



NOTES

iSOSY Technical Support Team (TST) Meeting

January 26-28, 2021

Attending:

Tracie Kalic (iSOSY)	Susana Das Neves (IL)	Juan Carlos Alvarez (NC)
Marty Jacobson (META)	Lizy Garcia Ramirez (IL)	Heriberto Corral (NC)
Susanna Bartee (iSOSY)	Emily Salinas (IN)	Hope Derry (NC)
Michelle Bastiani (iSOSY)	Andy Wallace (IN)	Hunter Ogletree (NC)
Brenda Pessin (iSOSY)	April Dameron (IA)	Emily Hoffman (MA)
Lora Thomas (iSOSY)	Valeria Peña (IA)	Wilson Kendrick (MS)
Joyce Bishop (AL)	John Farrell (KS)	Bruce Lack (MI)
Sally Meek (AL)	Janet Reynolds (KS)	Michelle Mattson (MI)
Merriam Massey (AZ)	Laurie Stewart (LA)	Lysandra Alexander (PA)
Sabrina Rivera-Pineda (GA)	Veronica Hill (NE)	Lori Potutschnig (PA)
April Roberts (GA)	Iggy Campos (NM)	Shantella Singleton (PA)
	Travis Williamson (NY)	Emily Williams (SC)

Materials link:

https://drive.google.com/drive/folders/1S90X9_aRjJ2P6As7Sv2pZhL7V8Xyiz7j?usp=sharing

DAY 1 – January 26, 2021 (9:00 am – 12:00 pm central)

- Introductions and Welcome (Tracie Kalic)
- Explanation of GOSOSY Annual Performance Review - Year 5 APR (Marty Jacobson)
- Year 1 iSOSY Data Collection (Marty Jacobson)
 - Data Collection Checklist
 - Form 1 – Director/Coordinator Report
 - Form 2 – Training Evaluation
 - Optional – iSOSY Local Data Tracking Spreadsheet
- At-Risk Secondary Student Profile (Tracie Kalic)
 - In development
 - Small groups discussed identifying risk factors:
 - Grades
 - Attendance
 - Age/grade placement
 - Socio-political issues including how to quantify if a “caring adult” is in the household



- Wifi/mifi access and technology availability
- [Iowa] Passing Algebra 1 by 10th grade
- [Iowa] reading level
- [Georgia] credit deficiency
- [Georgia] over age for grade
- Progress toward a graduation plan
- Teacher survey(s)
- Social-Emotional-Learning
- Parent involvement
- PFS determination
- Intake form to determine non-PFS/non-academic risks
- Pregnancy/parenthood
- Conversations with school districts
- Conversations with individual students
- Those interested in assisting with the development of the At-Risk Secondary Student Profile should contact Tracie Kalic.
 - Profile structure:
 - Addresses risk factors
 - Instructionally focused
 - Used to design additional support/interventions
 - Local/Regional/State level
- Overview - OSY Engagement and Relationship Building (Tracie Kalic)
 - Top Ten Practices to Engage with OSY
 - The Role We Play
 - Creating an Inviting Environment
 - Building Relationships with OSY
 - Cultural Competence and Unconscious Bias
 - Questioning Strategies
 - Effective Listening
 - Effective Communication with OSY
 - Effective Advocacy for Migrant Youth
 - Engaging Youth and Young Adults
 - The Importance of Self-Care
 - Small groups met to discuss specific areas:
 - As a Group
 - Working together, establish what it should be (goal).
 - Ideal _____ with OSY in our program will look like _____.
 - To accomplish this, we will _____.



- As an Individual
 - Using your strengths and areas of work, develop an action plan reflecting how you will support the group to work towards their goal and how you can support others and how they can support you.
- Pathways Work Group led small group discussion concerning Credentialing:
 1. What career and/or credentialing programs are available to Secondary Students and Out-of-School Youth in your state (Please specify to whom the programs are targeted)? Are the types of programs offered based on high wage/economic need in your state?
 2. What process do you follow when a student expresses an interest in credential, certification, or vocational programs? Is this a state-wide process with resources available? If your state/community has a promising program model that would be helpful to share with other MEPs, please let this group know!
 3. What funding sources have you found for undocumented youth and/or OSY that can be used for career/credentialing programs?
 4. What prerequisites into these programs are barriers to OSY and at-risk secondary students from entering career training programs? Have you found or created materials/programs to address this?
 5. Have there been any community networks established with employers, labor unions, trade/vocational schools and the MEP? Do you have a relationship with career counselors, community agencies, vocational/technical schools, businesses, labor unions that assist in career/credentialing opportunities?
 6. Do you have migratory MS/HS students and/or OSY that express a desire for credential, certificate programs, or career pathways? What percentage/number would you estimate?
 7. Do you have students that express an interest in one day owning their own business or being their own boss? Have you connected them with any programming that supports that interest?
 - Answers were compiled into Google Doc available in materials folder.

DAY 2 – January 27, 2021 (9:00 am – 12:00 pm central)

- Training – English for Daily Life Shopping Lesson Plans (Michelle Bastiani)
 - Lesson plan was created for the Shopping Lesson and housed on the website.
 - Other EFDL lessons have lesson plans in development.
 - PPT of training available in materials folder.
- TST Work Groups Breakout Sessions



DAY 3 – January 28, 2021 (9:00 am – 12:00 pm central)

- Cross Collaboration breakouts:
 - Pathways and Career Awareness
 - Curriculum and Technology/Student Portal
 - Personal Wellness
 - Professional Learning
- Overview – Using EdPuzzle (Travis Williamson)
- WORK GROUP REPORTS
 - **Pathways** – Emily Hoffman
 - The Pathways Work Group sent out two surveys (one to general MEP staff and one to HEP professionals) to gather information around HSED programming and how MEP collaborates with HSED programming and the need in their program for this. The survey sent to HEP program staff asked questions around how they collaborate and support the MEPs. There was a good response from MEP staff, and response from three HEP programs. We hope to see a few more responses from HEP.
 - Results from those surveys, as well as the answers compiled from the Credentialing group discussions from Day 1, will be used to help plan the Pathways project.
 - Tools will be developed for providers with an emphasis on helping MEP staff to identify students’ needs, academics, and motivation as they introduce the concept of Pathways and what programs/materials can be used to foster them.
 - Emphasis will be placed on providing materials for students at all levels, regardless on former academic levels and motivation to study.
 - The focus, especially for HSED and Credentials will begin with ensuring service providers have a base knowledge of the opportunities available to their students and how to prepare them to take advantage of those opportunities.
 - There is a strong recognition that HSED is not an immediate programmatic need/interest for many students and that Credentialing is very much focused on secondary students, and those who are not mobile. With that in mind, the Pathways group will also focus on ways that MEP can strengthen a student’s skillset around entrepreneurship as well as specifically identifying opportunities for undocumented students;
The Pathways group will be collaborating with the Career Awareness Work Group as there are many crossover projects that can be integrated into the pathways materials. They will also be connecting with the Curriculum Work Group in the upcoming weeks to determine collaboration with their work as well.



- **Career Awareness and Goal Setting** – Emily Williams
 - The Work Group is focusing on creating a Career Awareness Toolkit for service providers that will include several different resources:
 - Bureau of Labor Statistics
 - UC Berkeley self-assessment tool
 - University of Missouri Career Interests Game
 - University of Tennessee Knoxville “What Can I Do With This Major?”
- **Personal Wellness** – Lysandra Alexander
 - Work Group has in development:
 - For Your Information piece (to list resources and other links)
 - State-specific Mental Health Resource Sheets
 - Suicide Prevention Module
 - Pre-recorded PPTs for each Module
 - Explanation of “person-first language”
 - Review of the five existing Mental Health Life Skills Lessons
 - Review of Module 2 – Trauma
 - Webinar (planned for Feb. 8, 2021) and recorded interview with Mona Johnson, student support/personal wellness expert
 - Survey to assess how materials are being used is planned for dissemination on Feb. 16, 2021.
- **Professional Learning** – Sabrina Rivera-Pineda
 - Work Group sent a survey to assess needs of service providers and had a good response.
 - In development:
 - “Virtual Tour of the iSOSY Website”
 - “Digging Deeper into Virtual Tools”
 - “Digital Literacy”
- **Curriculum** – Brenda Pessin
 - The COVID-19 Lesson has been posted on the website in English and Spanish.
 - Provider version includes pre- and post-assessment and activity.
 - Student version currently does not include the above.
 - A recorded PPT is in development to accompany the lesson.
 - Other languages in development are Karin, Nepali, Arabic, and Swahili.
 - Please continue to send translation suggestions to the group.
 - Enhancements (to include lesson plans and videos/quizzes) are in development for the remainder of the English for Daily Life lessons.



- The work group is developing STAT lessons (Short, Timely and Targeted) that will follow a lesson plan template that is designed to meet practical needs and be delivered in a limited timeframe.
 - Lessons will be interactive and designed to use independently as well as with a service provider.
 - The first lesson under development focuses on Fast Foods, a topic of interest among many students.
- Group is collaborating with the Technology/Student Portal Work Group to create a survey designed to identify what lessons are the most used, what is needed, and what can be updated with newer technology and tools.
- **Technology and Student Portal** – Travis Williamson
 - The Work Group has designed a Student Portal prototype.
 - Hope to launch in Fall 2021
 - Will include:
 - Live lessons
 - Recorded lessons
 - Padlet page with links (to assist when there is no internet connection)
 - YouTube Channel
 - Student Success and Activities section
 - In development:
 - A short lesson for students about how to create a Gmail account (necessary for using the Student Portal)
 - A survey, in collaboration with Curriculum Work Group, designed to identify what lessons are the most used, what is needed, and what can be updated with newer technology and tools.
 - Group will send a letter to participating states asking for suggestions for favorite/most-used lessons.
- MENTORS Committee
 - Tracie Kalic shared the draft Mentor Rubric and asked for feedback from all by Friday, February 5.
- Training – COVID-19 Lesson (Veronica Hill)
 - PPT is available in materials folder.
 - Group feedback confirmed that a recorded PPT would be very helpful for student use.
 - Group discussed how to include the concept of workers' rights when it comes to sick leave, etc.



- Training – Personal Wellness Self- Care (Lysandra Alexander and Lora Thomas)
 - PPT and Module Guide are available in materials folder.

- SST meeting is scheduled for Friday, March 12, 2021, via Zoom.
- TST Team Lead Meeting is TBD.
- Next TST meeting will tentatively occur via Zoom in early June 2021.
- Fall 2021 TST meeting may be in person; date and location TBD.