



NOTES

iSOSY Technical Support Team (TST) Meeting

October 28-30, 2020

Attending:

Tracie Kalic (iSOSY)	Andy Wallace (IN)	Hunter Ogletree (NC)
Marty Jacobson (META)	April Dameron (IA)	Emily Hoffman (MA)
Susanna Bartee (iSOSY)	Valeria Peña (IA)	Wilson Kendrick (MS)
Brenda Pessin (iSOSY)	Rachel Beech (KS)	Bruce Lack (MI)
Lora Thomas (iSOSY)	John Farrell (KS)	Michelle Mattson (MI)
Joyce Bishop (AL)	Janet Reynolds (KS)	Lysandra Alexander (PA)
Merriam Massey (AZ)	Mary Speyrer (LA)	Lori Potutschnig (PA)
Sabrina Rivera-Pineda (GA)	Laurie Stewart (LA)	Shantella Singleton (PA)
April Roberts (GA)	Veronica Hill (NE)	Emily Williams (SC)
Susana Das Neves (IL)	Iggy Campos (NM)	Sarah Braun-Hamilton (VT)
Maria Dominguez (IL)	Odilia Coffta (NY)	
Emily Salinas (IN)	Travis Williamson (NY)	
	Hope Derry (NC)	

Materials link:

<https://drive.google.com/drive/folders/1b5XbAjV3blX1eIYoONFWC0A1FWEWIZjF?usp=sharing>

DAY 1 – October 28, 2020 (9:00 am – 12:00 pm central)

- Introductions and Welcome
- Explanation of iSOSY project and welcome to all 18 states
- Need for iSOSY Project:
 - 1% of migratory OSY receive high school diploma.
 - 45% of secondary migratory students are at risk of dropping out.
 - Barriers to success are unique.
 - OSY must work daily so traditional pathways to a diploma not practical.
- The consortium will work to increase state and staff capacity to meet the stated needs of students.
- History of OSY Consortium and the focuses of each iteration:
 - OSY Consortium (2008-10)
 - SOSY (2010-12)
 - SOSOSY (2012-15)
 - GOSOSY (2015-20)
 - iSOSY (2020-23)



- GOSOSY Successes:
 - 7,000 OSY served annually.
 - More than 100 free resources available throughout the nation.
 - Website analytics overview shows dramatic rise in usage.
 - Personal Wellness Training Package was developed over the course of GOSOSY.
- iSOSY - Review objectives and Fidelity Implementation Index:
 - 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.
 - Will be measured each year (including Year 1)
 - Include any iSOSY materials with pre- and post-assessments.
 - A student earning 100% on 5-question pre-test can include the 6th question to demonstrate growth.
 - Objective 2: By end of Year 3, iSOSY states will support 144 migratory youth to obtain HSED or regular high school diploma.
 - This total is cumulative over the three years.
 - Averages to three students per iSOSY state.
 - Objective 3: By end of Years 2 and 3, 80% of staff participating in iSOSY professional development will increase knowledge and understanding of strategies to promote graduation and attainment of postsecondary credentials appropriate for the needs of their students.
 - Not officially measured in Year 1 as the first year will be spend in development.
 - Professional development survey should be used any time iSOSY materials are used for training staff.
 - Fidelity of Implementation Index shared to show specific plans to achieve the three main objectives. The Technical Support Team (TST) will be responsible for developing the materials associated with the objectives.
- TST Work Groups and responsibilities:
 - Groups are formed based on desire and expertise.
 - Pathways
 - Curriculum
 - Professional Development
 - Career Awareness and Goal Setting
 - Personal Wellness
 - Technology and Student Portal
 - Mentors Committee
 - Committee format will allow greater participation across the TST.



- FII Explanation and how each Work Group will contribute:
 - Explanation of the flexibility of language and timelines as long as the objective itself does not change.
 - All activities are designed to be developed in Year 1, piloted in Year 2, and disseminated to all states in Year 3, but this does not mean that Year 1 is the deadline for the development of every proposed piece as some may take longer.
- iSOSY Forms Review:
 - Breakout sessions – participants discussed and shared feedback:
 - Needs Assessment exists currently as OSY Student Profile.
 - Secondary Student Profile will be developed and the OSY Profile will be refined.
 - States may gather required data in whatever format/process programs have already established (for C SPR).
 - Acknowledgement that states may not have the ability to collect all data points and/or not by the deadline(s).
- Data Collection Discussion:
 - Breakout sessions – participants discussed and shared feedback:
 - Note to use more updated language (not “dropout”). Group will consider how to use the federal language to align but try to integrate better language over the course of the consortium.

DAY 2 – October 29, 2020 (9:00 am – 12:00 pm central)

- IDRC Presentation with Jessica Castañeda and Justyn Settles
 - PPT is included in Google Drive.
 - New online recruiting referral tool was shared:
 - Training to be held November 17, 2020.
 - Discussion about recruiting and need for marketing materials (posters/brochures):
 - Links to IDRC brochures:

<https://www.idr-consortium.net/Sample%20Brochure%20Electronic%20Survey%20Tool%20cream.pdf>

<https://www.idr-consortium.net/School%20Brochure%20Electronic%20Survey%20Tool.pdf>



- More in-depth recruiting training will be held during IDRC/iSOSY webinar on December 8, 2020.
- Group discussion concerning the redesign of the OSY Student Profile and development of At-Risk Secondary Student Profile:
 - Suggestions for OSY Student Profile:
 - Ask:
 - Are you a parent (or guardian)?
 - What devices (phone, tablet, laptop, etc.) do you have available and what is your comfort level with using them?
 - What is your social media presence and access and what is your comfort level with communicating in that format?
 - Address:
 - Translation of grades/credits from different countries
 - How can states incorporate their existing Needs Assessments with the iSOSY Profile(s)?
 - Add to/customize the “Expressed Interest In” section.
 - Differentiate between acute and chronic health needs.
 - Identify recent dropouts vs. students who have been out of school for many years.
 - Craft open-ended section re: school experience, moving history, etc., and how those things have affected the student’s status.
 - English proficiency should be expanded from “yes” and “no” to self-rating and separate speaking, reading, writing proficiency.
 - Home language should be expanded to take into account speaking, reading, and writing proficiency.
 - There was prior discussion about adding the English Language Screener score(s) to the Profile(s):
 - Further discussion about whether the Profile is a snapshot or an evolving needs assessment. This question will be addressed in a smaller committee.
 - Those interested in serving on the committee with Tracie should contact her to volunteer.
 - Suggestions for At-Risk Secondary Student Profile:
 - Ask:
 - What is your work situation? Hours?
 - What is your moving history and how has that affected education?
 - What is your level of support at home (specifically for education)?



- Address:
 - Math and reading proficiency
 - On track for graduation
 - ABC (attendance, behavior, course history)
 - Priority for Services (PFS) status and history
 - Open-ended questions/comment boxes to follow up with schools on information needed from them
 - Way to indicate if follow-up is needed with school administration/counselors and how/when that occurs
 - Way to indicate number of credit hours
 - Identify if student is recently at risk or has been long-term at-risk student.
 - How to identify supports available/occurring at the school:
 - Ex. IEP, 504, Mentoring, McKinney Vento, migrant, Multi-Tiered Systems of Support (MTSS)
 - Establish a way to communicate with administration/counseling department to ensure student has been brought to their attention and receiving appropriate intervention.
 - Develop open-ended sections for student, school/admin, documentation, and home information.
- Risk factors:
 - Parents/guardians (for siblings)
 - SLIFE (Students with Limited or Interrupted Formal Education)
 - History of dropping out
 - Retention
 - Effect of remote learning (specifically due to pandemic)
 - Graduation exit exams
 - Family situation:
 - Homeless
 - Foster care
 - Support for education
 - Age/grade relationship
 - School(s) response to this issue
- Considerations:
 - Different state CNAs
 - Different early warning systems from various states



- Work Group Breakout Sessions

DAY 3 – October 30, 2020 (9:00 am – 12:00 pm central)

- Discussion questions:
 1. How has your state modified ID&R and services during the pandemic? How are you ensuring that services are occurring during this time?
 - a. Virtual interviews and follow up
 - b. Virtual services and programs
 - c. Use of volunteers even in virtual settings
 2. What are the top three strategies you have seen result in success for OSY and at-risk secondary students?
 - a. Building a sense of community with OSY who attend English classes; giving the students their own space within the office/classroom
 - i. Has helped with increase in skills and participation
 - b. Mentor program with mentors assigned to specific camps; intentionally build relationships with individuals at each camp
 3. What is on your wish list for resources/materials aimed specifically at working with OSY and at-risk secondary students?
 - a. English learning book
 - b. Spanish-language pre-HSED academic content based around life and work skills
 - c. Lessons for recruiters to provide to kids in the field
 - d. Parent video snippets on how to use certain technology
 - e. Guide for local MEP directors on the importance of working with OSY and how to allocate local MEP resources to do that
 - f. Develop and provide a short training on building relationships with OSY for recruiters who are used to serving children
 - g. More about setting up mentorship programs
 - h. Zoom screenshot tutorials for iOS and Android
 - i. Prep Materials for HEP to prepare for entrance exams.
 - j. Videos for “How to Delivery” of OSY lessons.
 - k. Video clips of providers working with students to show new SSPs how to work with students
 - l. Bank of resources where students can press a link and watch educational videos as they are waiting at the doctor’s office, etc.
 - m. Devices, hotspots, and instructions
 - n. Mentorship programs
 - o. Mobile materials for use in field
 - p. Tech training for OSY and at-risk students
 - q. Parent lessons on recent technology
 - r. Technology literacy



- s. Career Pathways flow chart
 - t. ABC form for students and parents
 - u. How to talk to counselors to make sure migratory students are “on their radar”.
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- **WORK GROUP REPORTS**
 - **Pathways** – Emily Hoffman
 - High School Equivalency Degree programs and credentialing programs
 - The pathway is any entry point along the way; wherever a student is at the moment is where we start.
 - Pathway will include appropriate materials to prepare students for the different steps toward achieving HSED and/or credentialing (including the pre-HEP, pre-GED, etc. exams).
 - HEP community members will be joining the work group.
 - Survey will go out to certain stakeholders and results will inform the work group’s efforts
 - TST members will receive survey
 - Will talk to some dually enrolled HEP students for their input.
 - Will break into teams to do further research into more HSED and credentialing programs.
 - **Curriculum** – Brenda Pessin
 - PPT will be on Google Drive.
 - Will build on/revise COVID-19 lesson from Nebraska (Veronica Hill) and format for publication.
 - English Language Screener digital version
 - Only three responses on feedback survey (link is on website)
 - Please offer feedback with comments, suggestions, etc. via the link or send directly to Brenda and/or Tracie.
 - Identified problems will be addressed.
 - English for Daily Life
 - Enhancements to the initial 5 lessons, starting with *Emergencies*
 - Focus on basic vocabulary and practice geared to beginning language learners.
 - Increase interaction using tools featured in the newer *Shopping* lesson.



- Looking to create very short, targeted lessons:
 - Mobile
 - Done quickly
 - Practical and relevant to needs and interests of OSY (i.e. living in a motel, ordering from fast food restaurants, etc.)
 - Suggestions:
 - Workplace conversations
 - Additional languages/dialects
- Catalog of Lessons
 - Will include what we already offer but will be expanded.
 - Looking to identify new materials most relevant to at-risk secondary students.
 - Will need to establish a vetting process.
- **Professional Learning** – Sabrina Rivera-Pineda
 - Creating a survey to send in December determine target audience to send to service providers working with secondary students:
 - Who are the service providers and what is their level of training?
 - What are the needs of those service providers?
 - Will determine projects based on that survey information.
 - Will create a module with short “tour” of the iSOSY website
 - Will create a module to introduce students to iSOSY website Student Page and material there.
- **Career Awareness and Goal Setting** – Emily Williams
 - PPT will be on Google Drive.
 - Will focus most on career awareness and include some of the existing goal setting materials.
 - Will focus specifically on career awareness rather than a path to any particular career.
 - Emphasis on soft skills
 - Cross-utilizing existing resources
 - Utilize Bureau of Labor Statistics website with Occupation Finder tool; create some lesson plans/training around how to use the tool.
 - Please provide feedback to Emily Williams on ideas presented.
 - Will be reviewing existing OSY Consortium Job Skills and Career one-page resources and revise as appropriate.



- **Personal Wellness** – Lysandra Alexander
 - Will continue to compile all existing and future resources/links and create a “For More Information” tab, to be included on the Personal Wellness Training Package page. The state-specific resources will likely be located on that page as well.
 - Will develop survey to review materials, determine staff and student needs, assess COVID-19 effects, etc.
 - Will be sent out through SST and TST and will consult Product Adoption form to see how materials are being used currently.
 - Will review Mental Health lessons and see how they can tie together with Personal Wellness Package. Aiming to complete this project before summer 2021.
 - Will review language and add a section focused on using person-first language.
 - Suicide Prevention Module is underway. The work that has already been done will be reviewed, new material will be incorporated during group’s meeting in early 2021.
 - Will be recording all PPTs – available by summer 2021.
 - Will review current module on Trauma (Module 2) to see if it needs additional materials per FII 1.18.
 - Will provide quarterly dissemination of materials for self-care.
 - Will update existing and add new state mental health resource sheets.
- **Technology and Student Portal** – Travis Williamson
 - Will design Student Portal in order to engage students, and also assess/track progress.
 - Will collaborate with web analytics to see what the most commonly used iSOSY lessons are.
 - Will offer some live lessons and recorded lessons.
 - Hope to create a way to host individual student portfolios and method to share/offer portability of Learning Plans:
 - Challenge is that different states and programs are allowed or disallowed to use platforms.



- MENTORS COMMITTEE - Emily Hoffman
 - FII includes mentorship for service providers, specifically new ones.
 - Committee includes Tracie Kalic, Emily Hoffman (MA), Zach Taylor (SC) and Michelle Williams (MI).
 - Group discussion/brainstorming created a Google Jamboard of information for the committee with guidance on what to focus on and include in presentations.

- Personal Wellness Training Package Module 7 – Trauma-Informed Best Practices was presented by Lysandra Alexander and Maria Rodriguez.
 - Materials used are in Google Drive folder.
 - All participants are asked to submit a training evaluation (form and link can be found in the Google Drive folder).

- Work Groups are to let Tracie know as soon as possible what their action plan is and when group meetings are planned.

- Next TST meeting will occur January 25-27, 2020 via Zoom.