



NOTES

iSOSY State Steering Team (SST) Meeting

September 13, 2022 | Siesta Key Meeting Room, Hyatt Regency Clearwater

Materials Link: [SST 9.13.2022](#)

Attending:

Tracie Kalic (iSOSY)	Emily Salinas (IN)	Hunter Ogletree (NC)
Janet Fancher (FSCC)	Andy Wallace (IN)	Starsha Jamerson (MS)
Alisha Johnston (FSCC)	John Farrell (KS)	Lysandra Alexander (PA)
Shelbie Trotnic (FSCC)	Doug Boline (KS)	Emily Williams (SC)
Sally Meek (AL)	Ray Melecio (LA/Arroyo)	Esbey Hamilton (VT)
Mesha Patrick (AL)	Emily Hoffman (MA)	Marty Jacobson (META)
Bianca Cervantes (AZ)	Iggy Campos (NM)	Susanna Bartee (iSOSY)
Zujaila Ornelas (AZ)	Juliana Montoya (NM)	Brenda Pessin (iSOSY)
Margarita Munoz (GA)	Michelle Mattson (MI)	<u>Non-members:</u>
April Dameron (IA)	Bruce Lack (MI)	Pat Lowthian (MT)
Trevor Cottle (IL)	Michelle Williams (MI)	Frank Hallowell (MT)
Susana Das Neves (IL)	Sue Henry (NE)	<u>Via Zoom:</u>
Beth Robinson (IL)	Odilia Coffta (NY)	Kin Chee (NY)
Joanne Clyde (IL)	Will Messier (NY)	

1. Welcome and Introductions (Doug Boline and Tracie Kalic)
2. Website Analytics (Susanna Bartee)
 - a. September 13, 2021 – September 13, 2022
 - i. 9,163 site sessions
 - ii. 4,263 unique visitors
 - iii. 6m 57s average session duration
 1. 78% desktop
 2. 21% mobile / 1% tablet
 - iv. Top pages:
 1. Instructional resources
 2. English for Daily Life
 3. STAT Lessons
 4. Life Skills lessons
 - a. Most time spent on EFDL Health Resources
 - v. Search bar added in May 2022 at request of TST
 1. Most searched term is “guia bilingue”
 - vi. Email pop-up has generated 77 new subscribers since June 2022.



3. Work Group Reports for Year 2

- Work Groups are created according to objectives included in Fidelity of Implementation Index (FII) for each year:
 - a. **Personal Wellness** (Lysandra Alexander)
 - i. Completed *Responsible Decision-Making in the Realm of Social Emotional Learning* (Module 9).
 - ii. Presented *Suicide Prevention* (Module 8) at NASDME in April 2022.
 - iii. Year 3 plans include:
 - 1. TST book study using *What Happened to You?* by Dr. Bruce Perry and Oprah Winfrey
 - 2. 3-part webinar series on compassion fatigue with Dr. Mona Johnson
 - 3. Trainings provided for states upon request
 - iv. Activity: *Greetings Around the World* highlighted how culture adds layers of complexity in order to demonstrate stigma surrounding mental health in different cultures.
 - b. **Professional Learning** (April Dameron)
 - i. Developed three- part training for *Distance/Virtual Learning*:
 - 1. Part 1: *Using Virtual Tools*
 - 2. Part 2: *Using Whiteboard Tool to Teach How to Write an Essay*
 - a. points back to iSOSY products
 - 3. Part 3: *Hybrid Lesson*
 - a. mail packet to student and use video communication to complete the lesson
 - ii. Please have service providers scan and provide information for feedback survey (QR codes available in each training).
 - iii. Year 3 plans include:
 - 1. Constant Contact messages:
 - a. Create calendar of topics related to iSOSY materials
 - b. Share resources and ideas of how to use them
 - c. Highlight talent of iSOSY members
 - c. **Pathways** (Emily Hoffman)
 - i. Developed *HSED Guides*:
 - 1. Introduction for Providers
 - 2. Elementary: PreK-2
 - 3. Elementary: 3-5
 - 4. Middle School: 6-8
 - 5. High School: 9-12
 - ii. Developed *Credentials Guide*:
 - 1. Guiding Questions and Worksheet
 - a. Request from SST for self-quiz/assessment to gauge student understanding
 - iii. Year 3 plans include:
 - 1. Identify age-appropriate materials (literature) for each level
 - 2. Address roadblocks to taking the exam(s)



3. Highlight appropriate, available materials to help prepare for the test(s) (iSOSY, paid, free)
 4. Develop a student version for Credentials and HSED (MS/HS)
 5. Develop *Introduction to Entrepreneurship Course* specifically for migratory students
- d. **Career Awareness** (Emily Williams)
- i. Created *Career Awareness Toolkit*
 1. Focuses on those at-risk students or OSY seeking HSED and plan to stay in the United States
 - ii. Year 3 plans include:
 1. Gather feedback from service providers using the CAT
 2. Record a webinar explaining how to use the CAT
- e. **Curriculum and Materials** (Brenda Pessin)
- i. Primary focus has been development of STAT (Short Targeted and Timely) Lessons:
 1. Practical, relevant, and interactive
 2. Designed for 45-60 minutes for the full lesson, adaptable to setting, all lessons follow same standard format
 3. Digital and/or print materials which include links to EdPuzzle, Quizlet, etc.
 4. Pre- and post- assessments included for each lesson
 - ii. COVID lessons have been updated for both providers and students.
 - iii. Year 3 plans include:
 1. Adapt lessons for easy access on the Student Portal to provide:
 - a. Additional interactive experiences
 - b. Opportunities for practice at the student's convenience
 2. Improve audible English pronunciation guides using the more familiar Spanish alphabet
- f. **Student Portal** (Andy Wallace)
- i. Portal opened in June 2022.
 - ii. Live Lesson occurred on August 1, 2022:
 1. 15 students from 10 states attended hour-long lesson hosted by Emily Williams (SC) on *Basic Salutations/Pronouns*
 - a. Now available on "Recorded Lesson" page of Student Portal
 - iii. Collected student success affidavits (videos)
 - iv. Created interactive STAT Lesson activities
 1. Focus is making access to learning as easy as possible for students
 - v. Year 3 plans include:
 1. Update portal according to feedback from users
 2. Collaborate with other work groups to add new products
 3. Collect more student affidavits about successes they have had using current materials
 4. Develop resources around:
 - a. Survival English
 - b. Work-related phrases



- c. Food/restaurant terms
- vi. Student Portal analytics June 1 – September 13, 2022:
 1. 670 site sessions
 2. 456 unique visitors
 3. 3m 58s average session duration
 4. Most visited pages:
 - a. STAT Lessons
 - b. Recorded Lessons
 - c. Resources
 - d. Google Classroom
4. Annual Performance Report and State Data (Marty Jacobson)
 - a. Evaluation is crucial since proposal includes annual reports of what consortium has accomplished according to established objectives.
 - b. Data is due September 30, 2022.
 - i. All forms are available on Administrator page of website.

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.

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.

Measurable outputs:

- 1.1 number of OSY and at-risk secondary students who receive instructional services
- 1.2 number of participants with a learning plan and the number making progress on the plan
- 1.3 Secondary youth and OSY participation in activities

5. Pilot Product Review Form

- a. Reports use of iSOSY products and ratings
- b. Pilot review forms are due 9/30/22
 - i. To date have received forms from MS, GA, KS, and PA

Objective 2: By the end of Year 3, iSOSY States will support 144 migratory youth to obtain an HSED or regular high school diploma.

Measurable outputs:

- 1.1 number of OSY and at-risk secondary students who receive instructional services



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.

Results of submitted Post-Training Evaluation Surveys for Year 2 (states have until 9/30/22 to submit):

State	N	State	N	State	N
AL	3	LA	3	NY	3
AZ	25	MA	0	PA	63
GA	6	MI	2	SC	3
IA	1	MS	12	VT	1
IL	14	NC	14	Other	68
IN	2	NE	10		
KS	9	NM	6		

6. Annual Performance Report Timeline

- a. DRAFT APR will be sent to states for review the first week of November.
- b. Any changes, updates, or corrections should be sent to Marty by December 2.
- c. The final APR and instructions for cover sheets will be emailed December 16 (or when OME instructions have been received).
- d. Expect signed cover sheets to be due by December 2, 2022, pending OME instructions.
- e. State directors will receive an email from OME requesting the Annual Performance Report (APR) and signed cover sheets.
- f. The report and all cover sheets are submitted by the lead state (KS).
- g. The ONLY part state directors need to do is get the cover sheet signed (in most cases the MEP Director is authorized to sign the cover sheet).
- h. Please review the cover sheet and let Marty know if there are any changes to personnel, address, phone, email, etc.

Progression of Activities and Objectives

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 should be used throughout all three years.]

7. iSOSY Evaluation Requirements for Year 3

- a. Year 3 FII Review



- i. New to the FII:
 1. Focus on implementation and use of products
 2. Final year for reaching Objective 2 (assisting students in obtaining an HSED)
 3. Dissemination Event in September 2023 to be a virtual event hosted with the other CIGs.
8. Data Collection Changes
 - a. All forms available on the Administrator page of the website:
 - i. Form 1 Director/Coordinator Report
 1. New question added about which products were used in the state.
 - ii. Form 2 Year 3 Training Survey
 1. Complete following training that includes iSOSY strategies or information
 2. Submit to Marty Jacobson at any time during the year.
 3. Available as a download or use QR code to link to online survey.
 - iii. Form 3 Pilot Product Review Form
 1. Optional - May not be applicable to all states depending on the pilot schedule.
 2. Customized for materials being piloted in Year 2 at TST meeting
 3. Submit to Marty Jacobson at any time during the year.
 - iv. Form 4 Graduation, HSED, and Credential Support Training Survey
 1. Will be for select iSOSY webinars only to address Objective 2.

IMPORTANT: Please wait for final versions of the forms to be uploaded to the Administrator page of the website before distribution to staff.

- 9. Profiles
 - a. OSY Profiles collected from each state each year.
 - i. Used for Comprehensive Needs Assessments (CNA) in many states.
 - ii. Used to guide material development and CIG proposals.
 - b. At-Rise Secondary Student Profiles NOT collected at consortium level.
 - i. States may choose to use it for CNA or other state data collection.
- 10. Mentoring Discussion (Marty Jacobson)
 - a. Measurable Output 3.2 – Continue implementation of mentoring plan
 - b. Accomplished in Years 1 and 2:
 - i. Developed a mentoring rubric to identify needs of new state directors.
 - ii. Identified areas of concern.
 - iii. Met with interested states three times (1/7/21, 1/10/22, 3/28/22) with information and strategies to address concerns and topics of interest.
 - c. Discussion: How should iSOSY continue mentoring efforts?
 - i. Group agreed it should continue with the following suggested topics:
 1. Compile list of talents/expertise of state directors (and others responsible) and integrate into mentoring:
 - a. Create listserv
 2. Create archive of simple FAQ



3. Provide support with identifying all deliverables throughout grant/calendar year – stressing deadlines
 4. Provide overview of what a consortium is/migrant programs in general (funding differences)
 - a. new state directors could be paired with veteran state directors 1-to-1 for mentoring.
 - i. Or structure as a 2-to-1 (triads) mentor system to share the responsibility.
 5. Share models of service provision.
 - a. Specifically the use of interns/volunteers
 6. Open mentoring effort to all states and providers.
11. Panel Discussion - Innovative Practices: What Is Working in Your State? [Hunter Ogletree (NC), Emily Williams (SC), Andy Wallace (IN)]
- a. South Carolina
 - i. recruiting collaboration with local migrant clinics and East Coast Migrant Head Start Project
 - ii. in-state field trips to integrate lessons with interesting sites
 - iii. summer interns work with OSY and at-risk students
 1. Iowa – uses CAMP students as interns
 - b. South Carolina/North Carolina collaboration – Leadership Camp Summer 2022
 - i. 24-hour event [hosted twice for 30 OSY and 85 at-risk secondary students]
 1. Used iSOSY’s Goal Setting and Career Awareness Toolkit.
 2. Assessed attitudes via pre-/post-checks concerning different themes.
 - ii. Requires big commitment of time, resources
 1. SC and NC used consortium funds to pay professional facilitators.
 2. They will share agenda and ideas via email.
 - c. Indiana MEP/Ball State University STEM Summit
 - i. Lasted four days – stayed in BSU dorm.
 - ii. Ages were rising 6th graders through outgoing 10th graders.
 - iii. Focused on college/career exposure via tech tools (3D printers, drones, e-sports, etc.).
12. OSHA Course Review of Spring 2022 and Overview for Fall 2022 (Janet Fancher)
- a. Free course via Fort Scott Community College offers nationally recognized OSHA 10 Credential Card:
 - i. Completely online through Career Safe
 - b. Spring 2022 had 15 students from nine (9) states with seven (7) completing the course and earning a card and certificate.
 - c. Fall 2022 has 13 students from six (6) states to date – spots are still available for OSY and at-risk secondary students as appropriate
 - i. Deadline to complete the current course is mid-December.



13. Technical Support Team (TST) Updates and Modifications for Year 3 and beyond:
 - a. Continuously working on improving how the team operates
 - b. Include a focus on networking and support
 - c. Training needs
 - d. Pilot of Professional Learning Circles
 - i. Will be focused on using materials to support HSED (middle school prep via AZTEC materials) and interns/volunteers.
 - ii. Email suggestions to Tracie Kalic.

14. AZTEC Learning Tools and Professional Development
 - a. Considering the use of AZTEC's Digital Academic Continuum of Learning available at a deep discount.
 - b. Will host a small group to pilot the materials and offer feedback on use with students who want to earn HSED but need serious academic support.

15. Dissemination of Materials and Training for Service Providers (Tracie Kalic)
 - a. Two events being planned:
 - i. In person event:
 1. Two staff from each member state will be invited to attend in person for in-depth, interactive training.
 - a. Will work on planning the event during the November 2022 TST meeting.
 - ii. Virtual:
 1. Partnering with other CIGs to provide a joint, three-day virtual conference – September 12-14, 2023
 - a. Will invite OME to attend.
 - b. To feature technical facilitators and presenters
 - c. Focus on theme of CIG cross-collaboration and sharing what has been developed

16. Budget for Year 3
 - a. Budget approved by unanimous vote of members present.
 - i. Motion to approve budget made by Lysandra Alexander (PA), seconded Juliana Montoya (NM).
 - b. Fee to support as \$17,500 per state approved by unanimous vote of members present.
 - i. Motion by approve made by Michelle Williams (MI), seconded by Margarita Munoz (GA).

Upcoming Meeting Dates: TST — November 2-3, 2022, in Asheville, NC
SST — prior to ADM February 28, 2023

