



NOTES

iSOSY State Steering Team (SST) Meeting

March 14, 2022

Attending:

Tracie Kalic (iSOSY)	Emily Salinas (IN)	Travis Williamson (NY)
Marty Jacobson (META)	Andy Wallace (IN)	Hunter Ogletree (NC)
Susanna Bartee (iSOSY)	April Dameron (IA)	Lysandra Alexander (PA)
Sally Meek (AL)	Melanie Mayeux (LA)	Carmen Medina (PA)
Mesha Patrick (AL)	Emily Hoffman (MA)	Zach Taylor (SC)
Bianca Cervantes (AZ)	Michelle Ervin (MI)	Emily Williams (SC)
Margarita Muñoz (GA)	Kin Chee (NY)	Megan Kinlock (VT)
Joanne Clyde (IL)	Odilia Coffta (NY)	
Susana Das Neves (IL)	Will Messier (NY)	

Materials link:

https://drive.google.com/drive/folders/1NptJQ9YjvBGxb_QT70e_PS2IQTbiS-Ke?usp=sharing

1. Welcome and Introductions
2. Work Group Reports
 - a. Personal Wellness (Lysandra Alexander)
 - i. Introduced work group members
 - ii. Eight modules currently
 1. Working on *Social-Emotional Learning - Responsible Decision Making* (Module 9)
 - a. Chose topic based on member state survey feedback
 - b. To be introduced at May 2022 TST meeting
 2. Will be recording PPTs for each Module
 3. Will review Resilience and Trauma Modules
 - iii. Activity on Jamboard: "Would You Rather?"
 - b. Pathways (Emily Hoffman)
 - i. Introduced work group members
 1. Documents almost complete:
 - a. *Pathway to HSED*
 - b. *Pathway to Credentials*
 2. Questions addressed:
 - a. What is it (really)?
 - b. Who is the student/youth this best works for?
 - c. What questions/conversations do I need to have with the youth to ensure best fit?



- d. What program options (either referrals or direct service) are available?
 3. Overview of state-specific opportunities and requirements
 4. Will be training TST members on implementation at May 2022 TST meeting to be used in pilot (both provider and student levels)
 5. As reading comprehension is the biggest skill set that ABE and HSED prep providers recommend working on, we will be assembling an audience-appropriate book list with the HSED Pathways guide for all levels.
 - a. Partnering with The Horn Book Inc.(<https://www.hbook.com/>) to assist in this curated list.
 6. Credentials
 - a. What is an HSED?
 - b. What is a certificate?
 - c. What is a credential?
 - d. What is the funding source?
 - e. List of specific contacts in each state/region
 - f. Guiding questions broken down by areas known to impact accessibility of programs.
 7. Introduction to Entrepreneurship Course
 - a. Looking at existing programs to modify for migratory population
 - b. MEP staff will be facilitating but not expected to be subject matter experts
 8. There was a question/suggestion of using microbadges in the project. This is actually more involved as it is up to the microbadge issuer to ensure those badges include necessary standards within various industries and might not be 100% applicable to this project but could potentially be applied in other areas.
 - a. Please send any resources pertaining to this issue to Tracie Kalic
- c. Career Awareness (Emily Williams)
 - i. Introduced work group members
 - ii. Toolkit designed to be useful for all MEP staff
 1. Six units include questions (with answer scales) and specific resource link
 - a. Self-Awareness
 - b. Goal Setting
 - c. Career Awareness
 - d. Financial Awareness
 - e. Education
 - f. Skills and Resources
 2. Soft skills for students to use in any industry
 3. Bureau of Labor statistics very important component as they are thorough and updated



4. Training of Trainers at May 2022 TST meeting
 5. Will be piloted Summer 2022 and revised according to feedback
- d. Professional Development (April Dameron)
- i. Introduced work group members
 - ii. Distance/Virtual Learning: Part 1
 1. Topic chosen as a result of member state survey

 2. Includes virtual survey to gather feedback and illuminate needs/barriers
 - a. Opportunities for problem solving
 - iii. Distance/Virtual Learning: Part 2
 1. Uses *Preparing for College: How to Write an Essay*
 2. Screencastify will show users how to use Zoom's Whiteboard tool
 - iv. Distance/Virtual Learning: Part 3
 1. Hybrid experience using techniques from Language Experience Approach
 - a. Examples will include Art Lesson (from NY MEP)
 - i. Supplies are mailed to student
 - ii. Virtual format chosen and used to teach lesson
 - v. Future Plans
 1. Use of Constant Contact to share new resources and guide use (twice each month)
 2. Will create a database of iSOSY member experts on topics
- e. Curriculum (Tracie Kalic on behalf of Brenda Pessin)
- i. Introduced work group members
 - ii. Many new lessons already completed and nearing completion
 1. COVID-19 Lessons
 - a. Five languages
 - b. Updated lessons to include vaccination/booster information, safety/rights at work
 - c. Meant to be a springboard to larger discussion
 2. STAT
 - a. Designed specifically for OSY service providers with limited instructional time
 - b. Standard lesson template:
 - i. Targeted vocab
 - ii. Interactive activities
 - iii. Printed handouts as needed
 - c. Current lessons:
 - i. At Work
 - ii. Handwashing
 - iii. Ordering Fast Food
 - iv. Following Directions
 - v. Staying in Hotel Part 1
 - d. Upcoming lessons:
 - i. Staying in Hotel Part 2



- ii. Heat Stress
- 3. Collaboration with Student Portal work group
 - a. Portal Vetting Committee to review lesson plans, activities, student affidavits, etc.
- f. Student Portal (Travis Williamson)
 - i. Portal will be made live Spring 2022

ii. Available online (also printable materials)

iii. Purpose:

1. OSY & Secondary Youth with internet access will have 24/7 access to current iSOSY materials and other resources. Including other materials that supplement these branded iSOSY products.
2. Provide a collection of engaging interactive activities to keep the student wanting to expand with their learning.
3. Provide both live and recorded lessons with content based on focusing on students interests and needs.
4. Allow students to share their success and maintain connections when not always available.

iv. Sections:

1. STAT Lessons
 - a. Made interactive for student use
2. COVID-19
 - a. Student versions (recorded PPT with Edpuzzle links to check understanding)
3. Live Lessons
 - a. First will be piloted at end of April 2022 (subject is Salutations and Greetings)
4. Google Classroom
 - a. Gathered top five used topics via the iSOSY website:
 - i. Safety
 - ii. Finance
 - iii. Community
 - iv. English for Daily Life
 - v. Health
5. Recorded Lessons & Resources
 - a. Collection of existing iSOSY resources and additional vetted lessons.
 - b. Will also include recordings of past live lessons.
6. Student Successes
 - a. Goal is to gather videos from each state
 - i. Please submit directly to Tracie
7. Have You Moved?
 - a. IDRC referral page

3. Introduction to Student Portal

- a. Google Classroom demonstration



- i. Healthy Home (Andy Wallace)
 - 1. Food Safety (uses existing iSOSY Life Skills Lesson)

4. Website Analytics (Susanna Bartee)

- a. October 1, 2021 - March 1, 2022:
 - i. 1,968 unique visitors

- ii. 3,507 site sessions
- iii. Increases in traffic can be seen on days during/following webinars and trainings
- iv. Most visited pages are Instructional Resources, English for Daily Life, STAT Lessons, and Life Skills Lessons.
- v. Student Portal page is getting quite a bit of traffic though it does not link yet to the live site.

5. Pilot Reviews, Pilot Process, and What States Are Piloting (Marty Jacobson)

- a. Pilot Review Form 3
 - i. New for Year 2
 - ii. Indicates which products were piloted in your state
 - 1. Each state should choose one or more
 - 2. Pilot until Sept. 30, 2022
 - 3. Complete Form 3 and submit to Marty (with CC to Tracie)
 - a. Only one form per state is necessary

b. States intend to pilot:

STAT Lesson(s)	IL, IA, MI, NY
Secondary Student Profile	MA, MI
Student Portal	IA, MI, NY
Career Awareness & Goal Setting	GA, IL, MA, PA
Personal Wellness	AL, IL
Live Lesson(s)	NY
Pathways Guide(s)	AL, MA, PA
Website Tour	AZ, IN, MI

6. Annual Performance Report and State Data (Marty Jacobson)

- a. Individual state data available in Google Folder
- b. Most recent FII available in Google Folder
 - i. New to FII:
 - 1. Materials developed in Year 1 are piloted in Year 2
 - 2. Tracking HSED, credential, and graduation progress
 - 3. Entrepreneur Course (added by the TST)
 - 4. Digital literacy and distance education materials
 - 5. Training for new materials

7. iSOSY Evaluation Requirements for Year 2 (Marty Jacobson)

- a. Form 1 Director/Coordinator Report
- b. Form 2 Training Survey



- i. Optional
- ii. Can be filled out in print or online
 - 1. Marty can provide report if requested
- c. Form 3 Pilot Review
- d. OSY Profile and Summary
 - i. Used for CNAs in many states
 - ii. Used to guide material development and CIG requirements
- e. Secondary Student Profile

8. OSHA Course Overview and Success Story (Tracie Kalic)

- a. There are 14 students from nine states.
- b. Tracie shared video from Yessy (KS) who completed the course first.
- c. Lessons learned:
 - i. Onboarding for service providers
 - 1. Communication
 - 2. Expectations of the course
 - ii. Conduct meeting with service providers and students together
 - iii. More frequent check-ins are needed
- d. Feedback:
 - i. Ability for service provider to log in and check student progress.
- e. Looking for ways to address student skill gaps that may be preventing success in this and other iSOSY programs:
 - i. Initially discussed developing an assessment but decided it would be a cumbersome process
 - ii. Have had conversations with VT and MA – used Paxton (now Aztec) materials to prepare students for HEP
 - 1. Digital Academic Continuum of Learning
 - a. Available in English and Spanish
 - 2. Transportable modality
 - 3. Consortium may purchase licenses at deep discount.
 - 4. Members agreed to pursue discussions to determine next steps.

9. Dissemination of Materials—Virtual or Other Format (Marty Jacobson)

- a. From the iSOSY proposal: All CIGs are proposing a coordinated effort to disseminate products and strategies in Year 3 through in-person and/or virtual participation for all states (whether participating in a CIG or not). iSOSY will showcase activities, products, and strategies that have been useful in reaching project objectives.
 - i. Feedback:
 - 1. In person will offer better engagement and networking
 - 2. Sessions that offer “deep dive” would be preferable than a snapshot approach

10. iSOSY End of Year 2 Report (Tracie Kalic)



- a. Year 1 reports will be disseminated to states this week by email PDF and in print (five copies ~~but more available upon request~~)
- b. OSY Profile data is important at state level for discussions about program plans
- c. Important for consortium to share annual accomplishments

11. NASDME proposals

- a. *Try Something New! Resources for Providing Services to OSY*– Brenda Pessin and Veronica Hill
- b. *Suicide Prevention: Become Knowledgeable, Confident, and Start the Conversation*– Lysandra Alexander and Lora Thomas
- c. *Come On In: iSOSY Opens New Student Portal*– Travis Williamson and Andy Wallace

12. Meeting Dates:

- a. TST - May 4-5, 2022 (Chicago, IL)
- b. SST - September 13, 2022 (during the IMEC Symposium, Clearwater, FL)
 - i. Questions about IMEC can be directed to Carmen Medina (PA) at cmedina@pa.gov or 717-783-6464.
- c. Mentor Mtg. - March 28, 2022 (with IDRC)