



**GOSOSY Technical Support Team Meeting
March 29-30, 2016
Atlanta, GA**

In attendance:

Tracie Kalic – director
 Joyce Bishop (AL)
 Peggy Haveard (AL)
 Margarita Di Salvo (FL)
 Sabrina Rivera-Pineda (GA)
 John Wight (GA)
 Brenda Pessin (IL)
 Lori Houck (KS)
 John Farrell (KS)
 Heather Rhorer (KY)
 Monika Lorinczova (MS)
 Kiowa Rogers (NE)

Barbie Patch (NH)
 Joan Geraci (NJ)
 MaryAnne Diaz (NY)
 Steve Wendell (NY)
 Fran Wurster (NY)
 Sonja Williams (NC)
 Lysandra Alexander (PA)
 Jennifer Almeda (SC)
 Hilary Maitlen (TN)
 Sarah Braun-Hamilton (VT)
 Bob Lynch (National PASS Center)

WORK GROUPS:

OSY Learning Plan

Emily Hoffman (MA-lead)

Margot Di Salvo (FL)
 Geri McMahon (IA)
 MaryAnne Diaz (NY)
 Sarah Braun-Hamilton (VT)

Goal Setting

Sonja Williams (NC-lead)

Joyce Bishop (AL)
 Ernesto Vela (CA)
 Monica Lorinczova (MS)
 Steve Wendell (NY)

Material and Curriculum Development

Bob Lynch (NY) and Brenda Pessin (IL) (co-leads)

Peggy Haveard (AL)
 Fran Wurster (NY)

Professional Development

Lindsay Ickes (NE-lead)

Sabrina Rivera-Pineda (GA)
 Joan Geraci (NJ)
 Lori Houck (KS)
 John Farrell (KS)
 Jessica Castañeda (TN)
 Lysandra Alexander (PA)

Identification and Recruitment

Jennifer Almeda (SC-lead)

Ray Melecio (FL)
 Heather Rhorer (KY)
 Barbie Patch (NH)
 Deke Showman (PA)

Tuesday, March 29, 2016

Call to order 8:30 am

Adjourned 4:40 pm

Agenda

- Welcome and introductions
- Welcome to GA and Overview of GA MEP
- Updates from GOSOSY
 - GOSOSY website
 - GOSOSY video
 - State Steering Team update
 - GOSOSY monitoring
 - NASDME presentation planning
 - Survey information
 - Professional Development
 - Goal Setting
- Career Awareness material discussion
- Discussion of *Living in America* updates
- Review and feedback of draft IRRC ID&R Assessment
- OSY Lesson Plan discussion
- Lunch
- Expectations of Work Groups and assignments
- Tasks outlined and Work Group time

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*

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

Welcome and Overview of Georgia MEP – *John Wight (GA)*

John Wight welcomed the TST to the state of Georgia and provided an overview of the GA MEP.

1. State demographics
2. Just over 9,000 OSY
3. Migratory Patterns (GA-FLA connection)
4. Title 1, Part C
 - a. Currently have north and south regions
 - b. 24 employees in MEP (all Department of Education employees)
 - c. total \$7.8 million
5. Occupational Survey used as a screener
 - a. All school districts mandated to submit the screener
6. Program requires use of OSY Student Profile

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. Establish TST Dissemination Event Committee.
 - a. Will occur in 2018
7. Work Groups will pilot projects during Year 1.
 - a. Tracie will invite state directors to participate in various Year 1 pilots.
 - b. Tracie will send out consortium's official pilot process to be followed as projects are ready to be disseminated to participating states.

GOSOSY Updates – Tracie Kalic

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

1. SST meeting in February discussed
 - a. Performance measures
 - b. Updates about TST work
2. ADM presentation covered
 - a. Outcomes of SOSOSY
 - b. Plans for GOSOSY
3. Performance Measures updates
 - a. Discussion with Office of Migrant Education (Lindsay Booth) led to decision to have some measures begin in 2015-2016, but others will take effect later.
 - b. FII 1.1 –
 - i. 75% of students will see 20% gain on post-test scores.
 1. To be reported on Director/Coordinator Report due in September 2016.
 - ii. 75% of staff must participate in professional development activities and increase capacity to deliver instruction and services to OSY by 10%.
 1. Reports due to Marty Jacobson at META by April 1, 2016, because of new requirement to have Interim Report submitted by mid-April.
 2. Discussion of using website's Survey Monkey link provided by Marty and how best to explain to participants about assessing knowledge pre- and post-lesson.
 - a. Necessary to have a conversation with participants about filling out the assessments with reflection
 - b. Discussion about helping states track how many surveys have been submitted:
 - i. GOSOSY will track for state directors
 - c. FII 2.2 –
 - i. By end of project, states need to show collaborations with other agencies and organizations.
 1. Discussion about how each individual state can maximize collaborations:
 - a. Through membership in GOSOSY, member states will

automatically participate in CIG collaborations.

4. GOSOSY website updates
 - a. Google analytics information was presented tracking website usage of instructional pages visited and lessons viewed. Tracking will include individual lesson downloads to determine which are being used the most.
 - b. January data breakdown
 - i. Highest number of visits show on instructional pages.
 - c. Data summary will be emailed to members on a quarterly basis (or more often as needed).

Work Group Reports

Several Work Groups delivered brief reports of activity occurring since the November 2015 TST meeting.

1. **Professional Development – 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 instructors have worked between 1 – 3 years with the MEP and with OSY.
 - ii. The greatest majority of instructors are certified para-educators or uncertified staff.
 - iii. Instruction takes place mostly in the home or on the farm and, to a lesser degree, in a classroom.
 - iv. Average caseloads per week are between 1 – 4 students.
 - v. Most instruction is:
 1. Individual or small group
 2. in-home or on the farm site
 3. provided during regular school year and summer
 - vi. Staff reported wanting strategies for motivating students and teaching strategies.
 - 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 will be determining the design and creating professional development modules for practitioners and administrator use.
 - i. Will have one to two modules done for Year 1.
 - ii. Modules may be viewed independently or utilized for group presentations with an accompanying administrator's manual which will be developed.
 - iii. 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.

2. **Curriculum and Material Development – Bob Lynch (PASS)**

- a. FII 1.1F and 1.1H – Career Awareness Activities
 - i. Life Skills Informational Sheets available on Life Skills page on GOSOSY website to be used for career awareness conversations.
 - i. Professional Development collaboration to produce training video and/or other materials
 - ii. Request for information on filing for health care (new law, exemptions, etc.)
 - ii Suggestion to collaborate with National Center for Farmworker Health
 - iii. Request for information on DACA (Deferred Action for Childhood Arrivals)
 - ii Will investigate how to best leverage existing resources
- b. *Living in America* curriculum
 - i. Civics Life Skills Lessons developed and published by New Readers Press
 - i. Geneseo Migrant Center now owns rights (to include online versions).
 - ii. 30 topics total
 - iii. Now available at no charge for migrant education.
 - ii. Discussion about updating topics, format, etc. for best use
 - i. Need 6 – 10 topics to begin (five have electronic enhancements).
 - ii Suggestions for Year 1:
 - i. Begin with one lesson to gauge format before advancing to other lessons. Suggestions:
 - 1. *Using the Phone*
 - 2. *Understanding Families*
 - 3. *Finding Work*
 - ii. Create app/downloadable format for students to download and have lesson available at all times.
 - 1. Will first use those lessons with enhancements
 - iii. Legal Section
 - iv. Health/Medical
 - v. Saving Documents
 - 1. Look at crossover and how they may be combined
 - vi. Keeping Your Car Running
 - 1. Update with state-specific emissions tests
 - iii Suggestions for updated format(s):
 - i. Digital
 - ii. Downloadable
 - 1. Bundled lessons available for complete download
 - 2. Also broken down on website by individual lesson, activities, etc. (i.e. ACREs format)

3. **ID&R – Jennifer Almeda (SC)**

- a. The Work Group is responsible for FII 2.3a (competency tool), 2.3b (adapt training

- materials), 2.3c (collaborate and conduct ID&R OSY training in field).
- b. The Work Group took Recruiter Competency Skills Assessment Tool created for GOSOSY to the IRRC consortium for feedback.
 - i. Currently evaluating the draft assessment tool from IRRC and will provide feedback.
 - i. SST was clear in determination to have only one tool for everyone.
 - ii May need questions added to cover all topics/areas
- c. Group Feedback:
 - i. Make certain “out-of-school youth” is written uniformly
 - ii. Make certain tool always says “family/youth”
 - iii. Make certain tool always says “migratory child/youth” (align with ESSA verbiage)
 - iv. Question #2 – different states use different standards (add word “U.S.”)
 - v. Question #4 – add option for temporary work
 - vi. Question #11 – has two correct answers:
 - i. A worker can be considered to qualify if qualifying work is found: a. before the worker makes a move AND b. soon after the move (Normally it is B but at times workers are hired for one job, move there, then move again to a new job.)
 - vii. Question #19 – needs to be double checked
 - viii. Question #20 – should state “school district, region or state”
 - ix. Question #21 – different states use different standards; needs clarification
 - x. Add question about H2A workers
 - xi. Have scenarios specific to OSY (multiple COEs, H2A, child born after move, etc.)
 - xii. Keep COE piece
 - xiii. Reference new Guidance with each question (once Guidance is published)
 - xiv. Avoid questions that are unnecessarily “tricky”
 - xv. Module 8, OME ID&R Curriculum (cross-reference tool)
 - xvi. Scenarios should represent all regions
 - xvii. General proof-reading mistakes
- d. Tool will be piloted in different states and IRRC/GOSOSY will gather further feedback.

4. OSY Learning Plan – Sarah Braun-Hamilton (VT)

- a. Plan to be used for reporting (in Year 2) if/how students are making progress toward meeting their stated goals.
- b. The Work Group reviewed various state learning plans and identified elements most important to include GOSOSY’s new OSY Learning Plan.
- 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.
- e. Two drafts (Provider and Student versions) presented to group.
 - i. Feedback:
 - i. How to record more than one goal?
 - ii Remove Language Screener scores to add room

- iii Discussion of confusion that may result from having multiple goals on one plan
- ii. MiraCORE has an online Learning Plan (is transferable)
 - ii Further collaboration can happen in Year 2
- iii. Need encapsulation of “how much time do we have?”
- iv. Focus areas need to come straight off of OSY Student Profile
- v. Progress Check rubric: rearrange percentages going from 0% - 100%
- vi. Redefine “CAMP” and “career exploration” as “post-secondary awareness”
- vii. Redefine “PASS” as “credit accrual”
 - ii Any changes should be mirrored on the OSY Student Profile as well.
- viii. Need key that defines what the different quadrant numbers represent
- ix. Use MEP State ID # instead of COE #
- x. How to add multiple service providers?
 - ii Should maintain just one spot for overall “case manager” and other service providers can contribute

LUNCH

Individual Work Group Meetings took place from 1:00 – 4:00 pm.

1. *Life Skills Lessons Instructional Video*

The final version of the *Life Skills Lessons Instructional Video* was presented to the group by the Curriculum and Materials Work Group for review. The video is now posted on the Professional Development page of the GOSOSY website.

2. Using PASS with Migrant Students

A PASS Power Point presentation by Bob Lynch featured videos created by National PASS Center for detention facilities as well as in migrant communities. Both videos will be posted on website www.migrant.net. Bob also discussed PASS activities at the National Youth at Risk Conference.

ADJOURN

Wednesday, March 30, 2016

Call to order 8:30 am

Adjourned 11:15 am

Agenda

- Interwork group networking and discussion
- Mentoring Pilot overview and discussion of pilot process and pilot states
- Social media, advocacy and support of OSY
- Work group report outs and feedback
- Assignments and conference calls
- Finalize future meeting locations
- Other

Work Group Reports

All TST Work Groups reported out on the work that occurred during the breakout Work Group sessions on Tuesday.

1. **Professional Development - Joan Geraci (NJ)**
 - a. Optional PD lesson formats will be:
 - i. Stand-alone webinars
 - ii. Administrative guides (hard copy)
 - iii. PPT with voiceover
 1. Embedded mini videos
 - iv. Quick reference lists
 - v. Assignments
 1. "stop and do" activities
 2. certificates presented at completion
 - b. PD lesson topics could include:
 - i. Creating positive learning environment
 - ii. Integrating instruction with advocacy
 - iii. Positive reinforcement

- c. Work Group will meet again at NASDME for further planning.
2. **Curriculum and Materials – Bob Lynch (PASS)**
- a. Curriculum Catalog Draft
 - i. Draft was reviewed and determined that was not necessary because GOSOSY website includes an excellent “catalog” of materials. The FII can be checked off as completed. A paper catalog would be easily outdated due to the addition of new curriculum and materials.
 - b. FYI Sheets
 - i. Have been added to GOSOSY website through a link to www.migrant.net.
 - ii. A graphic will be added to the Domestic Violence sheet. All the sheets will be reformatted to make them more readable such as more white space – smaller type and larger margins.
 - c. Looking for a Job Step-by-Step Sheets
 - i. Will be updated to include specifically new technology practices, for example: applying for a job online and inclusion of your résumé on a flash/thumb drive.
 - d. *Living in America* curriculum designed for the beginning level English language learners to be updated.
 - i. Will focus on one lesson (A and B sections) of the 30 available lessons. The identified lesson will be *Using Money*. It will be updated and piloted to member states. The curriculum developers will be directed to combine more than one concept in the lesson, i.e. *Going to the Store: I Want to Buy* lesson might have information appropriate for *Using Money*.
 - ii. Timeline for completion:
 - 1. September 1 submission to Curriculum and Materials Work Group for comments
 - 2. September 30 finalized
 - e. Mental Health Life Skills Lessons are under development. The following four have been drafted and are in the final stages of completion:
 - i. *About Mental Health*
 - ii. *Am I Depressed?*
 - iii. *Let’s Talk About Alcohol*
 - iv. *Let’s Talk About Anxiety*
3. **Goal Setting Workshop – Sonja Williams (NC)**
- a. Will continue using GOSOSY’s Training of Trainers Manual with Module 3 goal setting chapter (via hard copy and PPT)
 - b. Will also VoiceThread platform:
 - i. Interactive webinar
 - ii. Complete by June 2016 for North Carolina pilot
 - 1. Other states welcome to pilot
 - 2. Open for one month total and then archived
 - a. Users can export static file for access at any time.
 - iii. Multiple VoiceThreads may be created.
 - c. North Carolina OSY Institute to be held August 4, 2016, at Wake Tech Community College.
 - i. Will conduct Goal Setting Workshop with attending OSYs
 - ii. Will train practitioners to deliver the GSW

4. **OSY Learning Plan** – *Sarah Braun-Hamilton (VT)*
 - a. Took TST feedback and reformatted both Provider and Student Learning Plans
 - i. Will meet as a Work Group to complete and will disseminate both plans and a guide to interested member states for piloting.
 1. Complete by June 2016

5. **ID&R** – *Jennifer Almeda (SC)*
 - a. Met and edited paper copy of IRRC Recruiter Competency Skills Assessment Tool Draft per TST feedback.
 - i. Susanna Bartee will add edits to Word document via track changes for sharing at IRRC TST meeting in April.
 - b. Suggestion to add more OSY questions and include at least one pre-K question.
 - i. Work Group will compose OSY and pre-K scenario and submit for consideration.
 - c. Work Group will also create a presentation that will highlight and explain all ID&R materials and components that GOSOSY offers.
 - d. Reminder that there is not language in the FII mandating that states use the IRRC tool, but simply must screen their recruiters by a certain date.

Work Group Networking and Collaboration

The Goal Setting Workshop and Learning Plan Work Groups met to collaborate. The Professional Development and Curriculum and Materials Work Groups met to collaborate.

Mentoring Project Pilot

The Mentoring Project Pilot for Year 1 will host training immediately following the TST meeting. The participating states are Massachusetts, Nebraska, North Carolina, and Tennessee. A draft Mentoring Toolkit to be presented at the training. It will be revised over the course of the pilot. By Year 2 all states will be invited to participate with different models of the program available for different states according to need.

Social Media Use Survey

The results of GOSOSY's recent survey (50 total replies) were presented for discussion.

1. Current "social media" use includes GOSOSY's professional networking site, osymigrant.ning.com, which offers interaction and updates for staff
 - a. Users need invitation to participate
 - b. Each TST member will receive invite ASAP
2. Is it important to address the use of social media in the lives of both staff and students?
 - a. Yes, but all use must be private and protected:
 - i. No live posting
 - ii. Staff should not use personal accounts
 - iii. Note to use "MEP" instead of using the word "migrant"
 - iv. Ex. NE "Serving Children and Youth in Agriculture"
3. Should social media be used for tracking/keeping in touch with OSY?
 - a. Yes, because usually the social media profiles will not change (unlike address and phone number) so can be used to find a student or family.
 - b. It is helpful to see extended families of workers.
 - c. Staff can/should have professional account to connect with student and families.

- d. Used to share ESL resources
- e. Used for video chat lessons
- f. Used for picture dictionaries (especially for ag tools, vocabulary, etc.)
 - i. Ex. TN uses accounts for recruiting and promotion of programs.
 - ii. Ex. NE has spreadsheet to track photo releases.
 - 1. Note: Never use names
- 4. Should social media be used for marketing and promotion of the MEPs?
 - a. State-level social media accounts are more commonly used to post photos, information, etc.
 - b. Group expressed caution about using photos without releases on file.
 - c. Group expressed caution about identifying farms/locations.
 - d. Note that social media groups should be closed with admin-only ability to post content.
 - e. Suggestion given to hire a social media consultant for determining parameters.
 - i. All social media must follow individual district, state, etc. guidelines.

Other Items

- 1. Email will be sent to state directors for volunteers for different pilots.
- 2. There is a constant need for photos and success stories for newsletters, website, etc.
 - a. Need for states to volunteer for GOSOSY newsletter's State Spotlight.
- 3. NASDME presentation
 - a. Any volunteers should contact Tracie asap.
- 4. NASDME Interstate PASS Meeting (pre-conference)
 - a. All CIGs and other interested parties traditionally meet to collaborate with PASS activities.
 - b. Any volunteers should contact Tracie asap.
- 5. Dissemination Event Planning Committee
 - a. Date for event is September 2018.
 - b. Committee will plan logistics, structure, speakers, etc.
 - c. Any volunteers should contact Tracie asap.
- 6. Future TST meeting dates:
 - a. November 2-3, 2016, possibly in Philadelphia, PA
 - b. January 25-26, 2017, possibly in Clearwater, FL
- 7. Upcoming TST conference calls
 - a. June 2016
 - b. Team lead conference calls to be scheduled for summer

ADJOURN