



**GOSOSY Technical Support Team (TST) Meeting
November 2-3, 2017
Louisville, KY**

IN ATTENDANCE:

Tracie Kalic (GOSOSY Director)	Joan Geraci (NJ)
Peggy Haveard (AL)	Odilia Coffta (NY)
Margot Di Salvo (FL)	Travis Williamson (NY)
Sabrina Rivera-Pineda (GA)	Rachel Wright Junio (NC)
Brenda Pessin (IL)	Lysandra Alexander (PA)
April Dameron (IA)	Deke Showman (PA)
John Farrell (KS)	Jennifer Almeda (SC)
Christina Benassi (KY)	Justyn Settles (TN)
Jessica Sanderson (KY)	Sarah Braun-Hamilton (VT)
Pedro Santiago (KY)	Chris Norton (GENESE0, National PASS Center)
Emily Hoffman (MA)	Susanna Bartee (GOSOSY)
Carmen Anderico (MS)	Jessica Castañeda (GOSOSY)
Kiowa Rogers (NE)	Marty Jacobson (META – remote)
Barbie Patch (NH)	

WORK GROUPS

OSY Goal Setting & Learning Plan

Emily Hoffman (lead)
Carmen Anderico
Joyce Bishop
Sarah Braun-Hamilton
April Dameron
Margot Di Salvo

Identification & Recruitment

Jennifer Almeda (lead)
Barbie Patch
Pedro Santiago
Justyn Settles
Deke Showman
Travis Williamson
Rachel Wright Junio

Lit Review

Jessica Castañeda (lead)
Susanna Bartee
John Farrell

Materials & Curriculum

Chris Norton & Brenda Pessin (leads)
Peggy Haveard

Professional Development

Joan Geraci & Kiowa Rogers (leads)
Lysandra Alexander
Odilia Coffta
Sabrina Rivera-Pineda

Thursday, November 2, 2017

Call to order 8:30 am

Adjourned 4:50 pm

Agenda

- Welcome and introductions
- Welcome to Kentucky and Overview of KY Migrant Education Program (MEP)
- Where Have We Been: Examination of and Discussion of APR Data – Marty Jacobson
- Where Are We Going: Discussion of the Future – Marty Jacobson
- Updates from GOSOSY
 - GOSOSY Website (Google Analytics)
 - GOSOST SST meeting at IMEC Symposium
- Discussion and Feedback on Professional Development Module
- Discussion and Feedback on Goal Setting and Learning Plan Samples
- LUNCH
- Feedback on ACEs Lit Review
- Expectations of Work Groups and Assignments and Tasks outlined/Work Group time

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*

Tracie welcomed everyone and briefly outlined the TST meeting agenda.

Welcome and Overview of Kentucky Migrant Education Program (MEP) – *Christina Benassi, Migrant State Director*

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 April TST meeting.

Where Have We Been: Examination of and Discussion of APR Data – Marty Jacobson (META)

- State Data Reports are due to OME at end of December. Marty Jacobson has sent all Cover Sheets out and each needs the appropriate signatures by December 1 via USPS or FedEx. Please contact Marty with any concerns, corrections or questions.

<u>Performance Measure</u>	<u>Results</u>
<u>1.1 75% of OSY participating in project-directed instructional services will demonstrate a 20% gain between pre/post</u>	<ul style="list-style-type: none">• <u>88% made a 20% gain (4% increase from Year 1)</u>• <u>2% more OSY received services compared to the baseline</u>• <u>18 states and 1,792 OSY used GOSOSY lessons (decreased from Year 1 because of very large decreases in a few states)</u>

1. Caveat will be included that not all GOSOSY instructional materials are appropriate for all students.
2. Data collection on the state level should remain consistent year to year. In Year 3, please collect and report with same parameters used during Years 1 and 2.
 - a. However, we do not need to compare state to state.
 - b. More uniformity needed, but broad categories are necessary due to different state contexts.
3. Reminder that this data chart is not included in the performance measures, but was designed to show additional materials offered to OSY beyond just Life Skills Lessons.

Total number of OSY gaining 20% or better on post-tests - overall 88%.

<u>Performance Measure</u>	<u>Results</u>
1.2 75% of OSY with a Learning Plan (LP) will attain an average of 50% of the learning/achievement objectives	79% met half of the objectives. Average LP had 4.1 goals and 2.7 were completed.
1.3 Attendance by 54 OSY (consortium wide) at Goal Setting Workshops and attain acceptable or above average score on GSW rubric	161 attended with acceptable GSW rubric score, which was 83.4% of those attending. 11 states had 3 or more attending.
1.4 Rating 4 or above on 95% of Year 1 FII activities	All activities were fully implemented

<u>Performance Measure</u>	<u>Results</u>
<u>2.1</u> 75% of staff completing PD increase skills by 10% between pre- and post-assessment	<u>77% made a 10% gain (8% decrease)</u> <u>234 trainings in 18 states</u> <u>2,862 participants trained (486 increase)</u>
<u>2.2</u> 75% of states average of 5 PD/mentoring collaborations	<u>100% had 5 or more collaborations</u>
<u>2.3</u> 75% of recruiters tested achieve “proficient” on OSY ID&R skills assessment	<u>85% were proficient</u> <u>4 states did not report results for Year 2 (2 of those reported in Year 1)</u>
<u>2.4</u> Rating 4 or above on 95% of Year 1 FII activities	<u>All activities were fully implemented</u>

<u>Performance Measure</u>	<u>Results</u>
<u>3.1 Five products developed/ adapted/vetted/adopted by 18 states</u>	<u>Year 3</u>
<u>3.2 GOSOSY Dissemination Event (DE) for 200+ staff is planned, implemented, evaluated</u>	<u>Year 3</u>
<u>3.3 Rating 4 or above on 95% of Year 1 FII activities</u>	<u>All activities were fully implemented</u>

Year 3 Fidelity of Implementation Index

1. What's New in Year 3:
 - a. 1.1 g was revised
 - b. 3.1 a Catalog of materials
 - c. 3.1b Produce Literature Review
 - d. 3.2b Logistics for Dissemination Event (DE)
 - e. 3.2d Participate in DE

Product Pilot Review

1. Marty Jacobson will disseminate a reporting form created to show what five (5) products (out of 20 possible) your state has used/adopted/adapted. Choose (checkmark) as many as applicable and rate usefulness, submit comments in comment section.
 - a. Only submit one per state.
 - b. Resources adapted/changed by states will not be included in rating, but please use adaptation section/comments to explain how resource was adapted and then used.
 - c. Minor additions/corrections will be completed before final form is disseminated to states.
 - d. Please email Marty with any additions/changes.
 - e. This will be disseminated toward end of Year 3 directly to GOSOSY Coordinator with copy to State Director. Both paper form and online option will be available.
 - i. DRAFT form will be disseminated prior to final version.
 - ii. Final online form will be linked to resources and materials.
 - f. Final form will be due Sept. 20, 2018.
 - g. Comments may include success stories, questions raised, etc.

GOSOSY Updates – Tracie Kalic

Tracie briefly covered recent GOSOSY news and updates with the following details:

1. SST Meeting occurred 10.18.2017 in Clearwater, FL.
2. OME Quarterly monitoring call in October was a success.
 - a. Lindsay Booth said she is very impressed with work being done with OSY.
3. Please submit State OSY Profile reports asap to Susanna Bartee.
4. GOSOSY Success Stories
 - a. Please continue to submit stories and photos for website and newsletters.
 - i. Use GOSOSY Photo Release form if needed and maintain in state files.

GOSOSY Website Update – Jessica Castañeda

1. Jessica shared data on the website use from January – September 2017:
 - a. 2,737 visitors
 - b. 4,973 sessions
 - c. consistent traffic throughout the months
2. Search bar has been added.
3. Request to add link to Instructional Resources/ESL Materials on home page to help OSY find those resources easily on smart phones.
 - a. Possibility considered to create separate student website to manage traffic from students and keep staff/admin materials protected.
 - i. Will pursue during the next iteration of the OSY Consortium.
4. Link has been added on bottom of home page just for students to find resources to language lessons, etc.

OSY Goal Setting and Learning Plan Activity and Discussion

1. Goal Setting and Learning Plan Work Groups are integrating into one group.
2. Examples of Learning Plans handed out. Participants discussed use of the Student and Provider Plans:
 - a. VT – found most goals are practical more than academic (get a driver's license, talk to boss, etc.)
 - b. Having checkboxes would be motivating for students and simplify the form.
 - c. "What's Next" should be moved to top row with "What Has Been Completed" beneath it.
 - d. In Student version, change "What Should I Do?" to "What Could I Do?"
 - e. Discussion about sharing information across the states.
 - i. Possibility to use current GOSOSY website as a way to share data on particular students and allow student to log in to his/her own records.
 - ii. Would be useful as we look into including the vulnerable secondary students most at risk for dropping out.
 - f. Need comment section on Student version.
 - g. Difficult for many students to fill out the present Student version format ("Tables can be mystifying.").
 - h. Need to focus on showing accomplishment.
 - i. Student version can be adapted to a less formal, intimidating format.
 - j. Current format is time consuming.

Professional Development Module Discussion and Feedback - *Joan Geraci and Kiowa Rogers*

1. Development of mini-modules:
 - a. *Addressing the Needs of OSY: Working with Language Learners* (PPT slides and *Stages of Language Acquisition* chart included in folders)
 - b. *Addressing the Needs of OSY: Using Differentiation Strategies when Working with Various Learning Styles*
2. SST suggested including small video vignettes showing the concepts in practice.
3. ESL Resource Table (developed by Materials and Curriculum Work Group) can be linked as a reference for Language Learner module. Other resources on the GOSOSY website can also be linked.
4. Suggestion to add a specific GOSOSY lesson and show how to use it as a differentiated learner example.
5. The group will examine a past Lit Review focusing on low literacy may have useful examples.

ACEs Lit Review Overview – *Jessica Castañeda*

1. GOSOSY chose to focus on the effects of Adverse Childhood Experiences specifically on the migrant student population. The Work Group lead has researched extensively the history of the ACEs study and has gathered information recently published concerning how ACEs relates to student populations, migrant workers, and out-of-school youth.
2. *Defining ACEs – Understanding Adverse Childhood Experiences*
 - a. Adverse Childhood Experiences Study history
 - b. ACEs quiz
3. The Lit Review and chapter breakdowns (slides) will be available on the GOSOSY website soon.
4. Language will be clear that this is not mental health training, but rather awareness. There will be resources available (posted on website and included in materials) for practitioners to use as vetted referrals.

Work Group Expectations and Assignments

1. Material and Curriculum-
 - a. Review *Living in America* lesson.
 - b. Finalize ESL Resource Rubric document.
 - c. Discuss and review “Let’s Talk About Stress” lesson.
 - d. Discuss pre- and post-assessments.
 - e. Generate ideas for NASDME sessions.
2. OSY Learning Plan and Goal Setting-
 - a. Combine effort into unified training.
 - b. Review student handouts and manual from North Carolina.
 - c. Review Growth Mindset information.
 - d. Review/revise Goal Setting Manual.
3. Professional Development-
 - a. Continue working on modules and mini-modules.
4. Identification and Recruitment-

- a. Diversity of OSY – what are the core similarities and commonalities as well as differences?
 - b. Consider diversity of needs and addressing cultural awareness of recruiters.
 - c. What are the successful models? Statewide? School-based?
 - d. How do states move from a school-based model to one that embraces the identification and recruitment of OSY?
 - e. Look at the training manual/ID&R Module 2. How can this be updated and disseminated?
 - f. What are the key points to convince OSY to participate in the MEP?
5. OSY Literature Review-
- a. Review content.

Friday, November 3, 2017

Call to order 8:30 am

Adjourned 12:00 pm

Agenda

- Work Group time
- Mental Health Lessons: Helping with the Next Steps – Lora Thomas
- Dissemination Event planning and organization
- Mentoring Update
- Work Group Reports
- Spring Meeting date

Mental Health Lessons: Helping with the Next Steps – Lora Thomas

- Let's Talk About Alcohol
 - Let's Talk About Anxiety
 - Let's talk About Depression
 - Let's Talk About Mental Health
 - *NEW – Let's Talk About Stress
- When using GOSOSY Mental Health Lessons, practitioners are NOT diagnosing, but rather creating awareness. Language will be crafted for the lessons and website to help practitioners understand their role and know best how to refer students to the appropriate national, regional, and local resources.
- See PPT Presentation for more information and helpful links.
- PPT, ACEs information, Lit Review, Mental Health Life Skills Lessons and other important information will be grouped on a new page on the GOSOSY website specifically devoted to mental health.

Dissemination Event Planning

1. Planned for September 17-20, 2018, Hilton Resort in Clearwater, FL
 - a. Working with other CIGs (IRRC, PI):
 - i. One registration process/fee (\$100) for all attendees.
 1. Each CIG website will have a link to online registration.
 - ii. Preschool Initiative will present its materials and resources woven throughout the entire conference instead of having a separate session.
 - b. Working to decide:
 - i. OSY Panel will be maximized to include student involvement throughout event.
 1. Suggestions:
 - a. Introduce OSY to Public Speaking/Speech and Debate early in the day to help them be comfortable with the Panel format and let them get to know each other.
 2. Incorporate the Goal Setting tools/possibly lessons into planning for the panel.
 3. Include service provider on stage with the OSY to tell full story.
 4. Have states “nominate” OSY; then publish short bios of each in the program.
 - ii. Structure and logistics
 1. Considerations
 - a. Informal networking:
 - i. Reserve time at end of each breakout session for table talk.
 - ii. Other ideas were considered.
 - b. For newcomers:
 - i. Consider an “OSY Consortium 101” type of presentation.
 - c. Keynote speaker will be John Quiñones:
 - i. Veteran of ABC News
 - ii. Host of “What Would You Do?”
 - iii. Author and speaker
 - iv. Former migrant student

Mentoring Project Update – April Dameron and Kiowa Rogers

1. IOWA
 - a. Seven (7) mentees (three (3) OSY, four (4) high school students) participated
 - b. Mentors were from MEP and others who work with migrant population.
 - c. Training had to be flexible, but was successful.

- d. Kick-off event used activities from Mentoring Toolkit.
- e. Goal setting and interests were addressed at the very beginning.
- f. Pilot was extended to eight (8) weeks.
- g. Encouraged face-to-face meetings once per week, but was difficult given school and work schedules. Also used social media to stay in contact and further relationship.
- h. Goal setting and exposure to college as an option was a main focus.
- i. Obstacles:
 - i. Timing (work and school schedules)
 - ii. Communication (lack of cell phones)
 - 1. Coordinator had weekly email check-ins with mentors with ideas and encouragement.
 - 2. Encouraged other forms of communication (Facebook, IMO, WhatsApp, in person)
 - iii. Building relationships and trust
 - 1. Coordinator developed relationships initially and then introduced mentors.
 - 2. Arranged group outings/share events to build community.
- j. Successes:
 - i. Two mentees re-enrolled in high school and will graduate. They found part-time jobs allowing them to re-enroll.
 - ii. Several mentees went on their first college visits.
 - iii. A group outing to a soccer game was arranged for fun.
 - iv. Two mentees shared a need for additional help in school and were connected with peer tutoring in English and Math.

2. NEBRASKA

- a. Very individualized due to rural, spread-out OSY population.
- b. Spring/Summer 2016
 - i. began implementing "Take Charge" program (their version of Mentoring Program title).
 - ii. Brought in families in order to build support.
 - iii. One-on-one mentoring.
- c. Fall 2016 – Winter 2017
 - i. Continued "Take Charge" program.
 - ii. Mentees continue in program until they move or decide to stop.
- d. Summer 2017
 - i. Combined "Take Charge" with Goal Setting program to help mentoring flow naturally into Goal Setting.
- e. Fall 2017
 - i. Rolled out plan and trained recruiters to implement the program as they find OSY.
- f. Obstacles:
 - i. Rural geography and small towns with low OSY population.

1. Set individualized kick-off and wrap-up events.
- ii. Completing within recommended original six (6) week timeframe.
 1. Now requiring mentoring before instruction begins since it builds the relationship to make sure they stay in touch and continue.
- iii. Moving from “dreams” to achieving goals.
 1. Staff learned that goals had to be student-led instead of provider-led.
 2. Used “Dreams for my Future” material to help define what students really want to achieve.
- g. Successes:
 - i. Two OSY have enrolled in GED and are making progress. Other have made progress in ESL.
 - ii. Continued mentoring led to unique solution to the barrier of lack of transportation/schedule conflicts. The community college trained mentor to become an official volunteer. That enabled the OSY to work in their homes on the curriculum under mentor’s supervision.
 - iii. OSY are sticking with instruction longer. They know they can modify the plan because they created it.
 - iv. 75% of OSY who received instruction made measureable gains on pre- and post-assessments.

TST Work Group Reports

1. Goal Setting and Learning Plan Work Group – (*Emily Hoffman, Carmen Anderico, Joyce Bishop, Sarah Braun-Hamilton, April Dameron, Margot Di Salvo*)
 - Will focus on the following tasks this year:
 - Adapt the Goal Setting booklet from North Carolina program along with GOSOSY Goal Setting Manual to create one document.
 - Will develop it as Part 1 (Goal Setting) and Part 2 (Learning Plan).
 - Will modify the Learning Plan to be used in at least three (3) different ways.
 - Will be reading *Using Growth Mindset* and sharing insights to inform the training and work with the Professional Development Work Group.
2. ID&R Work Group – (*Jennifer Almeda, Barbie Patch, Pedro Santiago, Justyn Settles, Deke Showman, Rachel Wright Julio, Travis Williamson*)
 - Considering how to present at DE in conjunction with IRRC
 - Will use Module 2 from Training of Trainers Manual as a jumping off point.
 - Different sub-groups are looking at different sections.
 - Will thoroughly edit the Module to become a stand-alone training tool.

- Will take into account new issues for recruiters (different ethnicities and languages, mental health/trauma issues, etc.)
- Will embed links to resources, success stories, etc.

3. Lit Review Work Group

(Jessica Castañeda, Susanna Bartee, John Farrell)

- Will post each chapter presentation on GOSOSY website asap.
- Will gather resources/links for referrals concerning mental health (to tie ACEs information in with Mental Health Lessons).
- Past Lit Review concerning low literacy will be converted to updated chapter presentation format and posted on the GOSOSY website as well.

4. Materials and Curriculum Work Group

(Chris Norton and Brenda Pessin, Peggy Haveard)

- Finalized the ESL Resource Table
 - Will be posted on GOSOSY website with live links.
- Finalized version of “Let’s Talk about Stress” Mental Health Lesson will be posted on GOSOSY website.
 - Any corrections should be emailed to Chris Norton asap.
- Planning to present at NASDME about materials developed this year.
- Creating tip sheet on strategies for working with ELs that can be used with a variety of existing lessons (e.g. Life Skills) and materials to strengthen English language instruction while teaching vocabulary and content.
- Living in America lesson “Using Money” update:
 - Initial format was rejected as too cumbersome.
 - Will continue reviewing and working to simplify and make more consistent with format of other GOSOSY lessons.
- Group is investigating revising the way pre-and post-assessments are measured and recorded to demonstrate progress.

5. Professional Development Work Group

(Joan Geraci and Kiowa Rogers, Lysandra Alexander, Odilia Coffta, Sabrina Rivera-Pineda)

- Took suggestion to embed a GOSOSY Life Skills Lesson (“Healthy Mouth”) in module.
- Incorporated additional slides to show scenes of instructors interacting with students in order to better illuminate working with different skill levels.
- Plan to have two additional modules completed by April TST meeting.

Upcoming Meeting Dates

Spring 2018 – April 11-12, Saratoga Springs, NY