



Strategies • Opportunities • Services for Out-of-School Youth

Meeting Notes

SOSOSY State Steering Team Meeting
Capitol Holiday Inn~ 550 C Street, SW~ Washington, DC
February 12, 2014

Attending: Jennifer Almeda (SC), Doug Boline (KS), Susan Durón (META), John Farrell (KS), Paula Gaddis (TN), Carol Gagliano (FL), Liliana Graham (CO) by phone, Peggy Haveard (AL), Sue Henry (NE), Emily Hoffman (MA), Tracie Kalic (SOSOSY), Bob Lynch (PASS/NY), Ray Melecio (FL), Carmen Medina (PA), Mary Mulloy (VT), Barbie Patch (NH), Brenda Pessin (IL), Beth Robinson (IL), Leigh Schleicher (MN), Cyndi Townley (AL), Mary Lou Wells (ID), Joan Geraci (NJ)
Unable to Attend: MS, NC, WI

Welcome and Introductions

Doug welcomed everyone to the SOSOSY meeting and asked participants to introduce themselves. Tracie stated that the meeting would be abbreviated because of the large snowstorm that is heading toward DC. Early adjournment will allow people to rearrange their flights to be able to beat the storm. The meeting finish by 12 noon and the directors' panel will be scheduled for the next SOSOSY meeting to be held in the fall.

Updates from SOSOSY

Equity Review Process – Paula reported on the Equity Review Process stating that the process went very smoothly. The panelists were Ray, John, Mary Ann, Sonja, and Paula. She stated that the panel of migrant educators with knowledge and experience working with and/or administering programs for OSY was convened to review and rate all SOSOSY-developed materials based on an equity review rubric and recommend changes, as needed.

Tracie said that the comments and suggestions for revisions made by the panel will be used to update the materials. The final version of the materials will be included on the SOSOSY website. Tracie thanked the panel members for their hard work.

OSY Bundle – The OSY Bundle is based on a tool that Colorado developed which will connect all the pertinent SOSOSY tools (OSY Profile, Goal setting, etc. and include a Student Assessment Score Sheet (SASS) that contains pre/post assessment data, OSY

Screener data, and more. Tracie showed a YouTube video on completing the forms. Google forms is very simple and dumps all of the forms into a spreadsheet.

Question: *Is it easy to aggregate the data to Excel?*

Answer: *Yes. Massachusetts and Colorado reported that they have found it easy to use.*

Question: *Should we explore both PDF and the GoogleDoc versions?*

Answer: *Yes.*

ACReS Pilot – ACReS online will be available in the early spring. There are 6 units, each with a set of lessons and professional development videos. Tracie is seeking volunteers for specific units and/or specific lessons, to ensure that as many lessons/units as possible are piloted. States should register their requests and they will receive their pilot assignment. She asked for states to sign up and they can use either the print or online version of the materials. Feedback from states will be lodged in SurveyMonkey.

States with >100 OSY are asked for 3 people to review the assigned materials. States with <100 students will be asked for 2 to people to review the materials. The timeline for responding with the requested units/lessons is before March 3rd. Data should be submitted on the pilot by 8/30/14; however, if this is not possible, the SurveyMonkey link will be open until 9/20/14. We need to add the name of the person completing the form on the SurveyMonkey form so that states can track who completed the pilot review and follow up with those who did not. Tracie will send a reminder out on 9/21/14 to states that haven't submitted their SurveyMonkey pilot forms.

The professional development videos include:

- Welcome to ACReS
- How to add a course
- How to add and grade a discussion
- How to copy a course, How to find your course access code—enrolling students (Step 1)
- How to enter your course access code (Step 2)
- How to open an email account
- How to set course dates
- How to manage your gradebook
- How to post an announcement
- How to set up a Schoology account
- How to add a video
- How to grade submitted assignments

The ACReS pilot review form is being modified to allow responses for more than one mini-lesson. The pilot will be completed by August 30, 2014. The materials to be piloted

include the mini lessons with pre/post assessments, the OSY screener, and ACRoS (both written and online materials).

Report from Work Groups

Training Work Group – The Training Work Group is composed of Sonja Williams (NC, Co-Lead), Emily Hoffman (MA, Co-Lead), Jorge Echegaray (FL), Kathleen Bibus (MN), and Brenda Meyer (CO). This workgroup is charged with developing a new training module on sensitive situations. To prepare this module, the results of regional trainer surveys will be compiled to be able to demonstrate the successes and challenges the trainers have met. In addition, monthly check-in's via the SOSOSY Networking Site will be available.

Mentoring Work Group – The Mentoring Work Group is composed of Jessica Castañeda (TN, Lead), Barbie Patch (NH), John Farrell (KS), Ray Melecio (FL), and Michael Maye (NY). They are developing materials titled SOSOSY 101. Questions the Work Group is addressing are: 1) What have we learned that states need via the mentoring process? 2) What do states and service providers need to know? And 3) What should we create to meet these needs? The group also is working on clarifying next steps for the mentoring pilot.

Curriculum Work Group – The Curriculum Work Group is composed of Bob Lynch (NY, Lead), Brenda Pessin (IL), Lindsay Ickes (NE), Stephanie Clark (PA), and Marisela Trejo (GA). This group has a number of accomplishments including the finalization of the Write On! curriculum. They are focused on professional development that will support the usage of the curriculum materials. They will be working on developing training videos including a “how to” video on blending products (the OSY student profile, the resources and materials charts, the SOSOSY Educational Rubric, and the OSY Screener). They are looking at the format and presentation of the mini-lessons and will be addressing specific strategies for the delivery of the mini-lessons.

Bob presented the format for the Write On! lessons which will encourage writing in practical and positive applications while supporting creativity. There are 15 lessons designed to be completed in about 45 minutes. The student works semi-independently with the assistance of a mentor. Each lesson addresses at least two concepts of the Six Trait Writing Model and meets various standards of the Common Core Curriculum ELA Writing benchmarks.

Identification and Recruitment Work Group – The Work Group is composed of Jennifer Almeda (NC, Lead), Erin Shea (VT), Taylor Dearman (MS), Sheila Peck (AR), Joan

Geraci (NJ), Heather Rhorer (KY), Christine Deines (CO) and Marlene Willis (Technical Support). This group is working to create a spreadsheet and possible map for each member state based on the Department of Agriculture Census. Also, they are drafting a Recruiter Knowledge Assessment. The Work Group received feedback from different states on the ID&R Competency Assessment. Tracie will e-mail the draft assessment to the SST for their review and feedback.

Technology Work Group – The members of this Work Group are charged to serve as technology liaisons on the other work groups and support them with infusing technology into the work of the various workgroups. The Technology Work Group is composed of Kelsey William (ID, Lead), Marlene Willis (KS), Sabrina Rivera Piñeda (GA), and Alfonso Zepeda-Capistran (WI).

For more information on the activities of the Work Groups, read the handout contained in the SOSOSY Steering Team packet.

More Updates from SOSOSY

Tracie introduced the short, professional development video clips which typically run for 1-2 minutes each. She showcased one of the videos for the group and noted that they still are working on the welcome to ACRoS video. When everything is finalized and ready, there will be a password-protected section on the SOSOSY website.

Ray asked that for other parts of the work that the materials have the same look and feel. Microsoft video format was used which is a simple and easy to use format. Since the videos are for the instructor, they are in English and will not be translated into Spanish. All materials will be on the SOSOSY website by March 2014. Tracie reported that there have been no issues in getting into the password-protected areas. However, she noted that if you cut-and-paste the password, it won't work. You have to type the password into the browser.

Tracie next introduced the APR data and SOSOSY objectives and asked the audience, "What does it tell us about how we are progressing as a consortium?"

You've looked at your state's data and see where you are progressing and where your states need to improve. She asked, *How can the CIG and the work of the SST help your state move forward in improving the quality of services to all ID'd OSY in your state?*

This discussion led into a discussion of the Year 3 activities.

Mary Lou suggested that there be training on the various SOSOSY products.

Barbie asked for consideration of an ACRoS class with a website section for teachers, recruiters, and administrators.

Mary noted that Vermont is piloting the OSY English Language Screener and she felt that it needed for SOSOSY to boost up the videos on the website. Mary requested a basic OSY 101 piece. She felt that a series of videoclips are needed to lay out some of the basics.

Jennifer stated that South Carolina has a new data person that felt like some of the SOSOSY materials don't meet tests of rigor. Mary clarified that the SOSOSY materials are not a curriculum; rather, they are designed to meet specific skills in reading, language, and math. She agreed that some training on what skills are being taught is needed.

This discussion segued into the next topic, ideas for Year 3 activities. The focus should be on the unique needs of OSY and how this group needs specific materials that are aligned with the Common Core and other standards. Sue reported that Nebraska did a readability study of all mini lessons. She mentioned that when an OSY arrives and he/she is 17 but has been out of school for a while, you don't go back to the last grade attended. You have to meet the student where she/he is and don't, for example, give a student who just finished 5th grade a 10th grade curriculum. She noted that in the past, this consortium was focused on life skills development, now we're looking at instruction.

Data Reporting and Year 1 Annual Performance Report (APR) Results

Members reviewed the APR Executive Summary and discussed areas where we met our objectives and areas where we fell short. Susan noted that the evaluation is designed to reduce the data burden and help CIG states plan for success in Year 2. She discussed the results and examples of the many outcomes included in the APR for the three SOSOSY Objectives listed below.

Objective 1: Increase the capacity of staff to deliver services.

- 20 documented training sessions were delivered to 132 staff
- Rating showed high levels of applicability (X=2.7) and involvement (X=2.9)
- There was high participation in the SST with 85% participation in meeting 1 and 80% in meeting 2

- 6 TST meetings were well attended. Workgroups developed curricula, pre/post assessments, ID&R materials and strategies, and technology plans; and helped mentor and train staff

Objective 2: Increase the number of services to OSY.

- While the number of OSY identified decreased in Yr 1, the percentage of OSY served increased
- The SOSOSY Website was enhanced and a Professional Networking established
- 4 issues of a Quarterly Newsletter and SOSOSY Agricultural Trends publications were published
- Collaboration with other CIGs occurred through joint presentations, joint meetings, and cross-site website resources and portals

Objective 3: Make gains between pre- and post-assessment

- 85% of OSY assessed made gains; and 80% made a gain of 20% or more between pre- and post, surpassing the project goal
- 16 of the 20 SOSOSY states included MPOs specific to OSY in their state SDPs
- All 20 SOSOSY states included data on OSY in their CNAs
- The SOSOSY OSY profile was found to be helpful to states to review data and plan services based on the identified needs of OSY in the respective SOSOSY states

States were asked to examine their respective APR data based on these focus questions:

1. What does the data tell us about how we are providing services to OSY?
2. 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?
3. Think about service delivery in your state, what are the challenges you face to provide meaningful implementation and a positive learning experience? How is your state working to overcome the challenges?
4. As a result of reviewing your state data and answering these questions, how can the Consortium and the work of the SST help your state move forward in improving the quality of services to all identified OSY in your state?

Susan asked the members to review the Fidelity of Implementation Index (FII) Year 1 that is included in the SOSOSY Steering Team packet. The FII shows the many accomplishments made by the consortium during its first year.

Susan noted that 20 sets of training evaluation survey data were received. It was suggested that SOSOSY have a way to capture what other trainings are happening in states and that states be more diligent about turning surveys in immediately following training or technical assistance.

YEAR 3 IDEAS

1. Identify the skills in the SOSOSY materials (curricula, lessons, etc.), and compare them with the quadrants matrix. This is an alignment activity.
2. Create a resource list of the various models for teaching. What would be the essential strategies for a 3-day versus a 3-month program of services? What about for the students who only are here for a very short time? Give ideas such as to deliver lessons on the bus. Add resource people to the materials.
3. Include a quality of implementation rating tool of SOSOSY implementation, kind of an FII that is anchored to specific quality indicators. The results of pre/post assessments can help determine the quality of implementation.
4. Raise the strategies for marketing. An example is to open up the Dissemination Event to non-CIG states.
5. Try to connect with other groups that work with OSY populations. For example, consider adapting a modified version of the newsletter for a larger audience (e.g., the homeless website).
6. Establish a consistent definition within the CIG as to who is an OSY. Develop some scenarios to illustrate that THIS an OSY.
7. Implementation: Build on the implementation science framework as to how we will implement the use of the materials.
8. We have never really spent much time stepping back and looking at the forest. We've been planting and growing trees. We need a forum for cross-training among CIG states. Some staff would like to visit a different state to see how they implement OSY services. 3 areas are of particular interest related to OSY: ID&R, support services, and educational services delivery.
9. Look at involvement with other groups: National groups, other CIGs, partners such as IMEC, National Dropout Prevention Center. Investigate other possibilities.

10. Don't produce any new lesson and strategies. We need to "enhance" what we have.
11. Prepare pre-GED materials
12. SOSOSY 101 materials
13. Develop a pre-recorded lesson resource library. For example, show a teacher teaching a SOSOSY mini-lesson.
14. Implement regional meetings for training trainers, not a large national TOT.
15. Determine ways to standardize the SOSOSY products. We have the OSY screener and need support on how to record/report to State data systems which are imported to an Interstate data system/database.
16. See what other states have done with serving their OSY so that we don't re-do a lesson and can move forward. The mechanism is there. Map to MSIX. Code it as an assessment.
17. Use the InET Cadre of Coaches notion to collaborate across states. People use the mini-lessons. Skype them in and view one of the lessons that can be recorded.
18. Do a joint dissemination with other CIGs. Explore how to have a strand for the CIGs at NASDME. Provide more opportunities for sharing across CIG states.

The Steering Team felt that SOSOSY should be thinking more on a **regional level** so that we reach another level of people. Consider forming regional clusters.

For individual mentoring, it was suggested that we could describe successful programs across SOSOSY states so that if a need exists, someone who's got what is needed can be deployed. Another suggestion was to develop a grid showing demographics, successful strategies, and educational and other outcomes. Employ an education outcome rubric with anchors such as "Less than X amount of funding, H2A/non-H2A." This would be a state snapshot that captures demographic, contact person, and other critical elements (e.g., what does informational technologies look like in your state? What is your staffing level? What are the criteria you use to hire staff?).

There needs to be some place on the OSY website for coming up with a standard on how recruiting, models for instruction, how services are delivered, etc. Come up with a

list of criteria with a yes or no box to mark (criteria could be funding levels, regular/summer services, etc). It would need to be very simple with yes or no questions. This could be used for professional development, dissemination, coaches, etc. The detail is important. The TST could identify the questions to get it started. We need a least common demoninator of services to OSY. Take a step back to see the forest, not just the trees.

Dissemination Event Planning

Tracie reported on the Dissemination Event planning beginning with the Pre-Conference which will be held on the day before the Dissemination Event. The Dissemination Event will be held at the Hilton in Clearwater, FL where it has been held in the past. The Preconference starts on a Wednesday. The Dissemination Event will begin on Thursday. There is room for 400 with 250 sleeping rooms for Wednesday night and Thursday nights.

Registration materials will go out much earlier than last time. Tracie asked if we should open the Dissemination Event for more people in SOSOSY states. She clarified that SOSOSY has all the meeting spaces reserved in the hotel. The actual dates are 11/19, 11/20, 11/21. There are 100 sleeping rooms reserved for the pre-conference.

It has yet to be determined if the pre-conference should be a half-day or a full day. There still needs to be training done on some of the basics such as the definition of OSY (Who is an OSY?). Also, the Dissemination Event Committee is investigating the interest in an OSY 101 half-day training for other CIGs/states.

The question was asked whether states wanted the fall SST meeting to occur in conjunction with the Dissemination event and everyone voted “yes.”

There will be topic strands leveled for beginners, intermediate, and advanced with content strands on key topic areas such as curriculum and instruction, innovations in service delivery, assessment, ID&R, support services, and overarching issues pertinent to OSY (e.g., trafficking, DACA). The Committee will be fine-tuning the topics and then members of the TST will be asked to present as well as partner organizations. Presenting will be the work of member states.

It was suggested that the HEP/CAMP Association be contacted about the possibility of getting a student as the keynote speaker and that students be featured as panelists. Last time, Esther did a great job facilitating the student panel. It was suggested that she be contacted again.

The dates identified for the Dissemination Event and associated meetings include:

- November 19, 2014 – Pre-conference
- November 20-21, 2014 – Dissemination Event
- November 18, 2014 – SST meeting?

Follow-up and Upcoming Activities

- Dissemination Event planning
- Mentoring work
- Trainer support via webinars and other *just-in-time* professional development
- Integration of technology into SOSOSY materials
- New ID&R tools
- Professional development for instructional support
- Year 3 program development and setting performance objectives and measures

Meeting adjourned at 12:00 pm.