



iSOSY State Steering Team (SST) Meeting

September 29, 2021 | ZOOM Platform

Attending:

Tracie Kalic (iSOSY)	Rachel Beech (KS)	Will Messier (NY)
Marty Jacobson (META)	Doug Boline (KS)	Travis Williamson (NY)
Brenda Pessin (iSOSY)	Janet Fancher (FSCC-KS)	Hunter Ogletree (NC)
Susanna Bartee (iSOSY)	John Farrell (KS)	Lysandra Alexander (PA)
Sally Meek (AL)	Jennifer Quick (FSCC-KS)	Carmen Medina (PA)
Zujaila Ornelas (AZ)	Emily Hoffman (MA)	Shantella Singleton (PA)
Margarita Muñoz (GA)	Michelle Mattson (MI)	Zach Taylor (SC)
Sabrina Rivera-Pineda (GA)	Starsha Jamerson (MS)	Emily Williams (SC)
Susana Das Neves (IL)	Sue Henry (NE)	Kelly Dolan (VT)
Emily Salinas (IN)	Iggy Campos (NM)	Megan Kinlock (VT)
Geri McMahan (IA)	Kin Chee (NY)	
Melanie Mayeux (LA)	Odilia Coffta (NY)	

Materials link:

https://drive.google.com/drive/folders/1sUWXbB6lbNuPv_6z2joUQc10KKaGJzY-?usp=sharing

- Welcome and Introduction (Doug Boline and Tracie Kalic)
- Review Data (Marty Jacobson)
 - **Objective 1:** Each year, 70% of migratory OSY and secondary youth at-risk of dropping out who participate in iSOSY instructional support will demonstrate 5% growth on iSOSY curriculum-based assessments.
 - 14 of 18 states reported results.
 - States without results: One state is still working on completing Form 1. Two states were brand new to the consortium and had difficulty implementing pre/post lessons during the pandemic. One returning state also had difficulty collecting pre/post results during the pandemic.
 - Measurable Outputs
 - The outputs are data points we expect to see as a result of strategies.
 - There is no specific target for outputs.
 - Outputs are reported for the whole consortium in the Annual Performance Report and **not** by state.
 - The results of **Objectives** will be reported by state.
 - There was discussion about the difficulty of gathering Learning Plan data, especially during the pandemic when remote learning made delivering services more complicated. Reaching specific goals meets the intent of the



- objective, so states may submit data concerning student progress toward goals for this objective.
 - TST will discuss in November and offer input.
- **Objective 2:** By the end of Year 3, iSOSY States will support 144 migratory youth (average increase of 3 per state over baseline) to obtain an HSED or regular high school diploma.
 - Baseline set in 14 of 18 states.
 - This Objective is cumulative over three years.
 - Results for Objective 2 will be reported in Year 3 but progress will be reported annually.
- **Objective 3:** By the end of Years 2 and 3, 80% of staff participating in iSOSY professional development (PD) will increase knowledge and understanding of strategies to promote graduation and attainment of postsecondary credentials appropriate for the needs of their students.
 - We will be measuring this directly in Year 2 after new professional development has been created and implemented.
 - Survey data for Year 1 was collected from 510 training participants.
 - 84% reported that the iSOSY lessons and materials were useful.
- Annual Performance Report
 - DRAFT APR will be sent to states for review the first or second week of November.
 - Any changes, updates to data, or corrections should be sent to Marty by December 3.
 - The final APR and instructions for cover sheets will be emailed when OME provides instructions.
 - We expect signed cover sheets to be due by January 14, 2022, pending OME instructions.
- TST Work Group Reports
 - **Personal Wellness** (Lysandra Alexander)
 - Members: Lysandra Alexander (PA) – lead, Susana Das Neves (IL), Valeria Peña (IA), Lora Thomas (iSOSY Consultant)
 - Tasks completed:
 - Compile resources for “For More Information” tab
 - Survey regarding needs of the states
 - Create Suicide Prevention Module (8)
 - Person-First Language Document
 - Update State Mental Health Resources
 - Ongoing tasks:
 - Review and align “mental health” lessons (Year 2)



- Record PowerPoints to include in Personal Wellness page
- Include trainings and timely articles related to the Personal Wellness Training Package
- Review Trauma Module to address FII item 1.18 “Develop training materials regarding the impact of trauma.” (Year 2)
- Year 2 Activities:
 - Develop a new module, likely on grief and/or social-emotional support, based on survey results.
 - Explore updating the resilience and trauma modules.
 - Finalize recording modules.
 - Review and align mental health lessons.
 - Offer to conduct professional development for field staff via webinars or other means – could be state-specific.
 - Provide related resources for monthly e-blasts.
- Led group in “Resilience Tree” exercise.
- Several ideas and resources for additional development were shared by members.
- **Student Portal & Technology** (Travis Williamson)
 - Members: Travis Williamson (lead) – NY, Sarah Braun Hamilton – VT, Andy Wallace – IN, Michelle Mattson – MI, Iggy Campos - NM
 - Year 1 Developments:
 - Student Portal Designing
 - Collected analytics from the OSY website to find the top five (5) used topics. (Safety, Finance, Community, English for Everyday Life, and Health)
 - Created layout of what it should look like on website and within the portal. (Live Quarterly Lessons, Favorite Used Lessons (instructor submitted by state), Student Affidavits/Success Stories (video and written), IDRC collaboration by including Have you Moved Link, STAT Lessons, COVID-19 Resources)
 - Developed Submission Form and sent out letters to states requesting their best used lessons (piloted with VT, GA, IA, & SC).
 - Began creating and collecting materials, videos, activities to the five (5) most used topics from the website.
 - Collaborated with Curriculum Group
 - Met with Curriculum Group earlier in Year 1 to come up with topic ideas of STAT lessons and how they would be integrated into the portal.



- Organized a vetting committee (Tracie Kalic, Travis Williamson, Hope Derry, Sarah Braun Hamilton, Brenda Pessin, Lori Potutschnig, Susanna Bartee) to look at lessons when they are submitted.
- Year 2 Plans:
 - Have launched developed STAT lessons- Piloted 1 live lesson (*review and reflect what worked and audience*)
 - Include the already-vetted best lessons onto the site (*reach out to 3 more states to submit*)
 - Have a few new student success stories/affidavits available so students using the site can see how the site has helped others
 - If any videos are submitted as a best-used vetted lesson we will also upload them to the YouTube channel.
 - Will update COVID-19 section with any important up-to-date information.
 - Will edit the five (5) topic-created sections and upload any ready-to-go materials on the portal.
- **Pathways** (Emily Hoffman)
 - Members: Emily Hoffman (lead) – MA, John Farrell – KS, Janet Reynolds-KS, Hunter Ogletree – NC
 - We are developing these guides so that it can clearly/quickly help providers know these things:
 - What is it (really)?
 - Who is the student/youth this best works for?
 - What questions/conversations do I need to have with the youth to ensure best fit?
 - What program options (either referrals or direct service) are available?
 - HSED Guide will include:
 - Introduction
 - What is it (general)?
 - HiSET, GED, TASC
 - Important information re: taking the tests
 - Mobility
 - Documentation
 - Language
 - Academic Experience
 - No formal education
 - Early Elementary (K-2)



- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)
 - All versions include:
 - At-a-glance
 - Skills Guide
 - Student Profiles
 - Reasons to Do It
 - Project Ideas and Partners
 - How to Assess Good Fit
 - Goal Statement Examples
- Resources
 - Partner Agencies
 - iSOSY-based resources
 - Free academic resources
 - Paid academic resources
 - Miscellaneous
- Credentialing
 - Much more complicated:
 - Very state-specific
 - Usually for citizens and those legally documented
 - Most programs designed for people who have lived in one place for a long time.
 - Intent to explain:
 - Give providers a solid understanding of what the terminology is when looking at credential/certification options
 - National programs plus funding sources such as WIOA, NFJP, and Perkins
 - Resources on how to get started on finding programming for migratory youth
 - Chart/graphic to help guide discussion/options/decisions based on mobility, immigration statues, cost, education, and language requirements
 - Will include Guide/Course for Entrepreneurship
- **Professional Learning** (Sabrina Rivera-Pineda)
 - Members: Sabrina Rivera-Pineda (lead) – GA, April Dameron – IA, April Roberts- GA, Odilia Coffta – NY



- Year 1 Accomplishments:
 - Helped structure the May 2021 iSOSY Training & Coaching Institute
 - Developed a recorded website tour for the new osymigrant.org
- Year 2 Activities:
 - Digital Learning Module – Overview
 - Digital vs. Distance (Virtual) Learning
 - Effectiveness
 - Benefits and Challenges
 - Utilizing Digital Learning Tools
- Request Feedback from SST:
 - Types of tools you would like to see highlighted
 - Specific tools (platforms) that are not allowed in your state
- **Curriculum & Materials** (Brenda Pessin)
 - Members: Brenda Pessin (lead) – iSOSY Consultant, C. Hope Derry – NC, Veronica Hill - NE, Wilson Kendrick – MS, Lori Potutschnig – PA, Laurie Stewart – LA, Michelle Bastiani - iSOSY Consultant
 - Year 1 Accomplishments:
 - COVID-19 Life Skills Lesson
 - Content derived from CDC publications
 - Features activities and videos designed to share essential knowledge and promote student engagement
 - Contains pre- and post-assessments
 - Available in English and five (5) languages:
 - Spanish
 - Karen
 - Nepali
 - Arabic
 - Swahili
 - Student PowerPoint and audio in English and Spanish
 - Feedback has been very positive.
 - STAT (Short Targeted and Timely)
 - Address the limited instructional time often the reality for OSY service providers
 - Practical and relevant to the needs and interests of OSY
 - Standard lesson plan template includes targeted basic vocabulary, interactive tools, practice activities, worksheets, and pre-/post-tests
 - Five (5) lessons nearing completion: *Fast Food, Staying at a Hotel, At Work, Following Directions, & Hand Washing*



- Best introduced by instructor
- Will be available on the Student Portal for easy access and practice at the student's convenience
- Lesson features:
 - Standard Format
 - Lesson Plan
 - Targeted Vocabulary
 - Interactive Activities
 - Quizlet
 - Quia
 - EdPuzzle
 - Print and Virtual Worksheets
 - Videos
 - Pre and Post Tests and Answer Keys
- Collaboration with Student Portal/Technology Work Group
 - Student Portal Vetting Committee convened with members of both work groups:
 - Survey to gain a better understanding of student mobility & average instructional time, most frequent languages spoken, lessons used, etc.
 - Development of checklist for use by submitters and reviewers
 - Establishment of process for 2-tiered lesson review and approval
 - Initial review of lessons submitted to date
- Year 2 Plans:
 - Completion of all lessons in progress
 - Five (5) previously mentioned + *Working at a Dairy*
 - New lessons planned
 - *Heat Stress* (companion to *Can I Get Sick from the Heat?* Life Skills lesson)
 - *Food Banks*
 - Other topics
 - Please submit suggestions to Tracie Kalic
- **Career Awareness & Goal Setting**
 - Members: Emily Williams (lead) – SC, Liz Garcia Ramirez – IL, Mary Speyer – LA, Sally Meek – AL, Shantella Singleton – PA
 - Year 1 Developments:
 - Decided not to focus on goal setting materials
 - Already very well done



- Not too much to improve
- Do want to get more people using it!
- Too many good, existing resources
 - Focused on compiling a toolkit to help practitioners
 - Six (6) units with statements that correspond to resources to help explore topics
- Toolkit:
 - Unit Themes
 - Self-Awareness
 - Goal Setting
 - Career Awareness
 - Financial Awareness
 - Education
 - Skills and Resources
 - Each unit would have questions with a simple scale (maybe something like not at all, a little, very much...)

Career Awareness Toolkit OUTLINE

Unit Theme	Resources	Questions/Statements for the assessment	Topics
<p>Skills And Resources (Merriam)</p> <p>Thoughts: This section is for students who have already identified a target field/career. Exception: They need help interviewing someone in a career they want to explore.</p> <p>So if they score low on the questions/statements for this section AND score low on career/self awareness, they should be directed to those sections first. The “skills I already have” worksheets could be included in the self-awareness section</p>	<p>Interviewing resources: https://www.bls.gov/careeroutlook/2010/summer/art03.pdf</p> <p>https://www.bls.gov/careeroutlook/department/interview.htm</p> <p>Emily H. mentioned some kind of skill/resource building curriculum: http://www.collegetransition.org/wp-content/uploads/2017/10/ICACurriculumguide.pdf plus the worksheets downloadable here https://www.collegetransition.org/career-pathways/publications/ica-curriculum-guide/</p>	<p>1a. I can list the main skills required in my dream job/career.</p> <p>1b. I am able to identify areas of needed skill development through self-assessment and through career development conversations with others.</p> <p>2a. I have the ability to attract and create development experiences on and off the job</p> <p>2b. I seek opportunities to learn new skills on a regular basis</p> <p>3a. I know professionals in my desired career / field and know how to build</p>	<p>1. Career research and relationship building in target field for <u>identifying skills needed</u> Resource: Interview with a... https://www.bls.gov/careeroutlook/department/interview.htm</p> <p>2. <u>Identifying</u> skill building <u>opportunities</u></p> <p>3. <u>Identifying</u> mentors, building relationships, <u>collecting info</u> through</p>



- Looking forward to Year 2:
 - Make a semi-final outline to have states pilot during spring and summer
 - Would also design some sort of anonymous survey to collect feedback
 - Could use for more than just OSY (at-risk and PFS secondary students)
 - Use their feedback to make a finalized toolkit
 - As always, the goal is to make something people can and will actually use
 - Would like a minimum of 24 total surveys from six (6) states
 - Will be sharing the current draft at end of November TST
 - Offer a recorded webinar about how to use the toolkit
- OSHA Course (Janet Fancher - Vice President, Student Services at Fort Scott Community College and National PASS Center Director)
 - The CareerSafe® is an interactive, online program that addresses the high priority safety training needs of young workers. With the CareerSafe® philosophy, “StartSafe. StaySafe.”, students will learn about their rights and responsibilities in the workplace and gain valuable knowledge about how they can protect themselves and others. Throughout the program, students explore a wide range of occupational safety and health topics including Introduction to OSHA, common physical and
 - health hazards, hazard identification, and how to protect themselves from hazards, all intended to help them StartSafe. StaySafe.
 - Student feedback shows... Based on a poll of 316,127 students that completed the General Industry course, students overwhelmingly praise the CareerSafe online program as being efficient and effective. The feedback collected from students allows CareerSafe to keep courses as engaging as they are informative and ensures that every student is getting the most out of their safety training.
 - **94%** said they would recommend this training to other young workers
 - **98%** agreed the program will help them identify hazards
 - **95%** said the program was easy to use
 - Each topic contains a brief assessment (quiz), which must be successfully completed before the topic is marked complete. Once all topics have been viewed and the corresponding assessments(quizzes) are passed, there is a comprehensive final assessment. Students must complete the course within 6 months and pass the final assessment with a 70% score or higher within three (3) attempts. If a student does not pass, he or she will be given one (1) course reset and must start from the beginning.
 - Students must complete all required course material **including the course survey** to receive the credential. Once the student successfully completes the course a



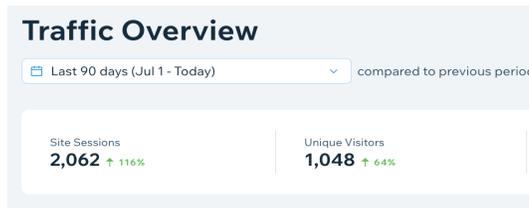
printable certificate is available. The student will also receive their OSHA 10-Hour General Industry wallet card by mail 4-6 weeks after completion.

- CareerSafe's OSHA 10-Hour General Industry course consists of interactive topics discussing various safety tips and procedures one should follow in the workplace. The General Industry course covers a wide range of topics that could be applied to any industry.
 - Introduction to OSHA
 - Walking and Working Surfaces
 - Emergency Action Plans & Fire Protection
 - Avoiding Electrocution Hazards
 - Personal Protective Equipment (PPE)
 - Hazard Communication
 - Materials Handling, Storage, Use, Disposal
 - Machine Guarding
 - Industrial Hygiene
 - Bloodborne Pathogens
 - Ergonomics
 - Safe Driving Practices
 - Preventing Workplace Violence
 - Safety & Health Programs
- CareerSafe's offers optional topics included in the OSHA 10-Hour General Industry course. While these topics are not necessary to complete the course and earn a Federal Credential, students and teachers may find valuable information that further reinforces the curriculum. Every CareerSafe Supplemental topic is available the moment the student begins the course:
 - Hand & Power Tools
 - Welding & Cutting
- CareerSafe is an OSHA-Authorized Online Outreach Training Provider. Every student who successfully completes a CareerSafe OSHA 10-Hour course and passes with a 70% or higher will receive an OSHA 10-Hour Wallet Card as physical proof of the achievement.
- Mobile Friendly: CareerSafe offers cross-device functionality, so any student can work and complete the course from any device. Whether it be from a computer, tablet, or smartphone, the entirety of the CareerSafe course and its features are fully accessible from anywhere and at any time.
- 100% Online: Because every CareerSafe course is 100% Online, students, teachers, and individuals will never be required to attend any in-person training or proctored exams. Every CareerSafe student can complete the course at their own pace without time constraints.
- Free Study Guides: CareerSafe never charges an additional fee for study guides. All CareerSafe students will receive a free, online study guide to prepare for their final assessment.

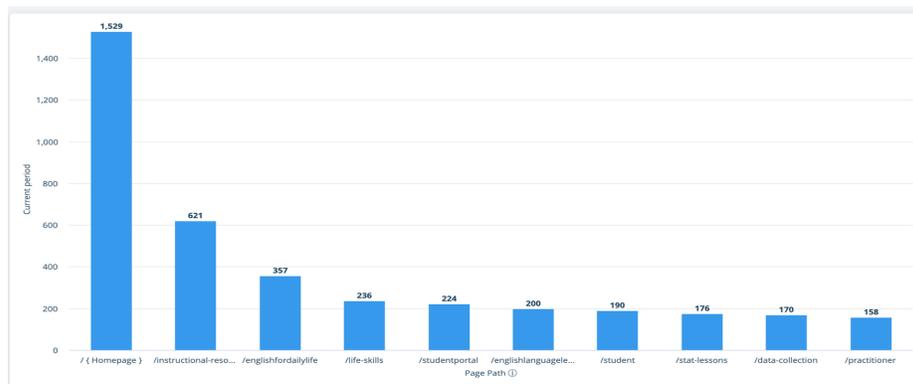


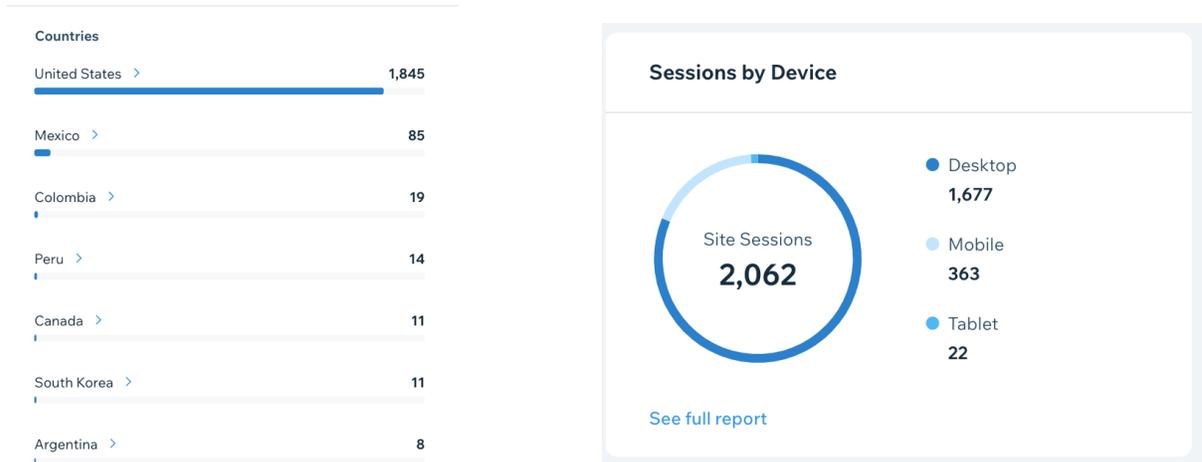
- Pilot Project begins in November 2021 for 18 students (one per state) in either English or Spanish:
 - Each student will need to provide their full name, a reliable email, and choice of English or Spanish to the FSCC instructor.
 - This information is needed to register the students in the course.
 - The student will have six (6) months to complete the course.
 - If needed the student can have the course reopened for an additional six (6) months but must start from the beginning.
 - The student should expect to spend approximately four (4) hours per week on content. However, this is self-paced and a student can complete much sooner than the six-month window.
- FSCC will provide the instructor/proctor (bilingual). The instructor will register each student and provide the log in credentials to the student via email. The student will need to notify the instructor at registration if the Spanish version is required.
- Tracie will send states a form to nominate one student per state to participate in the OSHA course pilot.
- Pilot Review Forms – Progression of Activities and Objectives (Marty Jacobson)
 - Year 1: Development of new products and procedures
 - Year 2: Pilot test new products in at least 3 states and revise
 - Year 3: Offer new products consortium wide
 - Existing products (such as Learning Plans and Life Skills Lessons) should be used throughout all three years.
- Year 1 Pilots:
 - STAT Lessons
 - English for Daily Life
 - If instructional staff in your state used STAT lessons or the English for Daily Life materials, please ask them to complete the Pilot Review Form.
- Year 2 Pilots:
 - Mentoring activities—we will continue onboarding meetings with new directors and new states (and anyone else who wants to join). TST meetings will include special topic discussions with experts.
 - Goal Setting and Career Awareness Toolkit
 - Personal Wellness strategies and modules
 - Live lessons and student affidavits on the Student Portal
 - At-Risk Secondary Student Profile
 - Other products identified by the TST
- New Materials Presentation and Discussion (Tracie Kalic)
 - Six breakout groups
 - STAT Lessons
 - Staying in a Hotel
 - Working on a Dairy

- Ordering Fast Food
 - English for Daily Life
 - Emergencies
 - Grocery Stores & Shopping
 - Preparing for College
- Discussion Questions
 - Who will this be useful for in your state?
 - What needs does this lesson address?
 - What training do staff need for using these lessons?
- Website Analytics (Tracie Kalic)



Sessions over Time





- Year 2 Changes in FII Activities (Marty Jacobson)
 - Materials developed in Year 1 are piloted in Year 2
 - Tracking HSED, credential, and graduation progress
 - Entrepreneur Course (added by the TST)
 - Digital literacy and distance education materials
 - Training for new materials
- Year 2 Changes in Data Collection (Marty Jacobson)
 - Form 1: Director/Coordinator Report will remain largely the same with a few tweaks
 - Form 2: iSOSY Training Survey (tweaked)
 - Form 3: Pilot Review Form—we'll work with the TST to identify specific questions for materials piloted
 - Form 4: Graduation, HSED, and credential support training survey (will be for select iSOSY webinars only to address Objective 2)
 - **IMPORTANT: Please wait for final versions of the forms to distribute to staff. Final versions will be uploaded to the Administrator Data Collection area of the website.**
 - Form 1: Director/Coordinator Report
 - Complete once for each state
 - Summarizes data collected regarding iSOSY services and activities
 - Form 2: Staff Training Survey
 - Complete following training that includes iSOSY strategies or information.
 - You may submit these to the evaluator at any time.
 - File is available for download or you may use the online survey.
 - Form 3: Pilot Product Review Form
 - Will be customized for materials being piloted in Year 2 at the TST meeting.
 - You may submit these to the evaluator at any time.



- May not be applicable to all states depending on the pilot schedule.
- Profiles
 - OSY Profile and Summary
 - Used for CNAs in many states
 - Also used to guide material development and CIG proposals
 - At-Risk Secondary Student Profile
 - This profile is a tool available to identify the needs of secondary students and help guide instructional staff toward appropriate materials for the student.
 - We will not be collecting data at the consortium level for this form. States may choose to use it for Comprehensive Needs Assessment or other state data collection.
- Upcoming Meetings:
 - TST Meeting:
 - November 16-18, 2021
 - Virtual meeting: 9 am - 12 pm CST each day
 - Next SST Meeting:
 - March 2022
 - Virtual
 - Onboarding/Mentoring New or Interested States:
 - Dates TBA
- Year 2 Budget (Rachel Beech)
 - Motion to approve budget as presented was made by Sally Meek (AL) and seconded by Geri McMahon (IA) and passed unanimously.