



**GOSOSY Technical Support Team Meeting  
November 2-3, 2016  
Pittsburgh, PA**

**IN ATTENDANCE:**

Tracie Kalic (GOSOSY Director)	Mike Reho (NY)
Peggy Haveard (AL)	Odilia Coffta (NY)
Margot Di Salvo (FL)	Sonja Williams (NC)
Ray Melecio (FL)	Lysandra Alexander (PA)
Margarita Munoz (GA)	Carmen Medina (PA)
Sabrina Rivera-Pineda (GA)	Deke Showman (PA)
Brenda Pessin (IL)	Jan Lanier (TN)
April Dameron (IA)	Denise Rocha (TN)
John Farrell (KS) (MA Proxy)	Jennifer Almeda (SC)
Heather Rhorer (KY)	Sarah Braun-Hamilton (VT)
Pedro Santiago (KY)	Chris Norton (GENESE0, National PASS Center)
Monika Lorinczova (MS)	Bob Lynch (National PASS Center)
Lindsay Ickes (NE)	Susanna Bartee (GOSOSY)
Kiowa Rogers (NE)	Jessica Castañeda (GOSOSY)
Barbie Patch (NH)	Marty Jacobson (META)
Joan Geraci (NJ)	

**WORK GROUPS**

**OSY Learning Plan**

Emily Hoffman – lead  
Sarah Braun-Hamilton  
Margot Di Salvo  
Jan Lanier  
Mike Reho

**Goal Setting**

Sonja Williams – lead  
Joyce Bishop  
April Dameron  
Monica Lorinczova  
Denise Rocha

**Identification & Recruitment**

Jennifer Almeda – lead  
Ray Melecio  
Barbie Patch  
Heather Rhorer  
Pedro Santiago  
Deke Showman

**Material and Curriculum**

Bob Lynch & Brenda Pessin – leads  
Peggy Haveard  
Chris Norton

**Professional Development**

Linda Ickes - lead  
Lysandra Alexander  
Odilia Coffta  
Joan Geraci  
Margarita Munoz  
Sabrina Rivera-Pineda  
Kiowa Rogers

**Lit Review**

Jessica Castañeda - lead  
Susanna Bartee  
John Farrell

Wednesday, November 2, 2016

Call to order 8:30 am

Adjourned 4:30 pm

## Agenda

- Welcome and introductions
- Welcome to PA
- Updates from GOSOSY
  - GOSOSY website
  - GOSOSY monitoring
  - Pilot Feedback
    - Mentoring
    - Goal Setting
    - Learning Plan
- Instructional Materials discussion
  - Career Awareness
  - Mental Health Lessons
  - *Living in America* updates
- Review and feedback of draft IRRC *ID&R Competency Skills Assessment*
- Lunch
- Expectations of Work Groups and assignments
- Tasks outlined and Work Group time

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*

Tracie welcomed everyone and briefly outlined the goals of the TST meeting.

Introduction of new GENESEO Migrant Center/National PASS Center Director, Chris Norton – *Bob Lynch*

Welcome and Overview of Pennsylvania MEP – *Carmen Medina, Lysandra Alexander, Deke Showman*

TST Expectations – *Tracie Kalic*

Tracie reiterated the purpose and focus of the TST and asked the following of all members:

1. Keep State Directors updated on all TST issues.
2. Note that consortium objectives have not changed.
3. Provide feedback on agenda items.
4. Complete Work Group tasks, outline timelines, and establish follow-up conference calls.
5. Understand performance measures and data requirements.
6. Prepare for SST presentations:
  - a. Expectations
  - b. Work Group presentations
  - c. Dates and discussion
  - d. Proxy votes
7. Discuss 2018 TST Dissemination Event Committee and structure of event.

### GOSOSY Updates – Tracie Kalic

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

1. SST Meeting
  - a. Will occur Thursday, Nov. 3, in Pittsburgh following conclusion of TST meeting.
2. Office of Migrant Education Monitoring
  - a. Meeting with Lindsay Booth occurred in August and was very successful.
3. GOSOSY website updates - *Jessica Castañeda*
  - a. Requested feedback from members about design and resources to be included on Student Page.
    - i. Need contact information from each state (one name per state).
  - b. Google Analytics report (Sept. 1 – Oct. 18, 2016)
    - i. First page is most viewed.
    - ii. Average time spent on site is just over three minutes.
    - iii. Average views include four different pages.
    - iv. 141 used the site at least seven times.
    - v. 552 used the site at least 30 times.
    - vi. 615 new users.
      1. 2016 so far:
        - a. 4,669 users
        - b. 20,992 page views
    - vii. Discussion about the need for mapping the different users.
      1. States may contact Jessica Castañeda for specific user reports.
4. FII Objectives Discussion
  - a. State reports are imperative for collecting data and determining the activities for each objective on the FII.
  - b. Pre-/post-assessment scores are extremely important for each state to report.
    - i. There was discussion about past suggestions submitted for revising the assessments. Future updates will take into account those suggestions and others.
    - ii. Tracie Kalic will collect feedback and suggestions (past and present) to share with GENESEO and discuss changes to be made.
    - iii. Reminder that *Life Skills Lessons* are to be used according to student needs. There is no mandate to use every lesson with each student.
  - c. The GOSOSY evaluation form needs to be used after each Professional Development session and submitted to META as soon as possible after each event.
    - i. Any inconsistencies in official reports should be discussed with Marty Jacobson (META).
  - d. *State OSY Profile* data needs to be reported to META asap in order for state reports to be completed.
  - e. Pilot Feedback will be presented to the appropriate Work Groups:
    - i. OSY Learning Plan
    - ii. Goal Setting
    - iii. ID&R Assessment
    - iv. Mentoring

- f. States will be required to use the *OSY Learning Plan* during YEAR 2 to meet Performance Measure 1.2 which reads that 75% of users will achieve 50% of goals stated on a Learning Plan.
  - g. States will be required to send an average of three students per state (54 total consortium-wide) to Goal Setting sessions and those students will attain an acceptable or above score on a Goal Setting project-based activity rubric.
    - i. TST members will be trained as Goal Setting facilitators at the spring 2017 TST meeting.
5. GOSOSY SST/TST Contact List
- a. Each state should double check the information and update as needed.
  - b. Contact List will be updated on the GOSOSY website as often as necessary.
6. New YEAR 2 FII Objectives – spotlight on Mental Health
- a. 2.2d Participate in training for staff on community-level interactors to increase OSY mental health literacy.
    - i. Five new *Mental Health Lessons* have been developed.
      - 1. Training will occur during 2017 around those lessons.
    - ii. “Community-level interactors” will be defined by TST.
  - b. 3.1b Update the literature review on OSY research/promising practices.
    - i. Will start new Work Group and connect this review to mental health/Adverse Childhood Experiences (ACEs) in migrant youth community.
    - ii. Work Group lead will be Jessica Castañeda with other members.
  - c. 3.1c Adapt and use online curricula.
    - i. Will discuss making online materials more accessible and user-friendly.
7. Learning Materials Update – Bob Lynch (PASS)
- a. *Mental Health Lessons*
    - i. National Farmworker Health Center contracted to write five new lessons. National PASS Center reviewed and published.
      - 1. Four are now complete:
        - a. *Let’s Talk About Mental Health*
        - b. *Let’s Talk About Depression*
        - c. *Let’s Talk About Alcohol*
        - d. *Let’s Talk About Anxiety*
      - 2. Under development – *Let’s Talk About Stress*
      - 3. Comments and feedback are requested.
      - 4. Discussion of need to encourage implementation of all resources.
  - b. *Living in America* curriculum
    - i. Work Group revised “Using Money” lesson to make more user-friendly and applicable.
    - ii. Original developer is involved in updating according to any new research and strategies for early English language learners:
      - a. Language will be updated.
      - b. All activities will be on one page.
      - c. Supplemental materials required will be reduced.
      - d. Directions and graphics will be simplified.
      - e. Lessons will be easier to download via the website at no charge.

- iii. Current *Living in America* lessons may be copied and used freely by states until new updates are released.
- iv. Electronic enhancements are currently available to download via the GOSOSY website.
- v. *Career Awareness* information will be updated and revised during YEAR 2.

8. IRRC Literature Review –*Jessica Castañeda* (see attached PPT)

- a. IRRC produced Literature Review concerning trends in migrant farm workers.
  - i. AgTrends Newsletters are produced in collaboration with IRRC and will focus on one specific industry (upcoming edition will feature dairy) with most current research.

Work Group Discussion

9. ID&R Work Group Discussion

- a. The Goals and Performance Measure 2.3 states- *By 9/30/17 and again by 9/30/18, 75% of recruiters will participate in professional development regarding the ID&R of OSY and demonstrate proficiency on state recruiting assessments that incorporate this area.*
  - i. How do we define “75% of all recruiters”?
- b. Decisions:
  - i. Performance Measure 2.3 shall be amended to read “*6/30/17 and again by 6/30/18*” in order to allow time to address any change in regulations.
  - ii. States may use any recruiter assessment tool (not just the tool developed by IRRC and GOSOSY) to report results.
  - iii. The 75% shall be calculated as an average from the results from all member states with each state deciding which recruiters to include in the assessment.

Wednesday, November 2, 2016

Call to order 8:40 am

Adjourned 10:00 am

## Agenda

- Review and finalize for SST meeting
- Interwork group assignments and conference calls
- Networking and discussion
- Work Group reports

### Networking and Discussion

1. How is the HSED/GED used in each state?
  - a. Not all states offer both English and Spanish versions.
    - i. GED website tells where it is available in Spanish
      1. <http://www.gedtestingservice.com/uploads/files/35e7387535d4259604026c5213438733.pdf>
    - ii. The Spanish version is not valid in U.S. for college entrance (must take TOEFL) and possibly not for job application (it is up to employers).
  - b. What is value of the U.S. GED in other countries?
    - i. It is not valid in Mexico.
    - ii. There is a list of countries from which high school diplomas are valid in U.S.
      1. KS has list – will share with all members via email.
    - iii. GED vs Prepa Online
      1. Prepa en Linea – made up of 24 modules to which you must commit; contrasted with the GED which is self-paced.
    - iv. What are the possibilities with Plaza Comunitaria?
      1. Most states are still needing access portal for OSY.
        - a. NC's Jose Martinez (via Sonja Williams) will send information about state portals.
      2. A benefit is the program is free or inexpensive.
      3. Mexican Consulates may offer Central Americans access to the portals.
      4. Local Mexican consulates should have more information.
      5. There are free classes on the Plaza Comunitaria website.
        - a. GOSOSY should offer links to those free classes on Student Page of osymigrant.org.
        - b. The classes are live linked on the Educational Resource Rubric and will be highlighted asap.
        - c. Links can be found at conevyt.org.mx.

2. How is the *OSY English Language Screener* used in each state?
  - a. Many states requested an update to allow both pre- and post-assessment results to be easily recorded.
    - i. Ability to document differs by state
    - ii. All states agreed on the need for migrant state databases
    - iii. Student Assessment Score Sheet (SASS) – Marty Jacobson (META) will look at ways to add more than just the initial assessment results on the SASS to enable better data collection.
  
3. What is your single best tool for reaching OSY?
  - a. *Dreams for My Future* (goal setting tool)
  - b. *Life Skills Lessons*
  - c. *OSY Student Profile* used as baseline for important information.
  - d. *OSY English Language Screener* (used differently by state)
  - e. Would be good to create a checklist for what student has worked on/mastered in order to show growth (student can keep a copy).
  
4. Describe timeline that your state program uses for new OSY (to include ID&R, profile information, services, evaluation, etc.)
  - a. Timelines differ by state:
    - i. *OSY Student Profile* done at recruitment.
      1. SC has *Profile* and COE printed together.
      2. NJ reviews each COE and discards those *Profiles* done for COEs that are not approved.
      3. GA is considering training its recruiters to complete *OSY Student Profiles* if time allows.
      4. KS is training recruiters to complete an *OSY Student Profile* and possibly initial *Life Skills Lesson* if time allows.
    - ii. *OSY Student Profile* done after COE is approved.
    - iii. *OSY Student Profile* done by different staff depending upon situation.
  - b. Request to add “pregnancy/childcare” to *OSY Student Profile* as reason to leave school.
    1. NC has also added “disengaged”
    2. NH changed to “moved with family” instead of “moved with parents”
  - c. “Services” has different definitions by state.
  
5. ACRoS
  - a. ADV in KS used ACRoS in summer services focused on *Study Skills*.
    - i. Increased summer services totals.

## TST WORK GROUP REPORTS

### 1. Goal Setting Work Group

(*Sonja Wilson, Joyce Bishop, Monica Lorinczova, April Dameron, Denise Rocha*)

- a. The group is editing existing Goal Setting documents and materials.
  - i. Will create two manuals (one for OSY and one for facilitators)
    1. Facilitator training will be called “Goal Setting Workshop” (GSW).
    2. OSY goal setting exercise title TBD.
- b. Comments and suggestions:
  - i. Translate all materials.
  - ii. Give suggestions for use for each activity.
  - iii. Rewrite introduction for facilitators:
    1. How to connect to *OSY Learning Plan*
  - iv. OSY guide will have introductions, not just handouts, that will correspond with GSW manual.
  - v. Rewrite will liven up graphics, lessen technical terminology.
  - vi. The group may explore how to make it mobile (use Captivate program – or similar – for use on phone).
- c. Voice Thread component
  - i. Will be updated with edits and new PPT.
  - ii. Video will be incorporated.
- d. The Goal Setting Work Group will work with the Learning Plan (LP) Work Group.
  - i. SMART goals will be used as ideas, but not terminology, in introduction.
  - ii. Will create bridge after final LP created.
  - iii. Will add all links in GSW guide for facilitators.
  - iv. Outline of achievability:
    1. Real motivation
    2. Clear steps
    3. Belief that you are capable
    4. Consequences if you do not achieve
- e. Will create Pacing Guide:
  - i. One hour = Activities 1 and 2, may combine
  - ii. Two hours = Activities 1, 2, 3
  - iii. Two sessions = Activities 1-4
- f. Tasks:
  - i. Complete changes to GSW facilitator manual.
  - ii. Complete OSY guide.
  - iii. Translate all materials.
  - iv. Complete Voice Thread.
  - v. Work with Learning Plan Work Group.
  - vi. Define what successful completion is (likely using a rubric) for the FII objective and evaluator.
  - vii. Change terminology on State Director Form from “Goal Setting Workshop” to “Goal Setting”.
    1. States may discuss with Marty Jacobson if they had any goal setting activity during YEAR 1 that should be reported.



2. Lit Review Work Group

(Jessica Castañeda, Susanna Bartee, John Farrell)

- a. The *GOSOSY Lit Review* will focus on Adverse Childhood Experiences (ACEs).
  - i. It will reference the primary ACEs study done by the Centers for Disease Control.
  - ii. Questions addressed:
    - 1. How does ACEs research affect OSY?
    - 2. What can service providers do to mitigate effects of ACEs?
    - 3. What are proven interventions?
  - iii. Will use established research and create a useful document for all staff.
  - iv. Will include correlation to suicide rate in migrant population.
  - v. Will include secondary trauma for service providers.
  - vi. Will include concepts of epigenetics.
  - vii. Deadline is 5/30/17.

3. Professional Development Work Group

(Lindsay Ickes, Sabrina Rivera-Pineda, Margarita Munoz, Joan Geraci, Lysandra Alexander, Olilia Coffta, Kiowa Rogers)

- a. The group is finalizing Module 1 PowerPoint– *OSY Instructional Action Plan*
  - i. Can be presented or viewed independently by service providers. Helps service providers connect resources (four simple steps on getting started).
    - 1. Includes PPT with voiceover and without as well as supporting documents.
    - 2. Includes Integrated Young Adult Learning Strategies.
    - 3. Pilot will occur at GA MEP conference in December 2016 and feedback will be incorporated.
  - ii. All documents will be changed from “positive learning environment” to “effective learning environment”.
  - iii. All documents will be changed from “adult learners” to “young adult learners”.
  - iv. Module 1 will be complete for presentation to TST at Spring 2017 meeting.
    - 1. Module(s) will be available on Professional Development page of GOSOSY website.
- b. Module 2 PowerPoint– *Motivating OSY*
  - i. Deadline is Spring 2017.
- c. Collaboration with Materials and Curriculum Work Group
  - i. Provided group with overview and copies of Module 1 plus supporting documents.
  - ii. Will work together on professional development to prepare practitioners to teach new *Mental Health Lessons*.

4. Materials and Curriculum Work Group

(Bob Lynch, Brenda Pessin, Peggy Haveard, Chris Norton)

- a. *Living in America* – “Using Money” lesson review
  - i. The group kept the conceptual design of original lessons, but suggested modifications.

- ii. Prototype lesson: "Sending Money Orders"
- iii. Decisions made by Work Group -
  - 1. Proposed modifications were accepted.
  - 2. No pre-/post-assessments will be added because the objective is English Language skills in a life skills context.
  - 3. 12/31/17 is the goal for completion of Parts A&B.
- b. *Mental Health Life Skills Lessons* review – "Stress" lesson
  - i. The group reviewed the lesson briefly and will submit feedback to Chris Norton (GENESE0).
  - ii. Will facilitate creation of accompanying video for instructors based on input from mental health professionals.
  - iii. Chose four lessons for ALRC audio/visual enhancement:
    - 1. Stress
    - 2. Anxiety
    - 3. Alcoholism
    - 4. Depression
  - iv. Decided upon removal of "#6" from the final, short-answer question on pre-/post-assessments in all lessons (to make consistent with other pre-/post-assessments wherein the final, short-answer question is not numbered or graded).
- c. Rollout and Dissemination
  - i. New lessons will be featured on front page of GOSOSY website.
  - ii. Hard copies will be distributed to all state directors at Spring 2017 Annual Directors Meeting.
  - iii. Email blast concerning lessons will go out to all TST/SST members.
- d. Future plans
  - i. Finalize "Stress" lesson.
  - ii. Move forward with updating *Living in America* lessons.
  - iii. Find most effective way to leverage existing instructional materials.
  - iv. Begin updating *Looking for a Job*.
  - v. Review and decide what is relevant to be updated in PASS's *Preparing for College*.
- e. Timeline:
  - i. Conference call planned for end of year.
  - ii. By 12/31/17 will have "Using Money" formatted and ready for review at February 2017 TST meeting.
    - 1. Will ask for a certain number of volunteers to pilot the lesson and offer feedback.
      - a. Final version will be the guide for updating the other four lessons.

1. Learning Plan Work Group

(Emily Hoffman, Sarah Braun-Hamilton, Margot Di Salvo, Mike Reho, Jan Lanier)

- a. Pilot Feedback Summary:
  - i. Average rating for the draft form was 3.6 out of 5.
  - ii. More examples for goals are needed.
  - iii. Greater flexibility in the form is needed to accommodate details.

- iv. Implementation training is needed.
- v. Lower readability is needed.
- vi. Combine and simplify as much as possible.
- vii. Clear definition of “goal completion” needed.
- b. Provider and Student versions will remain separate.
  - i. Forms have been revised per the feedback and discussion.
  - ii. Forms may be modified according to state and individual provider goals/wants/needs.
- c. Will be working with Goal Setting Work Group to incorporate the Learning Plans into Goal Setting materials.
  - i. Will create samples in alignment with examples used in Goal Setting materials.
    - 1. Example: pocket planning cards
- d. Next steps:
  - i. Host conference calls.
  - ii. Collaborate with Goal Setting.
  - iii. Create sample plans and brief instructions.
  - iv. Finalize and provide to states asap.
  - v. Consider options for portability.

## 2. ID&R Work Group

*(Jennifer Almeda, Ray Melecio, Heather Rhorer, Pedro Santiago, Barbie Patch, Deke Showman)*

- a. The group went through FII Activity 2.3 progress descriptions:
  - i. 2.3a - SST would prefer that all GOSOSY states use the competency tool developed by GOSOSY and IRRC.
    - 1. Must be completed and reported by all states by 6/30/17.
    - 2. States may use their own assessment tools as long as there is a proficiency rubric for reporting and reports are submitted to Marty Jacobson (META).
      - a. Each state may decide which recruiters take the assessment. Larger states need to include at least five recruiters; smaller states should assess as many as possible.
      - b. Online IRRC/GOSOSY assessment tool is still under revision.
        - i. All states (even non-members of IRRC) will have access.
        - ii. Each state will have a code to retrieve results individually.
  - ii. 2.3b – Work Group is slated to update materials that already exist on the GOSOSY website in YEAR 2. Updates were done at TST meeting and will be updated online asap:
    - 1. *Field-Based Recruitment*
    - 2. *ID&R Tips*
  - iii. 2.3b – Members of the TST Work Group piloted materials in their states and will provide training and technical assistance for adopting materials in all states in YEAR 2.
    - 1. Both *Field-Based Recruitment* and *ID&R Tips* will have videos created to promote best practices and use.
  - iv. 2.3d – For YEAR 1, the TST in collaboration with IRRC will use results to improve

materials for adoption by all states in YEAR 2.

1. Waiting to compile feedback from pilot results. Revisions will be made via conference call and presentation to IRRC Work Group.

Upcoming Meeting Dates

February 8 -9, 2017 – Montgomery,

AL April 5-6, 2017 – Chicago, IL