GOSOSY Technical Support Team Meeting
November 17-18, 2015
Kansas City, MO

<u>Agenda</u>
<u>Tuesday, November 17, 2015</u>

- Welcome/Introductions
- Member State Expectations and Review Work Norms
- Celebration of SOSOSY Outcomes
- SOSOSY APR Initial Data
- State Successes
- Continuum of Services
- Instructional Support Video
- OSY Screener
- Training Wiki
- Results of Quality of Implementation
- GOSOSY website
- World Education, Inc. and our work
- Lunch on your own
- GOSOSY Fidelity of Implementation Index
- Expectations of work groups and assignments
- Tasks outlined and work group time

Graduation and Outcomes for Success for OSY

In attendance:

Tracie Kalic – (GOSOSY)	Lindsay Ickes (NE)
Joyce Bishop (AL)	Barbie Patch (NH)
Peggy Haveard (AL)	Joan Geraci (NJ)
Margarita Di Salvo (FL)	Mary Ann Diaz (NY)
Ray Melecio (FL)	Steve Wendell (NY)
Sabrina Rivera-Pineda (GA)	Fran Wurster (NY)
Brenda Pessin (IL)	Sonja Williams (NC)
Geri McMahon (IA)	Jennifer Almeda (SC)
Susanna Bartee (KS)	Jessica Castañeda (TN)
John Farrell (KS)	Sarah Braun-Hamilton (VT)
John Fink (KS)	Erin Shea (VT)
Lori Houck (KS)	Bob Lynch (PASS)
Christina Benassi (KY)	Michael Maye (IRRC)
Emily Hoffman (MA)	Steve Quann (World Ed Inc.)
Monika Lorinczova (MS)	

Tuesday, November 17, 2015
8:30 am

1. Welcome
    a. Tracie Kalic – GOSOSY Director
    b. Lori Houck – Education Program Consultant, Kansas (Lead State)

2. Introduction of Member States, Partner States, and Partner Organizations

3. Expectations of Member States
    a. Directors were asked at the State Steering Team meeting in October 2015 to carefully consider who would represent on the TST.
    b. Expectations for TST members:
        i. Three meetings per year
        ii. Conference calls in between in-person meetings
        iii. Work assignments
        iv. Work completed by deadlines
        v. Focusing on the FII

4. Celebration of SOSOSY Successes –PPT: TST 11.17-18.15 dissemination
   Results of the three-year SOSOSY consortium were presented to the membership via a PowerPoint
   presentation focused on the achievements indicated by the data collected by all member states.
   a. ID&R – 36,000 OSY were identified.
   b. Services – More than 70% of those identified received services.
   c. Overall training sessions were ranked at 2.9 out of 3.0.
   d. Tools – SOSOSY Mini Lessons and other instructional resources were highlighted.
   e. Data – Statewide data showed an 86% high mean gain with 81% reporting a gain of 20% or
      better.

5. SOSOSY Annual Performance Review
   a. State level reports on each APR indicator distributed to members.
   b. Members spent time discussing data, processes, and service delivery in their states.
   c. Members were asked to address the following questions in groups:
      i. What does the data tell us about how we are providing services to OSY?
      ii. What is the process in your state to determine what products/tools are used? How
          are you making data-driven decisions about what to use with OSY?
      iii. Thinking about service delivery in your state, what are the challenges you are facing
           to provide meaningful implementation and a positive learning experience? How is
           your state working to overcome the challenges?
      iv. As a result of reviewing your state's data and answering these questions, how can
          the consortium and the work of the TST help your state move forward in improving
          the quality of services to all identified OSY in your state?
   d. If states see errors in their individual reports, they will check first with Susanna Bartee and
      then Susan Durón to ensure correct data is reported.
   e. The groups shared responses to question #4:
      i. As technology use increases, states would like continued input and professional
         development around ACReS curriculum (especially Spanish version).
      ii. States would like to know what materials and resources are in progress so that they
          can better plan and prepare professional development.
      iii. Consortium should focus on ensuring that established resources continue to
           improve.
      iv. States need more and better professional development on using the
          tools/resources for those OSY who are in the state for a very short time.
          1. Tracie – We have a vision for developing a lesson plan for specific student
             situations.
             a. Continuum of Services is a good starting place for this plan.
             b. Professional Development Work Group will focus on this as well.
      v. States would like to learn more about accessing Plaza Comunitaria for all states.

6. <u>Continuum of Services</u> – *Erin Shea*
   The TST Continuum of Services Work Group produced a multi-document resource to provide a visual graphic tool of the OSY path through the MEP Cycle:
   a. Narrative – explains the purpose of the tool and how different pieces are used.
   b. OSY Cycle in the MEP – a one-page visual graphic tool outlining the cycle, includes live links to resources.
   c. OSY Educational Outcomes Tables – assists in placing a student in the appropriate instructional quadrant and includes live links to resources.
   d. OSY Educational Resource Rubric – lists every GOSOSY resource and material available via the OSYMigrant.org website and other outside sources that have been vetted/recommended and includes live links to resources.

7. <u>Instructional Support Video</u> – *Lindsay Ickes*
   The TST Curriculum Work Group produced a video to support all staff, particularly those without formal education training, in administering the SOSOSY Mini Lessons.
   a. The video will be re-branded with OSY Migrant logos, wording to maintain consistency.
   b. The video will be edited to include a clear statement about lessons being available in both English and Spanish, but will emphasize that the goal of the lessons is to teach life skills more than vocabulary.
   c. The video will be edited to address the non-graded Question 6 on post-assessments.

8. <u>OSY English Language Screener</u> – *Brenda Pessin*
   This tool was designed to use as needed across the states to determine language proficiency in newly recruited students.
   a. The video was improved to elaborate on instruction and scoring.
   b. Staff must be careful to refer to the tool as a "screener" and not an "assessment".
      i. SOSOSY created it as a tool to drive instruction, and it is not intended to be used as a progress monitoring instrument. This is now clarified in the screener instructions.

9. <u>OSY Training Wiki</u> – *Sonja Williams*
   The TST saw value in getting Training Modules online for new staff and also as refreshers for those already trained. Wiki was determined to be the most efficient format.
   a. Training Wiki has two modules completed.
      i. Video and/or audio components will be included.
   b. Sonja will send URL and invite to all TST members.

10. <u>SOSOSY Quality of Implementation Index</u>
    The QII was produced during Year 3 for the purpose of focusing on implementation.
    a. Created to rate materials with a goal of 4 out of 5.

        i.   The actual mean ratings ranged from 3.1 to 4.3.

        ii.   4 was a high goal, but now GOSOSY has a good baseline going forward.

  b.   Positive feedback on the use of QII:

        i.   Easy to use

        ii.   Clear

        iii.   Some states are adapting it for use with other grants

  c.   The TST will look at this data going forward.

  d.   Results were mostly even among all states.

11. <u>GOSOSY website (osymigrant.org)</u> – *Jessica Castañeda*

The TST Technology Work Group designed updates to the website based upon feedback from all consortium states. The new website is operating and will continue updating as needed.

  a.   Google analytics will be added for data.

  b.   Search bar will be added.

  c.   Home page will be continuously changing/updating.

  d.   Need high quality photos from all states.

        i.   GOSOSY photo release will be sent to all states and posted online.

  e.   Need to keep contact information updated.

  f.   Website input form was developed and will be emailed to all.

  g.   Professional Development tile will be added (to include link to Ning networking site).

12. <u>GOSOSY Fidelity of Implementation Index</u>

META's Marty Jacobson will be GOSOSY's evaluator.

  a.   Outcomes in focus for TST:

        i.   **1.1** 75% of OSY participating in project-directed instructional services will demonstrate a 20% average gain between pre- and post-assessment.

        ii.   **1.2** 75% of OSY with a Learning Plan will attain an average of 50% of the learning/achievement objectives.

        iii.   **1.3** Attendance by 54 OSY (consortium wide) at Goal Setting Workshops and attain acceptable or above average score on GSW rubric.

           1.   Suggestion that GSW could be aligned to count as a counseling event.

        iv.   **2.1** 75% of staff completing PD increase skills by 10% between pre- and post-assessment.

        v.   **2.2** 75% of states average five PD/mentoring collaborations.

        vi.   **2.3** 75% of recruiters tested achieve "proficient" on OSY ID&R skills assessment.

        vii.   **3.1** Five products developed/adapted/vetted/adopted by 18 states.

        viii.   **3.2** GOSOSOY Dissemination Event (DE) for 200+ staff is planned, implemented, evaluated.

OSY — Graduation and Outcomes for Success for OSY

    b. CIG Collaboration
        i. CIG representatives met at State Steering Team meeting in October 2015 – Barbie Patch and Bob Lynch will serve as liaisons for collaboration.
        ii. Group will develop a common calendar to better coordinate meeting dates.
        iii. Group will look for intersections and plan to share resources.

13. <u>World Ed, Inc. collaboration</u> – *Emily Hoffman and Steve Quann, World Ed, Inc. Director Education Technology Center* – PPT: World Education Slides SQ
    GOSOSY will be collaborating with World Ed, Inc.—an international education company based in Boston, MA, with experience in adult/older youth education especially in the United States – specifically on the planned OSY Mentoring Project. World Ed has a mentoring program in place that has been widely successful. GOSOSY will adapt that program with input from member states (see below the initial project survey results).
    a. Company has interest in working with migrant students.
    b. 600 staff work in 19-22 countries.
    c. US office has 20 employees.
        i. Focus is on adult learners.
        ii. One of main missions is professional development.
        iii. Other missions:
            1. College career readiness
            2. Learner persistence
            3. Civic literacy and social justice
            4. Online courses/tech integration
            5. Health science and careers
        iv. Areas of expertise:
            1. Career pathways
            2. Civic participation
            3. College and career readiness
            4. Immigration integration and ESOL
            5. Health and Literacy
            6. Integrating technology in teaching and learning
            7. Learner persistence
            8. Learning disabilities
            9. Math and numeracy
            10. Reading and writing
            11. Teacher effectiveness and educational leadership
    d. GOSOSY and World Ed, Inc. sharing practices and connections
        i. GOSOSY - ID&R
            1. World Ed - Network of community agencies

      ii.   GOSOSY - Direct Service Provision
- 1. World Ed - Professional development training
- 2. World Ed - Appropriate technology usage
- 3. World Ed - Promising practices in instruction

     iii.   GOSOSY - Indirect Service Provision/Referrals
- 1. World Ed – Network of community agencies able to provide services for migrant students and collaborate with MEP

e. Current collaborative projects
- i. Orientation for World Ed reps to MEP and OSY population
- ii. Development of OSY-specific Mentoring Program with input from World Ed's established mentoring program
- iii. Recording of modeled Training Module at TOT event in September 2015 in order to assist in digital enhancements to GOSOSY training
- iv. Initial research for OSY Learning Plan initiative

14. <u>Work Group Expectations and Assignments</u>
- a. Review of FII
  - i. Tracie meets monthly with META evaluator to check in and update FII objectives and activities.
  - ii. Some deadlines have fluidity, but there are important pieces that must be completed by September 30, 2016.
- b. Work Groups:
  - **i. OSY Learning Plan**
  - **ii. Goal Setting**
  - **iii. Professional Development**
    - 1. For certified and non-certified staff
  - **iv. Material and Curriculum Development**
  - **v. Identification and Recruitment**
    - 1. Tasked with creating a scoring assessment and training tools for the ID&R Recruiter Skills Competency Tool
  - vi. Team Leads will:
    - 1. Convene the Work Groups
    - 2. Serve a point of contact for Tracie
    - 3. Ensure that they are not solely responsible for the work of the group—the work is to be mutually agreed upon and shared responsibility is paramount. Tracie will work with the team leads on this.
  - vii. Members may operate fluidly between Work Groups with emphasis on cooperation and collaboration.
    - 1. **OSY Learning Plan Work Group** – Emily Hoffman (MA-lead)
      - a. Addresses FII 1.1e, 1.2a, 1.2b, 1.2c

    b. Outline goals for learning plan template
    c. Develops learning plan template
    d. States work with OSY to complete learning plans
    e. Provide instruction to OSY using the GOSOSY materials-aligned learning plans

2. **Goal Setting Work Group** – Sonja Williams (NC-lead)
    a. Address FII 1.3a, 1.3b, 1.3c, 1.3d, 1.3e
    b. Brainstorm ideas for Goal Setting Workshop (GSW)
    c. Arrange logistics for GSW
    d. Train GSW facilitators
    e. Design a GSW project-based activity and rubric
    f. Conduct GSW

3. **Professional Development Work Group** – Lindsay Ickes (NE-lead)
    a. Address FII 2.1c, 2.1d
    b. Develop instructional staff PD materials
    c. Develop training for certified and non-certified staff on making instruction applicable to grade-level skills for OSY

4. **Material and Curriculum Development** – Bob Lynch (NY) and Brenda Pessin (IL) (co-leads)
    a. Address FII 1.1a, 1.1g, 3.1b, 3.1e, 3.2a
    b. Develop/adapt assessment tools/practices
    c. Develop a beginning ESL series for OSY
    d. Develop and use online curricula and resource material
    e. Design/adapt web-accessible lessons
    f. Investigate options for platforms to share OSY resources

5. **Identification and Recruitment** – Jennifer Almeda (SC-lead)
    a. Address FII 1.1a, 1.1g, 3.1b, 3.1e, 3.2a
    b. Adapt an OSY Recruiter Skills Competency Tool
    c. Compare/adapt recruiter training materials
    d. States will collaborate/conduct OSY in-the-field recruiter training (collaborate with IRRC)
    e. States will administer OSY Recruiter Skills Competency Tool

Adjourned 4:45 pm

Graduation and Outcomes for Success for OSY

<u>Agenda</u>
<u>Wednesday, November 18, 2015</u>

- Vermont Mini Lessons Update
- Mentoring Pilot
- Work Group report outs and feedback
- NCFH Conference
- NASDME presentation
- Assignments and conference calls
- Meeting dates/future locations
- Other

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15. <u>Vermont Mini Lessons</u> – *Erin Shea*
    a. Lessons were updated and can be found under Life Skills on the OSY Migrant website.

16. <u>Naming Life Skills/Mini/Focus Lessons</u> – There was discussion over the term "mini lesson" and a committee will convene via phone call next month to determine best title:
    a. Mary Ann Diaz
    b. Barbie Patch
    c. Bob Lynch
    d. Peggy Haveard

17. <u>Work Group Report Outs</u>
    a. **Identification & Recruitment**: *Jennifer Almeda (SC-lead), Michael Maye (IRRC), Ray Melecio (FL), Christina Benassi (KY), Heather Rhorer (KY), Barbie Patch (NH)*
        i. Reviewed and approved existing OSY Recruiter Skills Competency Tool for continued use.

1. Will share with IRRC and collect feedback.
   a. Collaborating with IRRC – Barbie Patch will present the current competency tool pilot (already developed by TST) with scoring guide to IRRC in January 2016.
   ii. Will have conference call at end of January 2016 to discuss feedback.
   iii. Will host collaboration meeting with IRRC to discuss in-the-field training opportunities during February or March 2016.
      1. Will conduct in-the-field training by end of September 2016.
   iv. Will ask all consortium states to pilot tool by July 29, 2016.
      1. Results will be analyzed and summarized by end of September 2016.
   v. Subgroups formed:
      1. Presentation (how to administer)
      2. Scoring
      3. Modality
   vi. Will meet again at NASDME in April 2016.
   vii. Input from group:
      1. Determine how best to collaborate with IRRC in order to avoid duplication.
      2. Tracie will meet with Work Group to coordinate both efforts with current competency tool.

b. **Professional Development**: *Lindsay Ickes (NE-lead), Sabrina Rivera-Pineda (GA), Joan Geraci (NJ), Lori Houck (KS), John Farrell (KS), Jessica Castañeda (TN), Deke Showman (PA)* –PPT: Professional Development Work Group Plan
   i. Task #1: Create a survey to gain insight on OSY instructional providers across consortium states.
      1. Send survey draft to group members to revise.
      2. Send out to TST members to disperse to services providers.
      3. Analyze/summarize results.
      4. Align PD resources to meeting the service providers' needs.
   ii. Task #2: Create a tool for instructional providers to help create learning plan and choose instructional resources.
      1. Involves three essential questions/concepts for service providers:
         a. Select a skill
         b. High engagement/interest
         c. Language
   iii. Task #3: Create tutorials/modules to teach best practices for OSY.
      1. Select best teaching strategies for adult learners and ELL.
      2. Create resources for staff development:
         a. Training materials/PPT
         b. Cheat sheets for service providers
         c. Videos demonstrating teaching strategies

c. **Learning Plan**: *Emily Hoffman (MA-lead), Steve Quann (World Ed, Inc.), Margot Di Salvo (FL), Geri McMahon (IA), Mary Ann Diaz (NY), Sarah Braun-Hamilton (VT)*
   i. Two examples are on the website.
   ii. By January 2016, all members will share what is used in their states (or others they know) to begin creating one for GOSOSY.
      1. Emily will distribute survey to consortium members for feedback about learning plans used/not used.
d. **Goal Setting**: *Sonja Williams (NC-lead), Joyce Bishop (AL), Ernesto Vela (CA), Monica Lorinczova (MS), Steve Wendell (NY)*
   i. There are some timeline issues with FII that Tracie will address with Marty.
   ii. Goals established:
      1. Design baseline activity for students to introduce process of goal setting.
         a. Book activity – student-made "life book" that illustrates goals in pictures or words and differentiates short- and long-term goals/aspirations.
            i. Will stay away from term "goal" and instead use "pathway" or "aspiration".
            ii. Screencast of how to make book will be put on Student page of OSY Migrant website.
      2. Design follow-up activities to further explore goal setting:
         a. Will include further elaboration of steps in process.
         b. Will discuss what to do when we get off track.
      3. Design facilitator training for goal setting activities.
      4. Evaluate facilitator training.
   iii. Timeline:
      1. Monthly conference calls
      2. Activity 1 draft will be complete by end of January 2016
      3. Facilitator draft done by end of February 2016
      4. Facilitator training presented in March 2016
      5. Distance learning model developed by May 2016
      6. States will conduct Goal Setting Workshops with OSY by September 2016
e. **Curriculum**: *Bob Lynch (NY-lead), Brenda Pessin (IL-lead), Peggy Haveard (AL), Fran Wurster (NY), Lysandra Alexander (PA),*
   i. Post-assessments will be edited to address question #6 which is not scored. This revision will make it clearer to service providers.
   ii. Three lessons have been drafted by National Center for Farmworker Health focused on mental health. More are in progress.
   iii. The group will also be reviewing the *Living in America* series to recommend revisions.

18. <u>Migrant Health Forum</u> – *Bob Lynch*
    a. Bob Lynch presented a session on GOSOSY instructional materials and their use at the National Center for Farmworker Health conference. Participants were impressed with the GOSOSY's Instructional Video and Health Lessons.

19. <u>OSY Student Mentoring Project</u> – *Emily Hoffman* –PPT: Mentoring Overview
    a. States were asked to provide input into developing a mentoring program for OSY.
    b. Survey results: 17 responses
        i. Majority of survey takers were administrators.
        ii. **Benefits**
            1. Survey results:
                a. Help to assimilate to local culture faster
                b. Feel more connected to the community (resources, jobs)
                c. Help with creating, working towards, and achieving goals and pushing them along the way
                d. Improve self esteem
                e. Role model
                f. Having someone who believes in and supports
                g. Caring adult
                h. Advocate to rely on when in need
                i. Someone to provide guidance
                j. Empower an OSY to know options
                k. One-on-one guidance
                l. Know they are now alone
            2. Feedback from TST group:
                a. Determine a specific vocational goal.
                b. Teach OSY skills to identify future mentor when they move.
                c. Project should focus more on problem solving.
        iii. **What would mentor relationship look like?**
            1. Survey results:
                a. Weekly (at least) contact by mentor with continued follow-through
                b. Activities based upon OSY interest
                c. Well-structured educational session, heavily focused on academics
                d. Working together
                e. Sincere individual who knows how to care for themselves in order to avoid compassion fatigue
                f. Demonstrate genuine concern and belief in success of OSY
                g. Modeling healthy behavior including respect for self and others
                h. Establish feeling of being safe and trusting
                i. Work out a plan for the future

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        j.   Build knowledge of available resources and know options

        k.   Feel successful and to stay with the program and reach goals

2. Feedback from TST group:
   a. Guideposts that indicate more toward self-sufficiency
   b. Continuity – OSY find a new mentor before eligibility ends
   c. Does not always have to be an educational session – modeling strong character traits of success

    iv. World Ed, Inc. has a mentor program in place which GOSOSY will adapt per member state input.

1. YEAR 1:
   a. Program will be 5 – 8-weeks.
   b. Program will be piloted in 3 or 4 states/programs.
   c. Work Group will receive state feedback and revise.
2. YEAR 2:
   a. States interested will receive short-term mentoring project.
   b. Feedback and evaluation will be incorporated into revised project materials.
3. YEAR 3:
   a. Mentor materials and training will be disseminated consortium-wide.
4. **Please let Tracie know if your state is interested in being part of the Mentoring Pilot. Tracie will also discuss this with the State Steering Team.**

20. <u>NASDME</u>
    a. Proposals are due December 15, 2015
    b. Suggestions:
       i. "How to implement the lessons available."
    c. Contact Tracie with other proposals and/or if interested in helping.

21. <u>CIG Collaboration Meeting</u> – *Bob Lynch*
    a. Planned for prior to opening of NASDME in April 2016.
    b. All programs and partners are invited.

22. <u>Future TST</u> meetings: Tracie will send poll to decide on spring and fall 2016 dates.

Adjourned 11:30 am