



**GOSOSY Technical Support Team (TST) Meeting
November 14-15, 2019
Boston, MA**

IN ATTENDANCE:

Tracie Kalic (GOSOSY Director)	Travis Williamson (NY)
Peggy Haveard (AL)	Lysandra Alexander (PA)
Sabrina Rivera-Pineda (GA)	Deke Showman (PA)
Susana Das Neves (IL)	Emily Williams (SC)
Maria Dominguez (IL)	Justyn Settles (TN)
April Dameron (IA)	Sarah Braun-Hamilton (VT)
Rachel Beech (KS)	Susanna Bartee (GOSOSY)
John Farrell (KS)	Jessica Castañeda (GOSOSY)
Keena Schmidt (KS)	Brenda Pessin (GOSOSY)
Emily Hoffman (MA)	Lora Thomas (GOSOSY)
Monika Lorinczova (MS)	Marty Jacobson (META) – via GTM
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)
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

Amber Peoples
Justyn Settles
Emily Williams

Mental Health/Trauma

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

Thursday, November 15, 2019

Call to order 8:30 am

Adjourned 4:00 pm

Agenda

- Welcome and Introductions
- MA MEP Welcome and Overview
- GOSOSY Updates
 - State Steering Team meeting and IMEC Symposium
 - Website Survey and Google Analytics
 - Web Blasts
- Website Redesign and Discussion
- GOSOSY Year 5 and Fidelity Implementation Overview and Discussion
- Year 5 Evaluation Requirements
- *English for Daily Life* Discussion
- *Growth Mindset* Module
 - Professional Development Work Group

WORKING LUNCH

- Victoria Neff and Priyanka Sharma - World Ed
 - Technology and Adult Education
- Work Group assignments
- Work Group meetings

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.

Welcome and Overview of Massachusetts Program (MEP) – Emily Hoffman, Migrant Programs Director

- Migrant activities include cranberries, Field crops, nurseries, vegetable/fruit processing, fisheries, tobacco.
- 2/3 of state's total population live in Boston area
- 8% of state's total land used for farm operations
- 7,800 farm operations (to include small family farms); increasing in last few year- especially an increase in female farmer owners
- Fishing is one of the largest industries
- Cranberries largest ag crop in terms of cash industry with approximately 375 growers
- Leading producer of commercial fishing – 1,500 miles of coastline
- MEP has 11 total staff; including ID&R Coordinator and three recruiters
 - Use ECOE and can approve within 24-48 hours
 - Initial phone interview helps service coordinator know what to bring specifically to home visit- phone call happens within 1 workday of the COE being approved
 - Home visits happen within one week of phone call or COE approval
- Average 600 students per year (age 3 – OSY)
 - 2018-19
 - 118 OSY; most between age 18-20
 - Increase in female OSY (40%)
 - Majority are moving directly from another country (82%) as opposed to in-state or interstate moves
 - 15% are MEP parents/guardians
 - 18% are PFS
 - 18 re-enrolled in high school
 - 97 received academic services
 - 73 participated in English
 - 17 enrolled in New England HEP

GOSOSY Updates - Tracie Kalic, GOSOSY Director

1. SST Meeting and IMEC Symposium – Clearwater, FL in October 2019
 - Approved budget and membership dues and letter have been disseminated to state directors.
2. GOSOSY Fall 2019 Newsletter
3. GOSOSY 2012-2019 Success Stories
4. GOSOSY Web Blasts: *In the Field*
5. Collaborative partner: NCFH project
 - Training for young farmworkers for accessing healthcare – requesting GOSOSY feedback
 - Materials will be disseminated via Tracie Kalic soon.

Website Redesign and Discussion - Jessica Castañeda

1. Website survey completed by approximately 45 people:
 - a. Use website 2-5 times per week
 - b. Life Skills lessons and instructional materials get the most hits, but each page is being used well
 - c. Materials used with both OSY and general population of migrant students
2. Google Analytics (August 2018-September 2019)
 - a. More than 8,000 users
 - i. 7,800 were new users
 - ii. 61,000 page views
 - iii. Average is staying three minutes and clicking through four pages.
 - iv. More than 1,000 have returned at least 28 times during the year.
 - v. Site is used primarily in US but also in different countries
 - vi. Majority are using the direct link
3. Redesign Discussion
 - a. What are the three most important things the home page should feature (ex. GOSOSY statistics, calendar, new materials, etc.)
 - i. Search bar
 - ii. Quick access to student page/materials
 - iii. Catalogue according to subject or content
 - iv. Availability in language of student
 - v. Highlighting new Materials
 - vi. Direct access to the Instructional resources page
 - b. How many clicks do you think it should take to get from the home page to instructional materials?
 - i. No more than 2.
 - c. How prominent should the Student Page link be on the home page?
 - i. Very prominent
 - ii. Having it be a particular color could be very useful, so that providers can just tell students “look for the big orange button” - but we should be giving out direct links to the student page or to particular resources on the student page
 - d. How important is it to have a translation widget available for all pages (for multiple languages)?
 - i. Very important – should be very prominent

- ii. Very important because students feel intimidated navigating a website in a language they are unfamiliar with. It should be in a prominent and easily visible location.
- iii. Essential - OR at least make it compatible with Chrome (and other?) browser translation tools - BUT...test the English lessons using these translation tools, because it can ruin a list of English vocabulary that a student is supposed to study (by translating them into, e.g., Spanish)
- iv. There should be Spanish language (or English that can be translated with a widget) explanations of what the resources are on the student page, written with students in mind
- e. What are the top five things the redesigned Student Page should feature prominently?
 - i. Some sort of guided lesson plan/curriculum guide/catalog
 - 1. Map/path to using materials
 - ii. Feature updated Student Success Stories (Student of the Month?)
 - 1. Podcast of testimonials
 - iii. One-click download of audio files (one link) and corresponding text file/PDF (a second link)
 - iv. Link to websites for language study (Duolingo, USA Learns)
 - v. Link to language lessons
 - vi. Contact information for MEP (& HEP/CAMP?) by state
 - vii. Anything that would help them with English be listed first. Some kind of quick reference guide/Lesson plan/syllabus with links to different materials and lessons that show students who are new to English Language Learning where to go and what to do because the vast amount of materials available can be intimidating and many students don't know where to start.
 - viii. More organization of the materials.
 - ix. Feature students/success stories and more frequently updated photos to make the site seem more active
 - 1. Testimonial podcasts
- f. Other notes:
 - i. (Logo on the home page could be bigger)
 - ii. "Practitioners" is a confusing term - educators?
 - iii. Revamp the Educational Outcomes Table to make it more available/visual to service providers

Dissemination Event Evaluation follow up - Marty Jacobson

1. There were 53 responses from all 18 consortium states.
2. 94% of respondents indicated that they used dissemination event materials, information, or strategies in the year since the event.
3. Mean ratings for individual sessions ranged from 3.4 to 4.5 on the 5-point scale.

Review of the Annual Performance Report results - Marty Jacobson

1. Performance Measure 1a:
 - a. 75% of OSY participating in project-directed instructional services will score 80% or above on content-based assessment post-tests.
 - b. 16 state reported results.
 - c. 88% of students scored 80% or above.

- d. The number of students with assessment scores decreased from 856 to 735 (14% decrease) from Year 3 to Year 4.
 - e. The number of OSY identified decreased by 2%.
 - f. The number using any GOSOSY materials increased 17%.
2. Performance Measure 1b:
- a. 75% of OSY with a Learning Plan will attain 50% of the needs-based learning/achievement objectives specified in their plan. 16 state reported results.
 - b. 16 states reported results.
 - c. 87% of students completed half or more of the steps toward their goal.
 - d. Both the number and percent of students completing 50% on learning plans increased.
 - e. The number of steps needed decreased, which is a positive result as students with more steps tended to complete fewer of them.
3. Performance Measure 1c:
- a. Annually, 54 OSY (average of 3 per state X 18 states) will participate in Goal Setting Workshops (GSWs) and attain 80% on a GSW project-based activity rubric.
 - b. 17 states reported results.
 - c. 276 (83%) of students participating in a GSW attained 80% or higher on the rubric.
 - d. The number of students attending GSWs increased by 29%.
4. Performance Measure 2a:
- a. Annually, 75% of staff participating in GOSOSY professional learning activities will rate their use of strategies and materials as a 4 or above on the 5-point GOSOSY Implementation Rubric.
 - b. 211 responses were collected.
 - c. 81% rated use of materials and strategies 4 or higher.
 - d. Note: results are not broken out by state because surveys include multi-state trainings
 - e. We are changing the way we are collecting the staff information. States reported 1,994 staff trained but only 211 surveys were completed.
 - f. A QR code will be added to this year's evaluation form so that participants may quickly complete the form on their personal phone/device and have results sent straight to Marty Jacobson.
5. Performance Measure 2b:
- a. Annually, 75% of GOSOSY states will report that at least 5 mutually-beneficial collaborations on professional learning and mentoring are in place in their state with other CIGs, National HEP/CAMP Association, World Education, Inc., and other agencies and entities.
 - b. All states reported collaborations.
 - c. All states had 5 or more.
 - d. On average states had 13.8 collaborations.
6. Performance Measure 3a:
- a. Annually, all GOSOSY states will adopt/adapt two products and provide feedback on two key products designed specifically for OSY.
 - b. All states reported on products used.
 - c. All states adopted/adapted 2 or more.
 - d. On average states adopted 15 products out of the possible 26.
 - i. Suggestion to compile the materials that were adopted/adapted by the states and feature them in a web blast/newsletter/etc.

7. Performance Measure 3b:
 - a. By 9/30/19, all GOSOSY states will follow-up with participants at the GOSOSY Dissemination Event and subsequent local training, and 75% of staff responding will indicate using strategies or materials from the Dissemination Event with a 4 or above on a 5-point scale.
 - b. 53 responses from all consortium states
 - c. 94% of respondents indicated that they used dissemination event materials, information, or strategies in the year since the event.
8. Performance Measure Change
 - a. Performance Measure 3b: By 5/29/20, 75% of staff participating in GOSOSY training of trainers will rate the training as useful for instructing local staff in the implementation of GOSOSY activities with a 4 or above on the 5-point GOSOSY Training of Trainers Rubric.
 - i. *Change rationale: This new performance measure replaces the performance measure regarding the impact of the Dissemination Event which was completed in Year 4.*

Cover sheets signed by state directors received from:

GA, KS, NH, NY, PA and TN
 Remainder are due by December 6

GOSOSY Year 5 and Fidelity Implementation Overview and Discussion – Tracie Kalic

1. Fidelity Implementation Index– review timeline and indicators
2. Focus on implementation of updated Learning Plans and Goal Setting Workshops through the creation of scenarios for their use (including one-on-one and small group instruction).
3. Implement tools for portability of GOSOSY materials for highly mobile students.
4. Based on the Year 4 literature review regarding factors that lead to students dropping out of school, create a list of strategies with promising evidence for dropout prevention (including mental health support).
5. Use staff needs assessment survey results to update training on mental health lessons.
6. Implement evidence-based and promising practices for engaging youth in educational activities.
7. Develop additional professional development modules: 1) Introduction to OSY and 2) Addressing the Needs of OSY with Limited and Interrupted Formal Schooling.
8. Conduct a training of trainers regarding implementation of updated and newly created GOSOSY materials and strategies including scenarios for implementation, addressing the impact of trauma on OSY, and portability solutions for highly mobile students.
9. New Tasks
 - a. **1.1c** Incorporate strategies and best practices from the literature review into mental health lessons for OSY
 - b. **1.1d** Develop materials that describe how trauma impact academic performance and strategies for educators
 - c. **1.1e** Develop a list of common barriers for recruiting and providing services for OSY and possible solutions
 - d. **1.1f** Create a list of strategies from the literature with promising evidence for preventing dropouts

- e. **1.2a** Create scenarios for best practices in use of the updated OSY Learning Plan and Goal Setting materials (1.3a)
- f. **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
- g. **2.2a** Provide training at TST and training of trainers regarding networking for effective interstate collaboration and interagency collaboration (e.g. HEP, other CIGs)
- h. **2.2d** Prepare training materials to go along with OSY mental health lessons based on staff needs assessment results
- i. **3.1a** Disseminate implementation suggestions for OSY instruction on the GOSOSY website
- j. **3.1b** Disseminate materials that describe how trauma impacts academic performance and strategies for educators
- k. **3.1d** Disseminate tools for portability of GOSOSY materials for highly mobile students
- l. **3.2a** Conduct a training of trainers regarding implementation of updated and newly created GOSOSY materials and strategies including scenarios for implementation, addressing the impact of trauma on OSY, and portability solutions for highly mobile students
 - i. TST to discuss if this needs to be a stand-alone event or embedded in a TST meeting and/or NASDME presentation before end of Year 5.
- m. **3.2b** Create a GOSOSY Training of Trainers rubric for participants at the training of trainers

Growth Mindset Module - Professional Development Work Group – Sabrina Pineda-Rivera

- 1. PD Group sent survey that discovered the majority of those working with OSY are paraprofessionals without formal training.
 - a. Prezi designed to be used by a facilitator training a group.
- 2. Growth Mindset Quiz and other PDF materials available as separate files.
- 3. Suggestions:
 - a. Link to appropriate goal setting materials
 - b. Adding links and/videos to further explain certain pieces (ex. Neuroplasticity, etc.)
 - c. Should be a NASDME presentation
 - d. Add suggestions about language to use with OSY and other students that supports growth mindset

English for Daily Life Discussion – Brenda Pessin

- 1. Released five lessons at the end of the 2018-19 academic year to ensure availability for summer use.
 - a. Recognized opportunity for revisions based on feedback from initial users.
 - b. Sent survey but did not receive many results.
- 2. Feedback from TST:
 - a. English is too advanced for most OSY to use on their own.

- i. Translation widget will translate text, but not audio files.
 - b. More instruction needed for instructors to navigate the lesson and best uses for both instructors and students using independently.
 - c. Issue of video links to YouTube – should have independent videos embedded.
 - d. Add to ELL resources on Instructional Resources page.
 - e. Would be helpful to have pronunciation guides on Quizlet tools.
 - f. Audio enhancements need more emphasis.
3. Please send any additional feedback, useful resources, and suggestions.

LUNCH

Welcome to MA - Christine Cowen –Migrant Education Specialist, MA Department of Elementary and Secondary Education

Innovative Mobile Learning Models – Victoria Neff & Priyanka Sharma - World Ed Inc.

1. Works on non-formal education throughout 20 countries
2. EdTech Center
 - a. Goals Before Tools (learning first before technology)
 - i. Integration of mobile learning with all supports
 - ii. Ease of use
 - iii. Contextualized content
 - iv. Importance of on-boarding (trouble shooting and practice)

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

Work Group Meetings

Friday, November 15, 2019

Call to order 8:30 am

Adjourned 12:00 pm

Agenda

- Finalize Work Group reports/action plans
- *Preparing for College*
- Interstate Collaboration and Coordination Networking
- *Working with Language Learners* Module - Professional Development Work Group
- Work Group reports
- Future meeting dates/ Planning for TOT

Announcements – Tracie Kalic

Preparing for College - Brenda Pessin

1. Presentation was distributed to all TST members.
2. Curriculum, instructor manual, and narrated PPT presentation available on GOSOSY website.
 - a. Pre- and post- test available if chosen to use as a PASS credit (on password protected page).
3. Review and suggestions:
 - a. Include information for FAFSA that a tax return is required.
 - i. If student is documented (but parents are not), there are options through FAFSA.
 - b. Some weblinks are broken.
 - c. There are a variety of state-level programs that offer assistance so student needs a good mentor to identify those that would be appropriate.
 - d. Journal prompts could be a good way to encourage thought about what major to choose and career path to follow.
 - e. How can a mentor help prepare a student for the challenges of transitioning to being a college student?

Working with Language Learners Module – April Dameron

1. Presentation was distributed to all TST members.
2. Review and suggestions:
 - a. Professional Development page on website will be revamped with new design
 - i. Please send all feedback and suggestions to Tracie Kalic
 - b. One-page summary of the PPTs and presentations would be helpful.

Networking Discussion – Deke Showman (Interstate Collaboration Work Group)

1. Group reviewed seven questions via Google Docs (https://docs.google.com/document/d/1zpvA14o2lubjY--tNuvRW4Zy_9QsbMnExrb0nyRwD8s/edit?usp=sharing) and added input individually/by table:
 - a. How are programs incorporating virtual communication into their instruction? What platforms? What subject matter?
 - i. Zoom, Skype, WhatsApp, Facetime, Facebook video chat, Blue Button, future GOSOSY platform?
 - ii. Conversation will continue so that all states can use same platform moving forward on collaborative efforts.
 - iii. Exploring adding additional question(s) to OSY Profile asking what technology devices and accesses the students have available.
 - b. What Life Skills Lessons are needed now?
 - i. Setting up email account, expanding on the parenting lessons (vaccinations, guardianship, early literacy, etc.), setting up bank accounts...
 - c. How do other states reconnect OSY to high school or an Adult Ed program for ESL / GED?
 - i. Check local high school requirements, have network with adult ed centers and know schedule and key contacts, help remove barriers (childcare, transportation, etc.).
 - d. What states have a HEP/CAMP?

- i. Online HEP/CAMP map at <https://hepcampassociation.org/about/page/hep-projects-map/>; <https://hepcampassociation.org/about/camp-project/camp-projects-map/>
 - ii. Remember that HEP and CAMP are open to students from all states.
- e. What STEAM lessons can we develop that are educational, fun, and engaging?
 - i. Importance of teaching students “soft skills” like scientific method, testing, etc.
 - ii. Use supplies that are easily available.
 - iii. Be aware of showing good female representation in science.
- f. How can we simplify the OSY rubric for new staff and veterans?
- g. How do you motivate OSY if they are not interested in learning anything? Do you use any incentives?
 - i. Incentives (ex. ordering pizza, show movies in English and include discussion after), hygiene supplies, gloves paired with a safety lesson
 - ii. Meet immediate needs to build relationship
 - iii. Use social media
- h. How to deal with parents who do not take control of their children’s education/keep their students in school.

OSY Engagement and Relationship Building – Emily Hoffman

- Work Group has been doing research on re-engaging disenfranchised youth and have narrowed down to about 10 things service providers can use to address OSY.
- Now developing the best way to present these concepts:
 - Ex. Being a good listener
 - Developing self-assessments to determine personal need
- Facilitator needs to have the skills they are presenting about.
 - Coaching conversations research led to development of information for facilitator.
- Will be disseminating short documents with completed lessons.

Curriculum and Material Development – Brenda Pessin, Peggy Haveard

- Took feedback on five *English for Daily Life* lessons and will be working on necessary revisions.
 - Reminder that lessons are for Life Skills as well as English language learning.
 - Three independent reviewers will offer specific suggestions for revisions.
 - To encourage more effective use of the five English for Daily Living lessons, a brief guide for instructors will be developed to include an orientation of the lesson format, an overview of the content of each lesson, and some tips on how the lessons can be used with students with varying levels of English proficiency.
 - Efforts will be made to simplify the lessons for emerging English learners.
- New lesson will focus on shopping (based on feedback from staff and students):
 - Emphasis will include ordering food in a fast food restaurant.
 - Lesson will be more interactive and will have assessment built in.
- *Preparing for College* suggestions from TST will be incorporated into revised version of the Mentor Manual.

Professional Development – April Dameron

- Working on *Working with Students with Limited Formal Schooling* module
- Each module will have a Prezi created and some additional activities included.

- Flowchart /summary will be created for service providers to show where each topic should be included in training.

Interstate Collaboration – Deke Showman

1. Group sent Google Form with several questions about recruiting and services. Please complete asap. Results will be compiled to determine next focus.
2. Training of Trainers at next TST will include how to make and maintain interstate collaborations throughout the nation.

Goal Setting and Learning Plans – Sarah Braun Hamilton

- Now working on helping service providers use the materials in their programs.
 - Creating scenarios and trainings about using the materials for different students in different situations.
- Existing rubric is being revised to better fit the new version of materials.
- Learning Plan portability concept needs input from members. Group will send survey to ask specific questions to create useful, free, reasonable method.

Mental Health – Maria Dominguez

- Name will change to “Personal Wellness” and include physical health as well.
- Will be completing written manual for service providers with six modules including resources:
 - Understanding Mental Health
 - Growth Mindset
 - Resiliency
 - Self-care
 - Suicide prevention
 - Trauma
 - Manual will be available online as well with live links throughout (like Goal Setting manual)
 - Information will cross link to other GOSOSY materials (ex. ACEs, Health Life Lessons, Growth Mindset presentation from PD, etc.)
- Draft will be presented for review at February TST meeting
- Hope to present completed project at a NASDME session

Please send Tracie Kalic your upcoming Work Group plans and meetings.

UPCOMING MEETINGS

- TST week of February 25-26, 2020 (San Diego, CA)
- TOT will be embedded in a future meeting (either TST or NASDME)