



**GOSOSY Technical Support Team (TST) Meeting
February 25-26, 2020
San Diego, CA**

IN ATTENDANCE:

Tracie Kalic (GOSOSY Director)	Odilia Coffta (NY)
Joyce Bishop (AL)	Will Messier (NY)
Peggy Haveard (AL)	Travis Williamson (NY)
Sabrina Rivera-Pineda (GA)	Danielle Anderson-Thomas (NJ)
Maria Dominguez (IL)	Rachel Wright Junio (NC)
April Dameron (IA)	Lysandra Alexander (PA)
Geri McMahan (IA)	Emily Williams (SC)
Alejandro Cabero (KS)	Justyn Settles (TN)
John Farrell (KS)	Sarah Braun-Hamilton (VT)
Keena Schmidt (KS)	Susanna Bartee (GOSOSY)
Eugenia Luna (KY)	Jessica Castañeda (GOSOSY)
Emily Hoffman (MA)	Brenda Pessin (GOSOSY)
Monika Lorinczova (MS)	Lora Thomas (GOSOSY)
Veronica Hill (NE)	Marty Jacobson (META)
Barbie Patch (NH)	

YEAR 5 WORK GROUPS

OSY Engagement and Relationship Building

Emily Hoffman (lead)
Rachel Beech
Joyce Bishop

Curriculum and Material Development

Brenda Pessin (lead)
Jessica Castañeda
Peggy Haveard
Rachel Wright Junio

Professional Development

Sabrina Rivera-Pineda (lead)
Danielle Anderson-Thomas
Odilia Coffta
April Dameron
Veronica Hill

Interstate Collaboration

Deke Showman (lead)
Monika Lorinczova
Barbie Patch

Travis Williamson
Goal Setting and Learning Plans

Sarah Braun Hamilton (lead)
Eugenia Luna
Justyn Settles
Emily Williams

Mental Health/Trauma

Lora Thomas (lead)
Lysandra Alexander
Susanna Bartee
Susana Das Neves
Maria Dominguez
John Farrell
Keena Schmidt

Tuesday, February 25, 2020

Call to order 8:30 am

Adjourned 4:00 pm

Agenda

- Welcome and Introductions
- GOSOSY Updates
 - Working with Students with Limited Formal Schooling
 - Goal Setting/Learning Plans and Portability Discussion
 - OSY Engagement and Relationship Building
- Preparing for College Years Discussion and Feedback

LUNCH ON YOUR OWN

- Work Group assignments
- Work Group meetings
- Reconvene
- Interstate Collaboration: IRRC and What's New
- Website Redesign

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*

Tracie welcomed everyone and briefly outlined the TST meeting agenda.

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 the next meeting.

GOSOSY Updates - Tracie Kalic, GOSOSY Director

1. Year 4 Successes
 - GOSOSY materials and strategies were implemented in all 18 consortium states with over 2,400 out-of-school youth (OSY).
 - 88% of OSY scored 80% or higher on curriculum-based assessments.
 - 86% of OSY with a learning plan met target goals on their plans.
 - 276 OSY participated successfully in goal-setting workshops.
 - Over 200 staff received intensive training in materials.
 - 81% of staff surveyed reported using materials and strategies from trainings.
 - All states collaborated with other agencies and organizations to provide services.
 - States adopted an average of over 15 products and materials from GOSOSY.
 - MEP staff in all 18 States used Dissemination Event training materials and products.

GOSOSY SST Meeting

1. Washington DC on March 2, 2020, before Annual Director Meeting
 - a. Tracie will present TST Work Group updates

GOSOSY Webinar for potential new states

1. Attended by AZ, CO, OH, OK, MI, MO, NM
2. Well attended and many new states expressing interest.

GOSOSY Email Blasts

1. Since June 2019
2. Seven editions sent
3. 230 connections
4. Now using Constant Contact
5. Highlighting new materials, success stories, website resources, etc.

Website Report – Google Analytics

1. Traffic has increased 131% from January 2019 - January 2020
2. 5,945 users from September 2019 - February 2020
 - a. Significant increase in traffic to Student Page
 - i. Focusing on increasing and perfecting content on Student Page
3. Majority of users (65.75%) are still on desktop but increasing number on mobile devices
4. Majority of users (59.85%) are in USA

GOSOSY at NASDME

Three sessions submitted and awaiting acceptance and scheduling:

- a. *The Growth Mindset: How it Benefits Practitioners and Students*
- b. *Helping Migrant Students Understand the Journey to College: Preparing for College*
- c. *Personal Wellness*

Training of Trainers*

Three work groups are presenting at this meeting and seeking specific feedback and an official TOT evaluation form. [Please share feedback via Google Doc in each folder.]

*Goal Setting and Learning Plans (Sarah Braun Hamilton, Eugenia Luna, Justyn Settles, Emily Williams)

1. Worked on simplifying the process and activities
2. Revised and created new scenarios
3. Revised the rubric (Goal Setting Assessment and Planning) to reflect the different situations that occur with OSY:
 - a. Redesigned to be more of a self-reflection exercise (but guided by service provider)
 - i. Will add a short training for best use and how to score accurately
 - b. Will add language to clarify assessment and scoring process
 - c. Six assessments (one for each section of materials)
 - d. Same score (need 8 out of 12)
 - e. Will be translated into Spanish (and have language widget embedded online)
4. Developing a process for portability solution
 - a. Portability Survey results
 - i. 72 responses – strong response shows the importance of the issue
 1. 91% of surveyed say portability is important
 2. 84.5% say students should benefit most from portability
 3. Ideally Learning Plans and individual lessons could be available to students to log in on their own and access
 4. Suggestions include:
 - a. shared Google Drive
 - i. Controversial (and possibly not viable) considering FERPA and other privacy concerns – guidelines are state by state
 1. Possibility to create Team Drive for better security
 2. Possibility for students to upload their own information and give release for use (emphasizing their own responsibility)
 3. Place database of service providers in all states and house on password protected page of osymigrant.org

- ii. desire is to have online platform for storing this type of information (ideally via osymigrant.org)
- iii. Suggestion to add a new code to MSIX (and/or use the move notification comments box) that would alert that there is some information on the student so new service provider could contact former state to procure
- iv. Interstate Collaboration Work Group suggested use of the microSD card so student has all information on their own mobile device
 - 1. Possibility of QR code that would take student to his/her materials saved in a secure location online
- v. Georgia uses “Formstack” as a platform to collect this type of information
 - b. sent with students
 - c. forwarded to receiving states
 - i. New materials have a place for service provider to enter contact information, ensuring that the student has the information to show new state service provider

*OSY Engagement and Relationship Building (Emily Hoffman)

1. Project began as OSY Mentoring project in collaboration with World Ed that was piloted in several states.
2. Current Work Group has focused on importance of building relationships.
 - a. Top 10 Practices to Engage with OSY are included in the new manual:
 - i. *The Role We Play*
 - ii. *Creating an Inviting Environment*
 - iii. *Building Relationships with OSY*
 - iv. *Cultural Competence + Unconscious Bias*
 - v. *Questioning Strategies*
 - vi. *Effective Listening*
 - vii. *Effective Communication with OSY*
 - viii. *Effective Advocacy for Migrant Youth*
 - ix. *Engaging Youth and Young Adults*
 - x. *The Importance of Self-Care*
 1. Each topic is presented in the same format with explanation and self-reflection.
 - b. Designed to be used:
 - i. as a group to set goal for program area
 - ii. as an individual to identify areas of strength and areas of growth/needed areas of support
 - c. Facilitators need to keep in mind how the required honesty and vulnerability will affect

their staff.

***Professional Development: Supporting Students with Limited Interrupted Formal Schooling -SLIFE**
(Sabrina Rivera-Pineda, Odilia Coffta, Veronica Hill)

1. Newest PD module
2. Idea behind all PD modules is for service providers who do not have a formal background or training in education.
3. SLIFE presentation is to help those providers working with these students.
4. Many SLIFE students fall into the category of OSY.
 - a. MEP has need to learn best how to serve population with a significant interruption in education.
5. Definition and description of OSY SLIFE
 - a. includes primary countries in Latin America and educational requirements in those places
 - b. refugees and barriers to education
 - c. most TST members indicated the majority of their state's OSY would fall into this category
6. How to determine educational level of SLIFE OSY
 - a. Created questionnaires to use with students
 - b. Use of the GOSOSY OSY Student Profile
7. Use of GOSOSY Life Skills Lessons for SLIFE OSY
 - a. Suggestion to integrate "How to Fill Out a Form" lesson with the upcoming 2020 census
8. Touches on building relationships, culturally responsive teaching, trauma
9. Focus on the importance of SLIFE students' experiences and what that brings to the lessons

LUNCH & Work Group Work Meetings

Work Group Assignments

OSY Engagement and Relationship Building

FII 2.2c

- Develop and finalize materials
- Provide training on updated OSY engagement/mentoring toolkit

Curriculum and Material Development

FII 1.1f/3.1c/3.1d (in collaboration with GSLP WG)/ Website Redesign

- Student Website/Website redesign
- English for Daily Life revisions

FII 1.1f Create a list of strategies from the literature with promising evidence for preventing dropouts

FII 3.1d Disseminate tools for portability of GOSOSY materials for highly mobile students

Professional Development

FII 2.1b Provide training and technical assistance on designing services for OSY through the TST and its Workgroups using implementation scenarios

FII 2.1c Create materials for certified and non-certified staff regarding one of the following 1) An Introduction to OSY and 2) Addressing the Needs of OSY with Limited Formal Schooling

Interstate Collaboration

FII 1.1e Develop a list of common barriers for recruiting and providing services for OSY and possible solutions

FII 2.2a Provide training at TST and training of trainers regarding networking for effective interstate collaboration and interagency collaboration (e.g. HEP, other CIGs)

FII 2.2b Document and report collaboration results

Goal Setting and Student Learning Plans

FII 1.2a Create scenarios for best practices in use of the updated OSY Learning Plan templates

FII 1.3a Create scenarios for best practices in the use of updated Goal Setting Workshop (GSW) materials

FII 1.3c Train GSW facilitators based on scenarios

FII 1.3d Conduct GSWs and assess using project-based activity and rubric (design project-based activity and rubric)

FII 3.1d Disseminate tools for portability of GOSOSY materials for highly mobile students

Mental Health/Trauma

FII 1.1c Incorporate strategies and best practices from the literature review into mental health lessons for OSY

FII 1.1d Develop materials that describe how trauma impact academic performance and strategies for educators

FII 2.2d Prepare training materials to go along with OSY mental health lessons based on staff needs assessment results

FII 3.1b Disseminate materials that describe how trauma impacts academic performance and strategies for educators

Preparing for College Updates (Brenda Pessin)

1. Work Group is working on revising the Mentor Manual
2. Please continue to offer feedback on the materials and manual
3. *The Case for College*
 - a. Needs more information about vocational/technical training
4. *Considering a Career*
 - a. Needs more emphasis on career choices that may go beyond what a traditional 4-year college education would offer
5. *How Will I Pay for College?*
 - a. Add to information about documentation and how that affects scholarships and financial aid.
6. *How to Write a College Essay*
 - a. Provide a rubric so students and professors may be better able to assess
7. A NASDME presentation will be focused primarily on the curriculum instead of the Mentor Manual.

Website Redesign and Discussion (Jessica Castañeda)

1. www.osymigrant.org is currently being redesigned
 - a. New site can be accessed at bottom of current home page (link is in final period of final sentence).
 - b. New site:
 - i. web responsive
 - ii. clearer menu bar that can show all resource choices on home page
 - c. Send questions and suggestions to Jessica at sparkedinnovations@gmail.com.

IRRC CIG Updates (Jessica Castañeda)

1. IRRC website is available with several resources for use:
 - a. Recruiter Competency Skills Assessment
 - i. Contact Jessica if your state wants to use the assessment and receive the specific results
 - b. Mini quizzes for recruiters
 - i. With self-study modules
 - c. Recruiter collaboration across states as needed
 - d. Good information concerning ag trends
 - e. Looking forward at a focus on data accountability

Wednesday, February 26, 2020

Call to order 8:30 am

Adjourned 12:00 pm

Agenda

- Interstate Collaboration with MiraCORE
- Interstate Collaboration and Coordination Discussion and Feedback
- Data Collection for Year 5
- Planning for the Future
- English for Daily Life Presentation and Feedback
- Personal Wellness Work Group Discussion and Feedback
- Structure of TST
- Finalize Work Group Reports/Action Plans
- Work Group Reports
- NASDME and SST Meeting Planning
- Future Meeting Dates

Announcements (*Tracie Kalic*)

Interstate Collaboration with MiraCORE (*Alice and Bill Bansberg*)

1. Migrant Literacy Net (MLN)- www.migrantliteracynet.com
 - a. Utah (UT) is lead state (HI, NH, NV, ND, MS, SD, VA, VT)
 - b. Resources free to use
 - i. Teachers Guide
 - ii. Parent Resources
 - iii. Student Resources
 - c. Not a scoping sequence program
 - i. Designed to target missing skills that migrant students may need as a result of their mobility
 - ii. Supplemental materials
 - iii. Align with Common Core standards
 - d. Purpose of MiraCORE is to assist migrant students in grades K-12 and OSY to become proficient in reading and other literacy skills
 - e. OSY lessons are available on the organization's website as well

Interstate Collaboration (*Travis Williamson, Barbie Patch, Monika Lorinczova, Deke Showman*)

1. Updated *Interstate Collaboration Recruiter Tips*
 - a. Please share feedback via Google Doc
 - i. Tips include:
 1. What applies to both recruiters and service providers
 2. Different platforms used to communicate with OSY
 3. Different ways to map locations
 4. Different ways to connect with employers
2. Sample online lesson (*Deke Showman via Zoom*)
 - a. Have a backup plan in case of internet failure.
 - b. Make sure student has an email address (use free gmail if necessary OR use WhatsApp web connection that allows screen mirroring on the computer) and help them download Zoom/WhatsApp.
 - c. Student needs paper copies before lesson (drop off or mail) and remind them to have notebook and pen/pencil.
 - d. Practice in person.
 - e. Schedule the Zoom lesson.
3. Working on scheduling a nationwide Zoom/online lesson
 - a. Will send out survey to see what platforms are being used best by different programs for online lessons
4. Will look into coordinating with National PASS Center to offer webinars to service providers about how to offer/use online lessons.

Data Collection for Year 5 (*Marty Jacobson*)

Year 5 Forms

- *Form 1: Director/Coordinator Report* (required) – due September 18, 2020
 - Calculate dropout and graduation rates the same way each year to ensure consistency.
- *Form 2: Post-Training Survey* (required)
- *Form 3: Product Adoption Report* (required)

State Responsibilities for Meetings and Trainings

- TST participation
- Training of Trainers participations (including this meeting and NASDME training)
- Attend one or more GOSOSY sessions at the NASDME conference
- Conduct training regarding use of GOSOSY products
- Report training provided on *Form 1: Director/Coordinator Report*
- Use the *Form 2: Post-Training Survey* after each training
- Report at least 5 collaborations on *Form 1: Director/Coordinator Report*. These may be the same as in previous years.

State Responsibilities for Use of GOSOSY Products

- Adopt at least 2 new GOSOSY products
- Assist migratory youth in completing the *OSY Personal Learning Plan*. (No minimum number is set, but all states must use the product and report results.)
- Conduct Goal Setting Workshops with at least 3 students. Results are summarized on *Form 1: Director/Coordinator Report*. (Note that goal setting may be conducted at the same time as the completion of the personal learning plan.)
 - Use the older version of Goal Setting Rubric for Year 5; revised version presented at this TST meeting will be implemented at a later date.
 - Learning Plans are to be reported per student (add to the Word document or submit via spreadsheet).
- Use GOSOSY lessons and conduct post assessments. Report number of students assessed and number earning 80% or more on *Form 1: Director/Coordinator Report*. (No minimum number is set, but all states must report results.)
- Report other activities provided to OSY including post-secondary or career awareness activities and mentoring on *Form 1: Director/Coordinator Report*. [This is not a required activity.]

Future Planning (*Marty Jacobson*)

Personal Wellness (*Lora Thomas, Lysandra Alexander*)

1. Working on the Personal Wellness Manual
 - a. Will offer one place for collection and organization all of the materials
 - b. Will be online and printable
2. NASDME session:
 - a. Will use Mindfulness and Self-Care
3. Short presentation on Stress
 - a. Brain Architecture Game

English for Daily Life (*Rachel Wright Junio*)

1. Michele Bastiani (teacher in IL with experience working with migrant students during summer programs) developed the GOSOSY *Shopping Lesson* as part of English for Daily Life
 - a. Goal is for students to be able to navigate a shopping experience in the grocery store

- b. Six sub-topics:
 - i. Describe grocery items needed
 - ii. Locate items in the store
 - iii. State amount desired
 - iv. Complete checkout process
 - v. Recognize the value of dollar amount charged
 - vi. Exchange/refund an item at Customer Service
- c. Offer flexibility for instructors and practice opportunities for students
- d. Lesson components including apps and wide array of activities
 - i. Incorporates all modalities of language learning
 - ii. Use with students at various skill levels

National Center for Farmworker Health small group participants:

- Joyce Bishop (AL)
- Emily Hoffman (MA)
- Veronica Hill (NE)
- Lysandra Alexander (PA)
- Emily Williams (SC)
- Justyn Settles (TN)
- Sarah Braun-Hamilton (VT)

UPCOMING MEETINGS

- Possible future dates for TST Meetings:
 - October 2020
 - early February 2021