



**GOSOSY State Steering Team Meeting
February 29, 2016
Washington, D.C.**

Agenda

- Welcome and Introductions
- New GOSOSY Initiatives
 - Website Updates
 - Curriculum and Material Development
 - Mental Health lessons and assessments
 - Living in America ESL series
 - Learning Plan Development
 - Goal Setting Workshops
 - OSY Mentoring Program
 - Professional Development
- GOSOSY Data Collection
- State Panel Discussion
- Collaboration Efforts with Other CIGs
 - Recruiter Skills Competency Assessments and Training
 - Other Collaboration Opportunities
 - CIG Calendar
- Future Meeting Dates/Times

In attendance:

Tracie Kalic – director
Cyndi Townley (AL)
Peggy Haveard (AL)
Ray Melecio (FL)
John Wight (GA)
David Gonzalez Nieto (IL)
Beth Robinson (IL)

Brenda Pessin (IL)
Geri McMahon (IA)
Doug Boline (KS)
Lori Houck (KS)
John Farrell (KS)
Heather Rhorer (KY)
Emily Hoffman (MA)

Monika Lorinczova (MS)
Sue Henry (NE)
Barbie Patch (NH)
Joan Geraci (NJ)
MaryAnne Diaz (NY)
Sonja Williams (NC)

Carmen Medina (PA)
Jennifer Almeda (SC)
Jessica Castañeda (TN)
Mary Mulloy (VT)
Erin Shea (VT)
Marty Jacobson (META)

Welcome and Introductions

Tracie Kalic – GOSOSY Director

Doug Boline – MEP State Director, Kansas (Lead State)

New GOSOSY Initiatives

1. *GOSOSY website updates – Jessica Castañeda (TN)*
 - a. Google analytics information was presented tracking website usage of instructional pages visited and lessons viewed. Tracking will include lesson downloads to determine which are being used the most.
2. *Curriculum and Material Development Work Group Report – Brenda Pessin (IL)*
 - a. Mental Health Lessons and Assessments
 - i. Five mental health lessons are being created in collaboration with National Center for Farmworker Health. The Adult Learning Resource Center will assist with the development of audio and several print enhancements.
 - b. *Living in America* ESL Series
 - i. *Living in America* was originally produced for ESL lessons focused on civics. The Curriculum Work Group will determine which lessons will be targeted and updated.
 - c. Life Skills Lessons Instructional Video
 - i. The Work Group has produced an instructional training video on how to use the life skills lessons. The goal is to help non-certified teachers learn and use effective instructional techniques. The video is posted on the Professional Development page of the GOSOSY website.
 - d. Future Goals
 - i. The Work Group will continue work on career awareness and readiness materials.
 - e. Notes
 - i. SST members noted that there is a need for materials to be translated into more languages in addition to Spanish.
 1. Tracie will send a request for all states to share materials they have already translated into other languages.
3. *OSY Learning Plan Work Group Report – Emily Hoffman (MA)*
 - a. The Work Group reviewed state learning plans and identified the elements most important to include GOSOSY's OSY Learning Plan.
 - i. The next phase will evaluate plans from both a student perspective and a administrator perspective.
 - b. The Work Group will present the two drafts (student and administrator) to the TST members in March.

- c. Now developing a system to gather feedback from states and to efficiently roll out piloted learning plans consortium-wide in the future.
 - i. In Year 2, the Work Group will concentrate on creating a way for the OSY Learning Plan to be portable from one region/state to another.
 - d. In the future, tracking progress with the OSY Learning Plan will merge with the OSY Goal Setting program.
4. *Goal Setting Workshops Work Group Report – Sonja Williams (NC)*
- a. Three Work Group webinar meetings have been scheduled.
 - b. The Work Group presented a draft rubric for Goal Setting Workshops (GSW), but cautioned that GSW facilitators need to be trained before using the rubric.
 - i. VoiceThread, an asynchronous training/presentation tool that includes options for providing feedback to questions, will be used for distance training of facilitators and eventually be used for working with students.
 - c. A survey of states concluded the need for something short, flexible, and possible for distance education.
 - i. Materials will be available by June 2016.
 - ii. NC has a workshop already for 15-20 OSY for a day and invited other states to send OSY if they are interested.
 - d. The Work Group is currently working on ways to integrate the Goal Setting program and the OSY Student Profile.
5. *ID&R Work Group Report – Jennifer Almeda (SC)*
- a. The Work Group took Recruiter Assessment Tool created for GOSOSY to the IRRC consortium for feedback.
 - i. The Work Group is currently evaluating the draft assessment tool from IRRC and will provide feedback.
 - ii. IRRC's goal is to have a draft recruiter assessment tool (which will include OSY-focused questions) ready to present to the TST in March.
6. *Professional Development Work Group Report – Joan Geraci (NJ)*
- a. The Work Group is creating PD materials for both certified and non-certified staff.
 - b. A survey was sent to instructional staff (205 responses from 17 states; 190 were instructional staff). It revealed:
 - i. Most instruction is:
 - 1. Individual
 - 2. small group
 - 3. in-home
 - 4. on-site
 - ii. Staff wants strategies for motivating students.
 - c. Notes
 - i. Defining PD may differ by state or individual.
 - ii. Depending upon definition, staff may have received training they are not defining as PD.
 - iii. The survey was completed during the school year so may have excluded summer staff.
 - d. Work Group is currently creating modules for practitioners.
 - i. Will have one to two modules done for Year 1.

- ii. Suggestions included a badge system for staff to show proficiency in various areas and including a Fidelity of Implementation (FI) piece for monitoring the extent to which strategies are implemented by practitioners.

7. *Collaboration efforts with other CIGs – Barbie Patch (NH)*

- a. Recruiter Skills Assessments Tool and training
- b. Other collaboration opportunities
- c. CIG Calendar has been developed and published on the GOSOSY website and will be included on other CIG websites.

GOSOSY Data Collection

Marty Jacobson - META

1. GOSOSY Director/Coordinator Survey
 - a. Form 1/Question 5 may be expanded, upon SST request, to include a broader range of services/instruction to OSY as a reflection of the networking among states.
2. Professional Development Evaluation
 - a. States may either use the form immediately at each training or submit at the end of year to Marty Jacobson.
3. Student Assessment Score Sheet
 - a. States who use this tool should submit to Marty Jacobson via email (marty@meta1.us) by September 20, 2016.
4. OSY State Profile
 - a. Should be submitted to Tracie Kalic in early October.
5. GOSOSY Performance Measures
 - a. Currently investigating methods for communicating and using pilot data for project improvement.
 - b. Discussion of best practice concerning use of pre-/post-assessments led to determination that a student earning 100% on the pre-assessment will not have that particular lesson included in the performance measure as does not offer a valid way to measure growth.
 - i. Instructors may wish to continue the lesson if there is information useful to the students in the lesson that may not have been included in the assessment. However, summaries of assessment results should not include lessons where students scored 100% on the pre-assessment.
 - c. Since GOSOSY's performance measures differ from SOSOSY's, not all services will be collected as they were previously.
 - i. States may include additional information in the comments section and relevant tables as needed.
 - d. All dropout and graduation rates will be collected for migrant students per GRPA requirements.
 - i. If states must submit graduation and dropout data later than the

September 20 deadline of the Director/Coordinator Survey, they should include the latest available information.

- e. Staff surveys are due by September 20, 2016.
 - i. States will submit individual surveys.
- f. Year 2-3 requirements were reviewed.

Key takeaways from data collection discussion:

- 1. States using the Student Assessment Score Sheet (SASS) should submit this form via e-mail along with the rest of their data by September 20 to marty@meta1.us.
- 2. When a student has earned all possible points on the pre-assessment, that lesson will not be included in the performance measure because there is not an opportunity to measure growth. Summaries on Form 1 should not include lessons where 100% was earned on the pre-assessment.
- 3. When reporting graduation and dropout data, submit the most recent available by September 20. Updates can be sent up to the middle of November. Updates received after November 15 will be included in the next report.
- 4. Submit all staff surveys—not just summaries. Surveys not completed online should be scanned and e-mailed to marty@meta1.us.

Housekeeping

Tracie Kalic

- 1. Mentoring Project Pilot
 - a. Participating states will send representative(s) to meet in Atlanta on March 31, 2016.
- 2. Next SST meeting to be determined after discussion with other CIGs about best collaborative fall date and location.
- 3. Meeting adjourned at 11:40 am.

State panel discussion concerning providing services to OSY

Panelists: John Wight (GA), Heather Rhorer (KY), and Jennifer Almeda (SC)

Background: GOSOSY states are interested in learning about the successful strategies that have led to positive outcomes. Several activities outlined in the proposal are related to sharing successful strategies.

Goal 1: Participating OSY will increase their content achievement and other outcomes as specified in their needs-driven Learning Plan.

Activities:

- 1.1c** Share strategies for states to use OSY profile and screening data for driving program decisions
- 1.1f** Monitor OSY for progress toward graduation/career plans/learning plans
- 1.1h** Conduct post-secondary and career awareness activities for OSY
- 1.1i** Conduct pre/post assessments of OSY
- 1.1j** Use assessment results for improving OSY instruction
- 1.1k** Offer credit recovery programs (e.g., PASS) in Consortium states

Goal 2: Staff participating in professional development and learning will increase their skills and ability to deliver targeted instruction and services to OSY.

Activities:

- 2.1a** Develop a plan for linking the needs of OSY with statewide services
- 2.2a** Initiate collaborations with CIGs, HEP/CAMP Assn, other agencies and organizations

Goal of the panel presentation: To share ideas and insights on strategies for planning and providing services to OSY.

Format for the panel: After a brief introduction that included the purpose of the panel, several questions were posed, and each panelist responded based on their respective state context and how services are planned and delivered to OSY.

State Demographics:

- GA:** 2500 OSY
- KY:** 1000 OSY (40% are moving with children and families/ 60% are H2 workers) 3-6 month stays
- SC:** 869 migrant students/ 278 OSY (47% identified as indigenous, high number of LEP/ highly mobile workers with tomatoes/watermelon)

How has your state used the OSY Profile and screening data to drive program decisions?

- GA:** We adapted the OSY profile originally and are now using the GOSOSY profile. We look for completed profiles when monitoring districts. Georgia now collects this data at the state level. It has been useful as an accountability piece. We use the language screener and want to show OSY are making growth in English development.
- KY:** We used the OSY profile with all OSY often during the COE process or within 10 days. Kentucky used the data for our CNA process and included conclusions and strategies specific to the needs of OSY. For example, OSY have expressed an interest in job training so the state is responding to this. We use the data to structure professional development as well by

training staff on English in Minutes. Use the English Language Screener, during 3rd-5th visit and gain after 20 hours of instruction. Not used statewide yet.

- SC:** South Carolina has 7 subgrantees total with 5 subgrantees running during the summer, some for not longer than 1 month. When state recruiters are completing COEs, they also complete the OSY profile. Because we have such a short time with students, we have trained recruiters to provide services based upon profile.

How has your state structured and delivered instruction for OSY? How has professional development been provided?

- GA:** We provide an training and overview for regional and state coordinators that includes 25 staff. Student services providers at the local level are mostly paraprofessionals and 80 districts participate. Georgia serves OSY through mobile labs, English classes, GED classes, HEP program, health services, and other needed services.

For professional development the state relates research to practice using Robert Marzano. The goal is to increase the instructional capacity of staff with a focus on teaching and learning. Georgia provides a packet for all staff that includes a flip book with summary of strategies. Training includes practice, which means instructors watch the strategy in action, practice and explore the strategy, connect the strategy to students, and connect to teaching.

- KY:** We have two state staff, five regions, and 44 districts. Lessons are provided within the first 30 days, and we have mandated that a life skills lesson is provided. Kentucky uses ACREs lessons provided one-on-one or in small groups (H2A workers). We have enhanced ACREs online with ESL lessons.

KY has provided training by experts. GOSOSY trainers have provided professional development in the state. Other training includes ID&R for OSY, OSY Profile, and practice a life skills lesson. Multiple methods for delivery of training include webinar and in-person training.

- SC:** We have one state staff and two state recruiters. For our service design, we surveyed staff and students asking, "What do you need most?" Based on the results, we use MP3 pilot project with audio files from all states with accompanying booklet. South Carolina partnered with adult education because of lack of staff. We developed a resource booklet for each county. The CNA process will include an OSY goal

For professional development, SC leverages neighboring resources in Georgia and North Carolina because of the small size of the state and limited funds. We participate in annual training. State recruiters support LOAs and provide training as needed. Collaborations are very important including work with Department of Labor Workforce Development grantees. We are on joint committees on this and we collaborate with migrant health.

Key themes and takeaways from the panel discussion:

- Whether states have large numbers of OSY or relatively small numbers, they all see high levels of mobility in the population.
- Nonetheless, states see diverse needs in the population in terms of English language

capabilities, literacy in any language, goals for education, and time for schooling.

- When states ask about career and educational goals, they often get little or no response. Often OSY are focused on the now and what they need to do to keep food on the table and shelter over their heads, and future goals are not often at the forefront of their needs.
- Successful practices include the intentional design of instructional structures that fit the needs of OSY (flexibly scheduling, staff training, flexible delivery methods and place of instruction) and adapting content to fit the needs of individual students.
- Working closely with collaborators is often key to success.

Plan for Linking OSY Needs with Statewide Services

