



NOTES

iSOSY Technical Support Team (TST)

May 4-5, 2022

Chicago, IL

Attending:

Mesha Patrick (AL)
Bianca Cervantes (AZ)
Zujaila Ornelas (AZ)
Andy Wallace (IN)
Sabrina Rivera (GA)
April Roberts (GA)
Erin Lamboi (IL)
April Dameron (IA)
John Farrell (KS)
Heather Gould (KS)
Janet Reynolds (KS)

Laurie Stewart (LA)
Emily Hoffman (MA)
Wilson Kendrick (MS)
Cesar Duran (NE)
Veronica Hill (NE)
Iggy Campos (NM)
Travis Williamson (NY)
Odilia Coffta (NY)
Hunter Ogletree (NC)
Areli Perez-Nava (NC)
Michelle Ervin (MI)

Lysandra Alexander (PA)
Shantella Singleton (PA)
Emily Williams (SC)
Sarah Braun Hamilton (VT)
Susanna Bartee (iSOSY)
John Fink (iSOSY)
Tracie Kalic (iSOSY)
Brenda Pessin (iSOSY)
Lora Thomas (iSOSY)
Marty Jacobson (META)

Materials link:

https://drive.google.com/drive/folders/1_czOA11nf7ivTHbdHiy4gv6OJcbsDF-R?usp=sharing

DAY 1 – May 4, 2022 (8:30 am – 4:30 pm)

1. Welcome and Introductions (Tracie Kalic)
2. Welcome to Illinois (Susana Das Neves)
3. Opening Activity - Networking “Get to Know Each Other”
4. Website Analytics Report for Oct. 1, 2021 – Mar. 1, 2022 (Susanna Bartee and John Fink)
 - a. 3,507 site sessions
 - b. 1,968 unique visitors
 - c. Website use peaks in coordination with trainings, meetings, and webinars
 - d. Majority of visitors are from the United States and using desktop computers
 - i. Website is designed to be phone and tablet friendly. Please tell Susanna or John if format is not working correctly.
5. iSOSY Evaluation Requirements for Year 2 (Marty Jacobson)
 - a. Form 1 Director/Coordinator Report
 - b. Form 2 Post-Training Evaluation Survey (may be submitted at any time after trainings by email to Marty or via online survey link)



- i. Current reports:
 1. 92-100% said training increased their knowledge of iSOSY materials and strategies
 2. 82-100% said the strategy and materials would be useful for OSY and at-risk secondary students
 3. Suggestions for topics at future training:
 - a. Dropout prevention strategies (47)
 - b. How to engage OSY (43)
 - c. How to engage at-risk secondary students (37)
 - d. Working with youth who are parents (36)
 - e. Providing instruction to OSY (28)
 - f. Technology for remote learning (25)
 - g. Explaining the importance of graduation/diploma (23)
 - h. Providing instruction to at-risk secondary students (22)
 - i. Products available on osymigrant.org (22)
 - j. Using the iSOSY Learning Plan (20)
 - c. Form 3 Pilot Product Review Form (working with TST to identify specific questions for materials piloted)
 - d. Form 4 Graduation and Credentials (will be for select iSOSY webinars only to address Objective 2, must be filled out after TST training on Day 2)
 - i. All forms available on the iSOSY website (<https://www.osymigrant.org/data-collection>)
 - e. OSY Profile and Summary
 - i. Used for CNAs in many states
 - ii. Also used to guide materials development and CIG proposals
 - f. Secondary Student Profile
 - i. Tool available to identify the needs of secondary students and help guide instructional staff toward appropriate materials for the student
 - ii. Not collecting data at consortium level for this form at this point.
 1. State may choose to use it for CNA or other state data collection.
 - iii. Pilot process will help determine final format
 1. Suggestion to create a Google Form option
6. Pilot Reviews, Pilot Process, and What States Are Piloting (Marty Jacobson)
 - a. Goal is to have 3-4 states per product.
 - b. Let Marty know what your state wants to pilot.
 - c. Do pilots up through September 30, 2022.
 - d. Each pilot should involve as many students as needed to have an understanding of how well the materials work.
 - e. Send completed Form 3 to Marty and Tracie.
 7. Annual Performance Report and State Data Discussion (Marty Jacobson)
 - a. OSY Data Report Year 1 review
 - i. Review data and determine how to best report going forward



- ii. What does the data tell us about how we are providing services to OSY and Secondary Students?
 - iii. 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 and Secondary Students?
 - iv. 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?
 - 1. States with multiple sub-grantees need to focus on one service delivery strategy and processes for all sub-grantees to submit required data
 - 2. Suggestion for sustained and focused professional development to create cohesiveness (as in Kansas)
 - v. 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 and Secondary Students in your state?
 - 1. Learn more from other states about identifying at-risk secondary students.
 - 2. Ideas to get more students to attend/engage in virtual classes
 - 3. See successful OSY and at-risk secondary student programs and how they do it
8. FII Review (Marty Jacobson)
- a. What's new:
 - i. Material developed in Year 1 are piloted in Year 2
 - ii. Tracking HSED, credential, and graduation progress
 - iii. Entrepreneur Course (added by TST) to be developed in Year 3
 - iv. Digital literacy and distance education materials
 - v. Training for new materials
9. Year 3 Planning for Dissemination of Materials (Marty Jacobson and Tracie Kalic)
- a. All CIGs are proposing a coordinated effort to disseminate products and strategies in Year 3 through in-person and/or virtual participation for all states (whether participating in a CIG or not).
 - i. iSOSY will showcase activities, products, and strategies that have been useful in reaching project objectives.
 - 1. SST feedback:
 - a. In person is preferable
 - b. Sessions with "deep dive" preferable to a snapshot approach
 - c. Suggestions for Fall 2023 event:
 - i. Focus should be on implementation rather than just what's available
 - ii. Service Provider Training (with less emphasis on training when they return to home states)



1. States could send teams of 2-3 people who have been selected according to a checklist of qualities
 - iii. Include OSY and at-risk secondary students
10. OSHA 10 General Industry Course Overview and Success Stories (Tracie Kalic)
 - a. Partner project with Fort Scott Community College to provide 10-hour course
 - b. There are 14 students from nine states:
 - i. Three students have completed the course; deadline is end of May 2022
 - c. Lessons learned:
 - i. Onboarding for service providers
 - ii. Communication
 - iii. Expectations of the course
 - iv. Conduct meeting with service providers and students together
 - v. More frequent check-ins are needed
11. Networking #1 - Focus on How We Work Together (Emily Hoffman and Emily Williams)
 - a. Positives for iSOSY TST:
 - i. New members group:
 1. May start TST membership in a fog, but end products are amazing, useful, available
 2. Everyone is generous with help, anyone asked is easy to talk to and helpful
 3. Organization of work groups – projects broken down into tasks
 4. Leveraging strengths and skills of individuals to get things done
 - a. ability to ask someone else in group – good teamwork
 - ii. Other members groups:
 1. Other members offer good perspectives (especially small states)
 - b. Shifts needed for iSOSY TST:
 - i. New members group:
 1. Trainings offered on site in states to build connection to material.
 2. So many resources available – hard to have time to process training for service providers to determine how they will actually use them for their personal caseload
 3. Over 10 years of products so new paradigm could be strategies for use of those products (instead of producing new things)
 - a. Vast needs of OSY so may be more to develop
 - i. Perhaps one small group focuses on development
 - b. Disseminate models of how a strong program works
 - c. Showcase how to be nimble in thinking to connect the different lessons and resources (ex. Scavenger hunt with budgeting and EFDL lesson on cash apps, etc.)
 2. Question about connecting to corporate world (Dollar General, Walmart, etc.)
 - a. OSY Scavenger Hunt (with Walmart gift certificate)



3. Shifting to building competencies and updating materials (for modern technology)
- ii. Other members groups:
 1. Looking at specialties to plan work group membership (fluid)
 2. Fluid work group memberships/team leads
 - a. But maintain momentum (perhaps project based)
 - i. Shorter projects? Flexibility to change as appropriate
 3. Keep consistency of TST members
 4. More emphasis on building programs in individual states – TST members network to help others – more conversation/collaboration
 - a. End up with a model with a case study that can be shared with migrant programs

12. Work Group Time

DAY 2 – May 5, 2022 (8:00 am – 4:30 pm)

1. Training on Materials **Curriculum and Materials** (Wilson Kendrick and Veronica Hill)
 - a. STAT Lessons
 - b. COVID-19 Lessons
2. AZTEC Overview and Presentation (Tracie Kalic and Rafa Diaz)
 - a. Result of discussions about the needs of OSY who express interest in earning a GED/HSED but have significant skill gaps
 - b. MEP service providers are not experts in adult education.
 - c. The OSY lifestyle often means they may not be able to get to an adult ed learning center.
 - d. Presentation from AZTEC representative Rafa Diaz
 - i. Potential of emerging English learners
 - ii. Created Spanish visual products/student books – GED/HiSET preparation content in Spanish
 - iii. Digital Academic Continuum of Learning
 1. Spanish Portfolio of Learning
 2. All materials can stand alone
 - iv. Planning to create relatable video content.
 - v. Locator tests:
 1. Three tests with approximately 60 questions
 - vi. Materials can be pre-screened online.
 - vii. MA is currently using the program with good success.
 - viii. iSOSY is in talks to purchase licenses at a highly discounted rate.
 1. Will look at how instructors can be content experts but use service providers as boots-on-the-ground folks to support students directly for follow up and trouble shooting.



3. Training on Materials **Personal Wellness** (Lysandra Alexander and Lora Thomas)
 - a. Personal Wellness Training Package Module 9: Social Emotional Learning – Responsible Decision Making
4. Training on Materials **Career Awareness** (Emily Williams)
 - a. Feedback after Career Awareness Toolkit review:
 - i. Goal Setting Manual useful; difficult to find specific resources via web links...can lead to rabbit hole effect
 - ii. Suggestion to create a user guide to explain how to use with different students
 - iii. Student ratings could be used as pre-/post-assessment – suggestion to create two columns to show progression
 - iv. Suggestion to add parent engagement piece
5. Training on Materials **Pathways** (Emily Hoffman)
 - a. The Path to Your HSED
 - b. Credentials and How to Access Them
6. Training on Materials **Professional Learning** (April Dameron, Odilia Coffta, Sabrina Rivera and April Roberts)
 - a. Distance/Virtual Learning
7. Training on Materials **Student Portal** (Travis Williamson, Andy Wallace, Sarah Braun Hamilton and Cesar Duran)
 - a. Portal will launch on June 1, 2022.
8. Networking #2—Digging into Program Support and Practice
 - a. will occur via Zoom at a date to be announced
9. Future Meeting Dates and Planning
 - a. Next TST meeting will be in October or November 2022, location TBD:
 - i. Suggestions are Asheville, NC; Savannah, GA; Phoenix, AZ; Boston, MA