through your program?
    - KY – Out of approximately 900 OSY last year, had 17 KY felt were recovery youth. Services ranged from enrolling in pre-established GED/HPE classes to enrolling in online programs and a few in physical high school settings. State tracks them after enrollment, offers pre-GED classes, two different HEP programs work with school districts.
    - NY – Identify about 2,000 OSY. About 10% are recovery youth. On local level, first step is re-enrollment and finding alternative options. On state level, trying to advocate a more formal process out of concern that those youth may get "caught in the OSY shuffle". Offer follow-up training after diploma/HSE.
    - SC – Last year numbers went down to about 900 students total so recovery youth are a small number. Recruiters do good job of reaching out to other states to help students follow up as they relocate. Local staff work with individual students seeking diploma/HSE.

VISTA in North Carolina [presented by Lauren Alexander]

- o Intro by Sonja Williams
- o VISTA is a program of AmeriCorp to fight poverty and staff members are volunteers.
- o VISTA can bring "fun services" that MEP does not always have time/resources to provide.
- o Focusing on ESL – volunteers teach classes once per week in migrant camps.
- o Website developed (migranteduesl.wordpress.com) and gives volunteers everything they need. Includes 30 lessons (about one hour each) pulled from other places (including SOSOSY mini-lessons) and developed by VISTA. Also includes journal feature so volunteers can interact with each other and staff.
- o Screening is usually done already through university volunteer centers (which bypasses need for migrant program to conduct/fund background checks).
- o Sonja Williams – has information about applying for grants to fund VISTA programs.

Work Group Reports

- o <u>Technology</u>
    - ▪ Website Redesign –
        - • Kelsey Williams reported:
            - o Looked at best practices for web design.
            - o Reviewed the 46 survey results to include in process.
            - o Presentation included screen shots of potential updates:
                - ▪ Administrator page
                - ▪ Practitioner page (working title)
                - ▪ Student page
            - o Each page will have six tiles applicable to user.
            - o Overall look/theme will be simple and mono-chromatic.
- o <u>Mentoring</u>
    - • Interested in new content on website visible on homepage so that it is a showcase and dynamic.
    - • Developing survey for states that have had mentoring visits.
        - o Determine follow up
        - o Provide closure to the year
        - o Survey will be finished by ADM
    - • Will develop course for brand new staff to introduce to SOSOSY (i.e. SOSOSY 101)
        - o Includes links to resources, materials
    - • Discussion about what agendas for mentoring visits include.
        - o Subjects include recruiting, technology, ESL
        - o States chosen via initial surveys (new states, states with leadership turnover)
        - o Paid for by SOSOSY Consortium fees
- o <u>Continuation of Services Matrix</u>

- Take key elements from profile, interpret and come up with best service plan.
- Linking services for students.
- Link matrix tool with SAS, score sheet, tracking form.
- Four action items:
  - Sorting through curriculum resources is important for instructors so will transform rubric into Excel format to enable search feature and will have live links to resources.
  - Add two additional columns to Excel rubric that will say what quadrant the resource is applicable with and what amount of time is needed to successfully use resource.
  - Revisiting curriculum suggestions currently in the outcomes table and focusing on increasing literacy in Spanish-speaking population and broadening tool kit.
  - Creating flow chart as visual representation of all tools.
- Discussion of adding that flow chart to website redesign. Decided to link to Excel rubric with live links.
  - Curriculum
    - Materials Review Rubric – decided it was redundant
    - Information from review included pilot reviews submitted.
      - ACReS
      - Mini-lessons
        - Needs introductory piece for users (for whom are they designed, how to use, jumping off points for further instruction). To be complete by April meeting.
      - OSY Language Screener
        - Looked over comments submitted.
        - Decided to develop better introduction to screener that will address many of the questions/concerns from users.
        - Concerns in comments about video produced by ALRC. Brenda Pessin will work with ALRC to discuss improving.
        - To be complete by April meeting.
    - Discussion of having ability to comment/question/feedback via the website and other ways to increase feedback.
    - Math on the Move needs introductory piece as well (Reading on the Move has one).
    - Reorganize so the Mentor Manual (renaming decision in progress) is at the top of list on website.
    - On website, materials need to be divided between program development materials (vetted by SOSOSY) and other materials.

Make apparent what belongs to this project and what are "outside tools".
- Also on website, add section on extension activities (vetted) to expand on specific lessons.
- ○ <u>Training</u>

  - Tasked with having online version of three of nine modules by September.
  - Group will start with 9. "Developing Your State Training Plan" to format template and then will implement other modules.
  - Working on continued support of trainers themselves – regionally to develop one-on-one relationships to develop network of support. (Thinking in four-year cycle.)
  - Discussion of trainer turnover. Will have one final Training of Trainers (hope to record it for future use). Two-day seminar to be offered to one trainer per state.

Quality of Strategy Implementation

- ○ Because we have a focus on implementation, the QSI tool was developed to look at the Quality of Strategy Implementation.
  - 1.2.1 – 1.2.6 – Tasked with development of QSI. Impetus has been conversations with OME.
    - Some states have tools/rubrics in development.
    - Initial rubric taken to SST in November. They were asked for revision.
    - TST groups asked what are key indicators at state- and local-level that show if OSY programs are successful.
    - Final rating tool should be short and simple.
- ○ Discussion of QSI
  - Definition of "strategy"
  - Is this the role of the Consortium (to have states monitor how the FII is implemented)?
  - Identifying essential components is necessary before passing along to states.
  - Discussed removing "strategy" and having just Quality of Implementation to make it a usable tool for the state level.
  - Tool is due to SST in February.
- ○ Sub groups asked to identify necessary components to keep in QSI.
  - Discussion of consistent vocabulary to be used throughout (strategy, material, area, tool, etc.)
  - Should be as simple as using state Measurable Program Outcomes applicable to the Comprehensive Needs Assessment.

- Discussion about surveying migrant students who have completed program (or portion of).
- Analyze use of mandatory tools being used in each state:
  - Profile
  - State form 1
  - Website
  - Goals stated on needs assessments (data is being gathered and can be applicable to monitoring use of tools).
  - ID&R success
  - Self-evaluation
  - Rubric should go from "no idea what that is" to "have modified for specific use in our state to good success".
  - Committee formed: Lysandra Alexander, Brenda Pessin, Jessica Castañeda, and Emily Hoffman will meet with Tracie to continue planning.

Closing

- South Carolina – Title 1 Bilingual Coordinator/MEP Coordinator (Celina Anthony) discussion of Charleston County's use of SOSOSY materials (primarily mini-lessons with pre- and post-tests) with approximately 100 local OSY.
- April 14-15, 2015, meeting in Santa Fe, NM, including reception at home of Susan Durón. Dates and locations of future TST meetings will be set.