GOSOSY Technical Support Team (TST) Meeting
April 9-10, 2019
Omaha, NE

IN ATTENDANCE:

Tracie Kalic (GOSOSY Director)

Joyce Bishop (AL)

Peggy Haveard (AL)

Sabrina Rivera-Pineda (GA)

Susana Das Neves (IL)

Maria Dominguez (IL)

Brenda Pessin (IL)

April Dameron (IA)

John Farrell (KS)

Eugenia Luna (KY)

Emily Hoffman (MA)

Monika Lorinczova (MS)

Sue Henry (NE)

Veronica Hill (NE)

Barbie Patch (NH)

Joan Geraci (NJ)

Odilia Coffta (NY)

Travis Williamson (NY)

Rachel Wright Junio (NC)

Lysandra Alexander (PA)

Eva Howski (PA)

Deke Showman (PA)

Amber Peoples (SC)

Emily Williams (SC)

Justyn Settles (TN)

Sarah Braun-Hamilton (VT)

Susanna Bartee (GOSOSY)

Jessica Castañeda (GOSOSY)

Lora Thomas (GOSOSY)

Marty Jacobson (META) – via GTM

Aaron Thompson (CO)

YEAR 4 WORK GROUPS

OSY Engagement and Relationship Building (FII 1.1f/2.2c)

       Emily Hoffman (lead)

       Rachel Beech

       Joyce Bishop

Curriculum and Material Development (FII 3.1a)

       Brenda Pessin (lead)

       Jessica Castañeda

       Peggy Haveard

       Rachel Wright Junio

Professional Development (FII 2.1c)

       Joan Geraci (lead)

       Odilia Coffta

       April Dameron

       Veronica Hill

       Sabrina Rivera-Pineda

Interstate Collaboration (FII 2.2a – 2.2b)
        Deke Showman (lead)
        Margot Di Salvo
        Monika Lorinczova
        Barbie Patch
        Travis Williamson

Goal Setting and Learning Plans (FII 1.2a – 1.3d/1.1b)
        Sarah Braun Hamilton (lead)
        Eugenia Luna
        Amber Peoples
        Justyn Settles
        Emily Williams

Mental Health/Trauma (FII1.1d/2.2d/3.1b)
        Lora Thomas (lead)
        Lysandra Alexander
        Susanna Bartee
        Susana Das Neves
        Maria Dominguez
        John Farrell
        Eva Howski

Lit Review (FII1.1g)
        Jessica Castañeda (lead)

Tuesday, April 9, 2019
Call to order 8:30 am
Adjourned 4:30 pm

Agenda

- Welcome and Introductions
- NE MEP Welcome and Overview
- GOSOSY Year 4 and Fidelity Implementation Index Update
- Mental Health Training expectations and follow up
- Mental Health Survey Data and State Resource Documents
- Review Drop Out Prevention Strategies Literature Review—Jessica Castañeda
- Interstate Collaboration Work Group survey data overview and response

LUNCH ON YOUR OWN
- Work group assignments
- Work group meetings

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*
Tracie welcomed everyone and briefly outlined the TST meeting agenda.

Welcome and Overview of Nebraska Program (MEP) – *Sue Henry, State MEP Director*
- Omaha has the state's largest concentration of migrant workers; many are refugees.
- Sixteen languages represented in the migrant population; Spanish the greatest share.
- Meat processing and dairy cows represent the majority of agriculture work.
- Services provided across the state:
    o OSY (approx. 300)
    o K-12
    o Preschool (ages 3-5) (approx. 800-900)
- 2019 flood has greatly affected the agriculture forecast:
    o 70 of 93 counties affected; some reachable only by helicopter during the worst of it.
    o Parts of major highways and interstates were washed away.
    o 1,000,000 head of livestock lost.
    o Corn planting was greatly delayed.
    o Future for farmers is very uncertain.

TST Expectations and Work Norms – *Tracie Kalic*
Tracie reiterated the purpose and focus of the TST and asked the following of all members as work norms:
1. Be fully committed to the work and demonstrate this commitment by meeting agreed upon deadlines, participating/attending meetings and calls until outcomes/goals are fully met.
2. Leave each meeting with tangible products/achievements synthesizing our meeting outcomes.
3. Use included reflection time to promote spontaneous, creative discussion.

Expectations of TST members:
1. Provide feedback on agenda items, including training materials and material development.
2. Complete Work Group tasks, outline timelines, and establish follow-up conference calls.
3. Understand data requirements and the GOSOSY performance measures.
4. Report to Tracie your scheduled conference calls between now and the next meeting.

Expectations for GOSOSY Year 4 and Fidelity Implementation Index Update - *Tracie Kalic*
1. February 2019 SST Meeting in Alabama:
    a. Spent time planning for anticipated spring 2019 OSY Consortium grant competition.
        i. Shortly thereafter OME announced there will be Year 5 and competition is postponed until 2020.
        ii. Year 5 will focus on implementation and support.
2. Review of Fidelity of Implementation Index (FII):
    a. Tracie meets with Marty Jacobson (META) every month to review FII and determine progress for each objective.
    b. A new FII will be developed for Year 5.
        i. Unknown at this point what OME will request for submission.

1. OME requested a new FII and Work Plan for Year 4.
    3. At March 2019 Annual Directors' Meeting, each CIG was given a short time to present its focus and a small reception to share resources.
        a. GOSOSY received good attendance and support.
        b. Attendees were very positive about all GOSOSY materials/resources presented.

GOSOSY Web Site Analytics - *Jessica Castañeda*
Statistics were presented for the November 1, 2018 - April 3, 2019 timeframe:
- 2,325 unique visitors (increase from 1,512 visitors during same time frame in 2017-18)
- 3,649 unique sessions (increase from 2,774 sessions during same time frame in 2017-18)
- 9,834 page views (increase from 8,366 page views during same time frame in 2017-18)
    o All pages are getting hits (not just a few)

Trauma-Informed Supports for Migrant Students Training Follow Up – *Tracie Kalic*
    1. Members were given a list of questions to discuss and sharing out offered the following:
        a. There is a wide variety of prior training and access to training on the subject.
        b. Every training (no matter the topic) should have a "mental health moment" so the subject is not set apart and training can continue constantly.
        c. It would be good to have a GOSOSY liaison for states to reach out to for clarification and/or resource links.
            i. Tracie pointed out that it will take more time before participants are ready to present training materials.
            ii. Suggestion to have a portal or chat room to share experiences.
        d. It would be good to have best tips in a written form to present at trainings.
        e. Need to add use of the OSY Student Profile into the training materials.
            i. There was discussion about where to place the "Mental Health" checkbox and how to train service providers to use it.
        f. The final version of the training materials will add the use of Mental Health Life Skills Lessons – how to use and incorporate strategies learned.
            i. The April 8 Training ran out of time to address the lessons.
        g. Focus on training staff needs to heavily concentrate on accessing resources.
            i. Tracking behaviors of OSY is not realistic.
                1. Suggestion to create a letter to include in welcome/intake packets that will give students a list of resources.
            ii. It would be best to have tele-counseling option.
        h. University of Nebraska survey
            i. Sought seasonal migrant workers to fill out survey that had a component about mental health.
                1. Results were robust and influenced health resources in Nebraska.
                2. Sue Henry will provide a copy of that paper for review.
        i. There is a need for collaboration with Migrant Health at a state level.
        j. Additional comments or ideas should be sent directly to the Mental Health Work Group.

Mental Health Work Group Survey Results – *Lora Thomas*

1. The survey was sent to 35 states and produced more than 40 pages of data for review.
2. 272 total responses (16 GOSOSY states and 7 additional states)
3. *Scope of the Issue* shows 74% of staff have worked with youth who have experienced ACEs.
   a. Almost everyone answered that ACEs have negatively impacted education.
4. *Talking About Traumatic Experiences*
   a. Many felt it was beyond their capablities and roles as educators.
5. *Availability of Services:*
   a. Will continue to be a key.
   b. 48% of respondents said mental health services are mostly or almost always unavailable. 27% said services were available about half the time.
6. *Barriers to Accessing Mental Health Services:*
   a. Results showed that stigma is acute.
   b. The challenge remains to develop trust with healthcare providers.
7. *Input About Most Beneficial Assistance Needed:*
   a. Training about available mental health resources
   b. Lists of mental health providers for referrals
   c. Training in talking about mental health
   d. Training and networking regarding best ways to work with mental health providers
   e. Strategies for teaching youth who have adverse childhood experiences (ACEs)
8. *Use of GOSOSY Mental Health Life Skills Lessons:*
   a. Most (69%) have not yet used the lessons.
9. *Suggestions Going Forward:*
   a. Healing from trauma is long term but beyond the purview of staff.
      i. TOT offered good steps that staff can offer in a short amount of time to at least contribute.
   b. Next steps include:
      i. Assistance in recognizing the impact of trauma on behaviors in educational settings.
      ii. Training in appropriate responses when personal information is shared.
      iii. Information about when and how to make referrals that will positiviely impact youth.

Literature Review Update – *Jessica Castañeda*

1. Drop Out Prevention is topic of literature review for Year 4.
2. https://padlet.com/sparkedinnovations/DropoutPrevention
   a. Padlet is a virtual bulletin board with a wealth of information visually organized:
      i. Lit Review
      ii. Understanding Why Students Drop Out
      iii. Addressing the Problem
      iv. Essential Strategies
      v. Classroom Strategies

1. The Padlet link will be moved to the GOSOSY website asap.
   b. Significant emphasis on importance of 9th grade year.
        i. April Dameron (IA) suggested videos that address attendance (created with a refugee group) and will share with the group via email link.
   c. States differ on their age limits for high school students.
        i. Staff should double check what they are told by individual school districts.
   d. Finalized version of information will be released by summer.
        i. Will research the states that require an "exit exam" to graduate versus those that do not.
            1. This may be affecting reported graduation rates and disparities.
   e. National Dropout Prevention Center
        i. Prevention piece is broken down by grade level.
        ii. Basic core strategies for schools
        iii. Teacher strategies

Interstate Collaboration Work Group survey data overview and response – *Deke Showman*
   1. The survey received 28 responses from 17 states.
   2. Results include information about state needs related to:
        a. OSY services
            i. Delivery method:
                1. Almost 4% offer OSY services in a one-on-one setting.
                2. Almost 11% offer OSY services in a group setting.
                3. Almost 86% said they offer services in a combination of both settings.
            ii. Modality:
                1. 100% offer services in person.
                2. More than 28% offer services online.
                3. More than 14% offer services via FaceTime.
                4. More than 3% offer services via Skype.
                5. More than 32% replied they offer services in another additional format.
            iii. Service setting:
                1. Camp - 57%
                2. Work site – 50%
                3. School site – 43%
                4. Community partner site – 64%
                5. Other – 46%
            iv. Is transportation provided to OSY?
                1. Yes – 71%
                2. No – 29%
            v. State's needs related to providing services to OSY included many answers related to materials, strategies, language support, and access
        b. Recruitment
            i. Setting:

1. Camp – 68%
2. Work site – 79%
3. School – 54%
4. Community partner site – 71%
5. Other – 50%
   ii. Recruitment leads:
   1. iCert H-2A job orders – 64%
   2. Crew leader – 93%
   3. Family – 93%
   4. Other – 68%
   iii. State's needs related to recruitment included many answers related to information, services, programs, and recruiters
   c. Current practices
   d. Most-used languages
3. Answers will be compiled and shared in online forum available to all states.

Work Group Meetings

Wednesday, April 10, 2019

Call to order 8:30 am
Adjourned 12:00 pm

Agenda

- Interstate Collaboration: HEP/MEP Presentation
- Discussion of GOSOSY Year 5 and the Big Ideas of What's Next – Marty Jacobson
- Work Group reports
- Goal Setting Facilitator Training Update
- Future planning and prep for SST Meeting
- NASDME presentation overview
- Future meeting dates

Announcements – *Tracie Kalic*
- The Administration Page on the GOSOSY website has a data checklist with information about responsibilities and the updated necessary forms.

- Please look at 2018-2019 Directors Report before summer plans begin.
  - Remember requirements have changed concerning the pre- and post-test scores.
  - Goal Setting requirement is a <u>minimum</u> of three students.
  - States also need to continue reporting Learning Plan statistics.
- Two NASDME sessions planned:
  - *Creating Trauma-Informed Care and Education of Migrant Students*
  - *MEP and HEP: Partnering for Migrant Student Success*

<u>HEP/MEP Collaboration</u> – *Emily Hoffman, Sarah Braun Hamilton*
1. Interstate Collaboration Work Group is focused on working with other agencies.
2. HEP has always been a strong partner.
   a. Partnership began with OSY aging out of MEP program in MA and VT.
      i. Issues were transportation, language barriers, and lack of HSE and pre-HSE classes.
      ii. MEP staff applied for grant (covers NH, VT, MA and ME) that allows a 100% virtual HEP program for students.
   b. MEP and HEP do not always speak the same language.
      i. This presentation was created to bridge that gap.
         1. Will be presented at NASDME in fuller form.
   c. There are similarities and differences between MEP and HEP.
      i. HEP has to be very selective in order to continue receiving funds. MEP accepts every student, but HEP cannot. Candidate requirements are:
         1. ideal candidate depends on the HEP location, but seasonal farmworkers do qualify.
         2. Must be over age of 16, but no maximum age
         3. Not currently enrolled in a school, but tests at an 8th grade education
            a. Several free onlne GOSOSY resources will help.
         4. Have not already earned diploma or HSE
            a. Acceptance of foreign diploma differs depending on what state college/university will accept.
         5. They or a family member has to have worked in qualifying work for 75 days of the last 24 months.
      ii. Goal is a diploma or HSE.
         1. Students gain improved employment or enter secondary education setting.
         2. Services continue even after receiving high school diploma or equivalency.
      iii. About 5,000 students in 50 programs throughout US and Puerto Rico.
      iv. HEP is a competitive grant.
      v. Students do not have to work in the same state as the HEP program to which they apply.
      vi. Students can be dual enrolled in both MEP and HEP.
3. MEP programs can purposefully plan to include activities that will help prepare students for HEP.

4. It is to the benefit of both programs to work closely together, so all need to understand how they differ and how they complement.

Curriculum and Material Development– *Brenda Pessin and Jessica Castañeda*
1. New ESL Lessons were created in response to requests for more interactive lessons that would also focus on specific content of interest to and in need by OSY. Lessons are designed to enable OSY who have limited time to meet with an instructor to work on their own after an instructor introduces the lesson
2. New ESL Lessons were reviewed:
    a. One home page will list all five lessons:
        i. *What to Do in an Emergency*
        ii. *Numbers and Banking*
        iii. *Body Parts and Going to the Doctor/Dentist*
        iv. *Community Services*
        v. *Car Parts and Insurance*
    b. Each lesson has three main pages (with additional resources such as dialogs, games, videos and quizzes).
    c. New translation widget applies to the entire GOSOSY website.
    d. Online resources will be listed in order of difficulty.
    e. Videos have been added in English (with subtitles) and other languages.
    f. Quizlets will test knowledge and work as a review.
    g. A generic rubric will be available for use with all lessons.
    h. The work group plans to have all lessons complete by end of May.
    i. Please send all corrections, suggestions to Jessica.
3. Curriculum Catalog Draft
    a. Desire is for a single document in searchable format.
    b. Will continue editing and upload to the GOSOSY website asap.
4. Dropout Prevention Strategies Literature Review
    a. The literature review that Jessica has been working on and shared with the TST will continue to be refined, as suggestions made by the workgroup will be further researched.

Professional Development – *Joan Geraci*
1. Task was to create a presentation about Growth Mindset.
    a. Fully edited the draft version during this meeting and will be presented finally in a Prezi format.
        i. Introduces Growth Mindset and explains different types of mindsets.
        ii. Introduces neuroplasticity and how it applies to OSY.
        iii. Introduces strategies for service providers to teach the concept.
    b. Two additional modules planned:
        i. *OSY with Limited Schooling*
        ii. *Introduction to OSY*

Interstate Collaboration – *Deke Showman*
1. Prsented information from recent survey:
    a. Modality of lessons is moving to online.

b. On list of needs, audio visual is very high.
    1. Favorite YouTube links should be sent to Jessica Castañeda
    ii. Better training in lesson planning is needed.
    iii. OSY motivation
    iv. Revamped pre- and post-tests on Life Skills Lessons
    v. Transportation was mentioned multiple times.
    vi. More advanced lessons
    vii. HEP collaboration
    viii. Cultural orientation on new populations
    ix. On-the-job lessons
    x. National MEP directory
    xi. Door hangers and other promotional materials
    xii. Shared calendar for state trainings
c. Languages available to translate:
    i. English
    ii. Spanish
    iii. Nepali
    iv. Swahili
    v. Burmese
    vi. Arabic
    vii. Haitian Creole
    viii. Karen
    ix. Kurdish
    x. Somali
    xi. French
    xii. Mam
d. The group will start reaching out to states to get more information on upcoming trainings, etc. in order to share.
    i. Barbie Patch will continue to gather dates and information from consortia.
e. The group will begin presenting training (via recorded webinar) on stated needs.
    i. Will include all states.
    ii. Will be archived on the GOSOSY website.
f. Requested the HEP/CAMP map to be included on the GOSOSY website.
g. Exploring possiblity of "National Skype Night" to teach lessons to OSY.

Goal Setting and Learning Plans – *Sarah Braun Hamilton*
1. Materials have been compiled on the Padlet link (https://padlet.com/sparkedinnovations/GoalSetting)
    a. Final link on GOSOSY website will be sent out asap with all of the new versions.
        i. Including a Word format for states to edit as needed.
    b. Proposed to offer a webinar instructing how to best use the program.
2. Task was to review and improve original Goal Setting materials:
    a. *Student Goal Book* (both English and Spanish versions)
        i. Table of Contents was created.
    b. Instructor Book
        i. Table of Contents was created and embedded with live links (and throughout document) that take user directly to desired activity or material.
        ii. Activity Index was created with the same functions.

        c.   Text was added to explain more of the "why" in addition to the "how".

              i.   Also added more explanation about the flexibility of the program.

        d.   Additional Spanish translations were added.

        e.   Graphic cards were captioned.

        f.   Added a section highlighting how to use a Goal Setting framework with any activity.

3. Group is very intetested in hearing from states who track learning plans.
4. Will eventually link to the Professional Development module on Growth Mindset.
5. Creating a way to increase portability for student to provide new state with information from his/her *Student Book* in progress.

Mental Health – *Lora Thomas*
1. Work group is concentrating on making sure all materials are as usable as possible.
2. Looking at strategies for training purposes:
        a.   how to promote use of the materials
        b.   modeling how to use the materials (possibly with Professional Development group in video format much like the "How to Teach a Life Skills Lesson" video currently online).
3. Working on state protocols for trauma intervention.
        a.   Illinois will take lead.
4. NASDME presentation will be used to gather more data on the Mental Health Survey from additional states.
5. Documents created:
        a.   Stigma in the migrant population one pager
        b.   State-level resource sheets
               i.   Both will be edited and finalized based on feedback from TST
              ii.   Both will be sent to all TST members asap.

Lit Review - *Jessica Castañeda*
1. Will add section with updated research on migrant (to include any highly mobile) population specifically.

Discussion of GOSOSY Year 5 and the Big Ideas of What's Next – *Marty Jacobson*
1. Planning now for Year 5 with a focus on implementation of what has been developed over last four years.
2. Google Doc (https://goo.gl/sGY5Av) was created with five questions (one per table):
        a.   **What can the TST do to help state directors and local directors implement services for OSY?**
               i.   Better communication
                    1.   all messages should continue being sent to both SST and TST (within protocol)
              ii.   How can we address communication breakdown within states?
                    1.   TST members must take responsibility to communicate within.
             iii.   LOCAL: improvement would be to encourage state-level leaders to provide training to local directors. Regional trainings should always include GOSOSY input/info.

<ol type="1">
(Can the TST create an agenda for a local training and provide some training materials? Would this help?)

<ol type="i" start="4">
Tracie can present scenarios to SST with advice about how best to implement GOSOSY materials through TST rep(s).
TST members need to work within their state protocol to get permission to do what they need to do. This will involve meetings with state directors to get guidance/permission.
Make sure that states know their responsibilities.
Can GOSOSY reach out to states who specifically do not respond (i.e. the recent surveys)?

<ol type="a" start="2">
Think about the various populations of OSY. Some are in camps. Some are more dispersed in rural areas. There are populations that have different educational needs such as English learners and limited formal schooling. We need different plans depending on the population encountered. For what contexts and populations should GOSOSY create plans?
<ol type="i">
The rural population is very challenging to serve due to travelling/isolation/ access to the internet.
There are little resources from GOSOSY to serve the urban population (refugees or OSY that are not Spanish speakers).
We also need resources for SLIFE students (students with limited/interrupted formal education).
Compiling states language survey to develop new resources.
We want to focus on refugee resources that can be on the website (like a resource bank for refugees in different languages).

What training is useful for administrators who are beginning to provide services for OSY?
<ol type="i">
Mentoring/Orientation for administrators to start developing a plan of implementation around OSY
On-boarding process to an OSY consortium
<ol type="1">
helping people recognize/research the breadth of services and service providers that are serving OSY (but might not be called OSY) to negotiate/maintain/build relationships to leverage best resources to do comprehensive service delivery
How to authentically incorporate OSY into a state's CNA/SDP/Eval/MPO
Understanding that you can't just do ID&R without services (and these are going to be flexible)

Giving opportunities to new states or new people to actually visit a current program in action - much more effective than a veteran person going to the state/program that is starting
Figure out a way to record/document examples of programming to show people how things really are/or can be, provide context - move away from so much actual travel to help this onboarding/orientation process - also provides diversity of different programs
Resource guide
A differentiation of orientation/onboarding/mentoring for those who are working in a state agency versus a sub-granted agency
From all of the experience/brain knowledge we could create a 'common barriers to OSY recruitment and service AND possible solutions'

    d. What are some ways that state and local programs can structure services for OSY?
- i. Regional site-based services with transportation provided (areas with a pocket of OSY living close together and who all get off work around the same time)
- ii. Recruiters act as OSY service providers (areas with smaller staff and a spread out OSY population)
- iii. Life Skills Lessons (any OSY who are lower level and/or won't be staying long)
- iv. In-home based (can be used in any OSY situation, depending on student to staff ratio)
- v. Camp-based (depending on safety)
- vi. Center-based (areas with pockets of OSY living together)
- vii. Services structured using GOSOSY resources and materials (any situation)
- viii. Orientation to community resources (any situation)
- ix. Hire OSY advocates to work with the students in the community (depending on budget)
- x. OSY service provider is also a health provider (Interesting...You'd have to have the right staff member with the right qualifications)
  - 1. VT does this (recruiters are health promoters through our sister program Bridges to Health)
  - 2. PA recruiters refer OSY immediately to Keystone Farmworker Health

    e. What training do staff need to provide effective instructional and support services?
- i. Training on developing a community resource network
  - 1. Tips and ideas about how to get yourself out into the community (where to look for potential resources and partners)
  - 2. Techniques for building community resource capacity to serve migrant students/families (perhaps a template training for community organizations, or a template community resource organizational tool)
- ii. PD on being a flexible educator: how to individualize existing materials to meet student needs.
- iii. Develop (adapt/repurpose) training on motivational interviewing techniques:
  - 1. to identify and make plans to meet student needs and interests
  - 2. To do career exploration
- iv. How to work with students on career development and exploration (both long-term and in 1-3 visits).
- v. Offer staff guidance/support/resources for time-bound support and instruction planning (1-3 visits).
- vi. Knowledge of existing resources and how to use them
- vii. How to deliver instruction virtually via videochat and work with online classes

<u>UPCOMING MEETINGS</u>
- SST October 16, 2019 at IMEC Symposium (Clearwater, FL)
- TST November 13 - 14, 2019 (location TBA)
- TST week of February 10, 2020 (San Diego, CA)