TST NOTES

iSOSY Technical Support Team (TST) Meeting

November 2-3, 2022
Asheville, NC

Attending:

Mesha Patrick (AL)
Bianca Cervantes (AZ)
Zujaila Ornelas (AZ)
April Roberts (GA)
Susana Das Neves (IL)
Erin Lamboi (IL)
Andy Wallace (IN)
John Farrell (KS)
Adriana Holguin (KS)
Janet Reynolds (KS)
Laurie Stewart (LA)
Wilson Kendrick (MS)

César Durán (NE)
Iggy Campos (NM)
Bernardo Lopez Casas (NM)
Travis Williamson (NY)
Astrid Poulton (NY)
Hunter Ogletree (NC)
Carlos Valle (NC)
Michelle Mattson (MI)
Lysandra Alexander (PA)
Luis Beltran (PA)
Shantella Singleton (PA)
Emily Williams (SC)

Esbey Hamilton (VT)
Becca Heine (VT)
Susanna Bartee (iSOSY)
John Fink (iSOSY)
Tracie Kalic (iSOSY)
Brenda Pessin (iSOSY)
Lora Thomas (iSOSY)
Marty Jacobson (META)
Via ZOOM:
April Dameron (IA)
Emily Hoffman (MA)

Link to Materials:
https://drive.google.com/drive/folders/1s942axtBJOZ_2HtoHd8nGJCbCTbovz35?usp=share_link

Day 1
8:30 am - 4:30 pm

1. Welcome and Introductions

2. Welcome to North Carolina
   a. The program averages 4,500 students, majority in K-12, OSY numbers continue to increase, NC required use of occupational parent survey within district enrollment
   b. Four goal areas:
      i. ELA and Math
      ii. School Readiness
      iii. Support Services
      iv. High School Graduation and OSY Achievement
         1. High School:
            a. academic support in ELA and Math
            b. develop graduation plans
         2. OSY
            a. implement credit recovery
            b. ESL
            c. goal setting support

        d.   coordinate enrollment in HSED programs

        e.   implement iSOSY material to foster personal wellness

   3. Summer Retreats - 2022 was co-sponsored with South Carolina MEP (Emily Williams)

c. NC staff included Dr. LaTricia Townsend (Director, Office of Federal Programs), Susan Brigman (Section Chief, Specialty Programs), Juan Carlos Alvarez (ID&R Coordinator), Dr. Heriberto Corral (Data and Parent Engagement Coordinator), and Hunter Ogletree (Compliance Coordinator).

d. Service providers included Maria Alcala, Carlos Valle, and Magdalena Cruz.

e. Student Panel included Maria Belen, Carlos, Randy, and Aldrin.

3.   Student Panel Discussion

   a. Sometimes it is challenging for youth that work in agriculture to get off work for two days to attend events like a retreat. What helped you make a decision to attend the retreat?

      i.   Maria Belen is an H2A worker who works seven days a week but wanted to take advantage of the opportunity and had support from her family and employer.

      ii.   Carlos and Randy thought they would not be able to attend since they were caring for a younger brother, but their mother took time from her job so that they were able to go.

   b. What was the most important thing that you learned during the retreat?

      i.   Aldrin learned a lot about communication and organization and enjoyed building relationships through the activities.

      ii.   Maria Belen learned to take chances, move forward, and learn to be a leader.

      iii.   Randy said he normally likes to work on his own so it was challenging to do group activities, but he learned more about teamwork and how to ask for help.

      iv.   Carlos learned teamwork and communication through the activities.

   c. How has what you learned helped you move closer to achieve your goals since the retreat?

      i.   Carlos said he learned more about organization and determination and that has helped his grades improve during this school year. He is also better at communicating with his classmates.

      ii.   Randy said he was also determined to improve his grades and ask more questions in his classrooms so that teachers and other students can help him.

      iii.   Aldrin reported that she found motivation to come home after work and get

her homework done. Therefore, her grades in her GED program have improved.

    iv. Maria Belen also felt more motivation to get work done and continue to progress in her education, especially with the help of her service provider Maria Alcala.

  d. What was the best thing you liked about the retreat?

    i. All of the students agreed that the lake was lots of fun.

    ii. Aldrin said the zipline was stressful, but she found it very freeing once she did it.

    iii. Maria Belen said she enjoyed all of the activities, but she especially enjoyed meeting people her own age since she works mostly with adults.

    iv. Randy described how happy he was when his team won an activity with pool noodles that required a lot of communication and teamwork.

  e. Why do you feel that it is important to give youth like yourself an opportunity to participate in activities such as these?

    i. Youth can learn motivation and communication

    ii. These are important opportunities that they may not have in their home country

    iii. It helps relieve stress and it is great to meet students like them

    iv. Helps with focus and improving grades

4. Opening Activity—The Key Activity (Marty Jacobson)

5. iSOSY Evaluation Overview for Year 2 (Marty Jacobson)
   a. **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.

	# pre-/post-tested	# gaining 5% or more	% gaining 5% or more
Year 1	805	747	93%
Year 2	1,551	1,353	87%

- 82% increase in the number with pre/post results
- Number using iSOSY materials went from 1,543 (Y1) to 2,693 (Y2), a 75% increase

Output 1a: Instructional Services

	YEAR 1			YEAR 2		
	# ID	# served	% served	# ID	# served	% served
At-Risk Secondary	3,640	1,899	52%	4,983	2,687	54%
OSY	6,946	3,819	55%	8,380	5,031	60%
TOTAL	**10,586**	**5,718**	**54%**	**13,363**	**7,718**	**58%**

- Number identified increased by 2,777 and the number receiving instruction increased by 2,000. The percent served also increased.

Output 1b: Learning Plan Progress

GRADE	# with a Learning Plan	# making progress	% making progress
9	171	118	69%
10	102	70	69%
11	79	57	72%
12	42	37	88%
OSY	606	509	84%
TOTAL	**1,000**	**791**	**79%**

b. **Objective 2**: By the end of Year 3, iSOSY States will support 144 migratory youth (average increase of 3 per state over baseline) to obtain an HSED or regular high school diploma.

	Year 1	Year 2	Needed Year 3
Completed HEP or other HSE program	7	26	
Graduated after re-enrolling or from alternative HS	9	28	35
Earned HSED	18	21	
TOTAL	**34**	**75**	

- The percent obtaining an HSED or regular high school diploma increased 121%

  c. Objective 2 Measurable Outputs:
  i. Number enrolled in HSED programs: **85**
  ii. Number enrolled in credential/certificate program: **56**
  iii. Enrollment in credit accrual: **106**
  iv. Re-enrollment in high school: **93**
  v. Number of at-risk secondary students who graduated: **369**

  d. **Objective 3**: By the end of Years 2 and 3, 80% of staff participating in iSOSY professional development (PD) will increase knowledge and understanding of strategies to promote graduation and attainment of postsecondary credentials appropriate for the needs of their students.

Item	#	None	Not much	somewhat	increased	a lot	% increased
To what extent did this training help increase your knowledge and understanding of pathways toward graduation or credentials?	23	0 (0%)	0 (0%)	1 (4%)	10 (43%)	12 (52%)	95%

Training Survey Results

Venue	#	relevance	applicability	participation	materials	facilitators
Local/state training	137	2.9	2.9	2.8	2.9	2.9
iSOSY Webinars	204	2.9	2.9	2.7	2.8	2.8
All	**341**	**2.9**	**2.9**	**2.8**	**2.9**	**2.8**

Training Topic Suggestions

■Number of Respondents
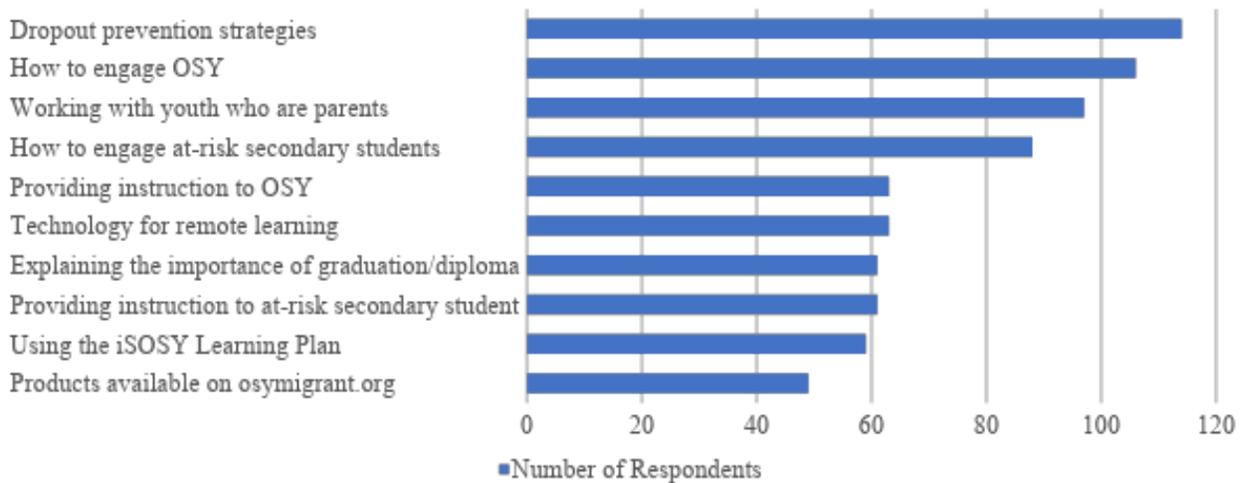
     e.   Objective 3 Measurable Outputs:
          i.   341 surveys completed
          ii.   7 iSOSY virtual trainings for 213 participants
          iii.   153 state and local trainings for 2,358 participants

  6. Additional Analysis
     a.   Number of students/OSY reported as receiving instruction is much higher than the number reported as using iSOSY materials:
          i.   7,718 all students/OSY received instruction
          ii.   2,693 all students/OSY used iSOSY materials
          iii.   5,031 OSY received instruction
          iv.   2,246 OSY used iSOSY materials

7. Discuss and review State Pilot Process and Feedback from States (Marty Jacobson)

Pilot Product Review Data

Product	# pilot states	Relevance and usefulness for the intended audience	Likelihood of using product again	extent that product was engaging	overall
Goal Setting and Career Awareness Toolkit	5	4.2	4.0	4.4	4.2
Personal Wellness	2	4.0	3.5	4.0	3.8
Live Lessons	5	4.4	4.4	4.6	4.5
Website Tour	7	4.6	4.6	4.4	4.5
Secondary Student Profile	6	4.3	4.0	4.0	4.1
Pathway Guides	2	4.5	3.5	4.5	4.2
Student Portal	8	4.5	4.6	4.6	4.6
STAT Lessons	13	4.5	4.5	4.5	4.5

8. Annual Performance Report and State Data Discussion (Marty Jacobson)
   a. DRAFT APR and cover sheets will go to all states Friday, November 4.
   b. States may send changes up to December 2.
   c. Signed cover sheets are due December 2.
      i. Please remind state directors they need only sign the cover sheets - the lead state (KS) submits the APR with all of the cover sheets.
   d. The final APR and all signed documents will be sent to OME on December 16.

9. Networking Session #1—Digging into Your State's Data (Tracie Kalic)
   a. In networking groups, states reviewed data they submitted as it aligned to the iSOSY objectives. They discussed what the data were telling them about their state's provision of instruction for OSY and at-risk secondary students, improvement in life skills and academic skills, and the extent to which the state was able to help students earn a diploma.
   b. Discussion included addressing the issue that data collection is ongoing throughout the year and service providers need to track what they are providing throughout the year.

         i.   Local Data Tracking Tool is available on the iSOSY Data Collection Optional Forms

10. Year 3 FII Review
   a. New to the FII:
      i. Focus on implementation and use of products
      ii. Final year for reaching Objective 2 (assisting students in obtaining an HSED)
      iii. Dissemination Event in September 2023 to be a virtual event hosted with the other CIGs.
   b. Data Collection Changes
      i. All forms available on the Administrator page of the website:
         1. Form 1 Director/Coordinator Report
            a. New question added about which products were used in the state.
         2. Form 2 Year 3 Training Survey
            a. Complete following training that includes iSOSY strategies or information
            b. Submit to Marty Jacobson at any time during the year.
            c. Available as a download or use QR code to link to online survey.
         3. Form 3 Pilot Product Review Form
            a. Optional - May not be applicable to all states depending on the pilot schedule.
            b. Customized for materials being piloted in Year 2 at TST meeting
            c. Submit to Marty Jacobson at any time during the year.
         4. Form 4 Graduation, HSED, and Credential Support Training Survey
            a. Will be for select iSOSY webinars only to address Objective
      ii. IMPORTANT: Please wait for final versions of the forms to be uploaded to the Administrator page of the website before distribution to staff.
   c. Student Profiles
      i. OSY Profiles collected from each state each year.
         1. Used for Comprehensive Needs Assessments (CNA) in many states.
         2. Used to guide material development and CIG proposals.
   d. At-Risk Secondary Student Profiles NOT collected at consortium level.
      i. States may choose to use it for CNA or other state data collection.

11. iSOSY Objectives
   a. Objective 1 is about improving academic/life skills.
   b. Objective 2 is about students earning an HSED or regular diploma.
   c. Objective 3 is about providing staff with training to help students along a path toward graduation, credentials, or certificates.

12. Objective Three: What Do You Need? (Marty Jacobson)
    a. What training would be useful?
        i. Surveys collected said:
            1. dropout prevention strategies
            2. ideas for engaging OSY and at-risk secondary students
            3. ideas for working with youth who are parents
        ii. Ideas for trainers or speakers?
            1. Need strategies to build student motivation
            2. Suggested training for holding camps (like NC and SC)
            3. Dropout Prevention Student Panel
            4. How to integrate early readers when training preK who have OSY parents
            5. Bring in HEP/CAMP trainers to share their projects and how they recruit
            6. Legal services
            7. Link to IDRC community resources

13. Preview and discussion of Year 3 Fidelity of Implementation Index and Work Group Redesign (Marty Jacobson and Tracie Kalic)
    a. Let Marty know if you would like to see your Training Survey results that were submitted online throughout the year.
    b. Reminder that the definition of "at-risk" varies by state - sometimes simply PFS students, others have additional definition pieces
    c. Form 4 Training Survey is available to states using specific programs (it is not linked on the admin page in order to prevent confusion).

14. Website Analytics (Susanna Bartee)
    a. May 1, 2022 – October 27, 2022
        i. 5,195 site sessions
        ii. 2,305 unique visitors
        iii. 7m 24s average session duration
            1. 80% desktop
            2. 19% mobile / 1% tablet
                a. Top pages:
                    i. Instructional resources
                    ii. English for Daily Life
                    iii. STAT Lessons
                    iv. Life Skills lessons
                b. Most time spent on EFDL Health Resources
                c. Search bar added in May 2022 at request of TST
                    i. Most searched term is "guia bilingue"
                d. Email pop-up has generated 108 new subscribers since June 2022.

15. Work Group Assignments and Expectations (Tracie Kalic)
    a. Talk to Tracie if you are interested in switching Work Groups.
    b. Work Norms:
        i. 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.
        ii. Leave each meeting with tangible products/achievements synthesizing our meeting outcomes.
        iii. Use included reflection time to promote spontaneous, creative discussion.
    c. Work Group Goals for Year 3
        i. Personal Wellness Work Group
            1. Revisit and update the following modules:
                a. Suicide Prevention
                b. Resilience
                c. Trauma
            2. Start book study with TST: *What Happened to You?*
            3. Mona Johnson to provide a 3-part webinar series on compassion fatigue; social/emotional learning strategies for youth and adults - skill building; and resiliency and trauma recovery.
            4. Offer training for states upon request.
        ii. Professional Learning Work Group
            1. Build a calendar with topics ex. highlight success stories, monthly campaigns like mental health awareness linking iSOSY mental health resources and state resources; art lessons from New York MEP; highlight other state ideas, etc.; share via Constant Contact
            2. List each iSOSY member state - highlight a skill/topic that each member does well so others can use a resource when in need.
        iii. Career Awareness Work Group
            1. Review and adjust Career Awareness Toolkit.
            2. Develop training materials for Toolkit.
            3. Review and provide input for the Entrepreneurial Course.
            4. Coordinate and share materials with IDRC.
        iv. Curriculum and Materials Work Group
            1. Increase collaboration with the Student Portal Work Group.
            2. Adapt STAT Lessons for easy access by students on the portal by providing additional interactive experiences.
            3. Develop opportunities for practice at student's convenience.
            4. Improve the English pronunciation guide using the more familiar Spanish alphabet.
        v. Student Portal Work Group
            1. Collaborate with other work groups to add new products to the portal.

2. Collect more student affidavits for the page using current materials.
3. Develop and present more Live Lessons.

16. Student Portal Analytics (Susanna Bartee)
    a. May 1, 2022 - October 28, 2022
        i. 989 site sessions
        ii. 659 unique visitors
        iii. 4m 46s average session duration
        iv. Most visited pages:
            1. STAT Lessons
            2. Google Classroom

17. AZTEC Learning Materials
    a. Delay in purchasing the full program, but links are available for each state to preview.
    b. Meeting will be scheduled to have the company provide training on use.
    c. Goal is to begin in January 2023.

Day 2
8:30 am - 4:30 pm

1. Coordination and Collaboration Time with Work Groups

2. OSHA Course Overview and New Service Provider Training Process (Tracie Kalic)
    a. Course Review of Spring 2022 and Overview for Fall 2022
        i. Free course via Fort Scott Community College offers nationally recognized OSHA 10 Credential Card:
            1. Completely online through Career Safe
            2. Available in English and Spanish
        ii. Spring 2022 had 15 students from nine (9) states with seven (7) completing the course and earning a card and certificate.
    b. Fall 2022 has 13 students from six (6) states.
        i. Service provider training course was held for all students.
        ii. One student (NY) has already completed the course.
    c. Conversations are happening to develop a way to offer Microsoft Credential Course (mini-courses) through FSCC.

3. Professional Learning Circles (PLCs) (Emily Hoffman & Emily Williams)
    a. The concept grew out of conversations about how the TST works and how to integrate using the many resources of iSOSY, help work on how individual states/programs use the resources and strengthen their programs and collaboration.

b. PLC in a school setting is an ongoing process in which educators work collaboratively in recurring circles of collective and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

c. A PLC in iSOSY is a group of amazing MEP staff who work with OSY and at-risk secondary students that are working on a similar project/initiative and want a sounding board/feedback, accountability, and additional resources/ideas to help them accomplish their project for their state.

d. PLC Pilot: volunteers agree to meet once a month from November 2022 through May 2023, set an individual goal of what you want to accomplish that month, work on your own initiative during that month, be there for each other and share ideas/resources.

      i. At the conclusion of the pilot, each member will help create a one-page report.

      ii. Those interested should contact Emily Hoffman or Emily Williams directly by November 22, 2022.

4. Networking Session #2

    a. Discussion Questions:

      i. What changes have you seen in the migratory student population in your state? What is the cause for any changes you are observing?

      ii. How do challenges and changes affect migratory OSY and/or at-risk secondary students?

      iii. What staffing challenges do you have?

      iv. What are the specific needs of OSY and at-risk secondary youth?

      v. What do you hope OSY and at-risk secondary students get out of the MEP and instruction received?

      vi. How can the consortium support service providers and students to address these myriad needs?

    b. Answers collected via Google Document that will be compiled and shared as CIG planning continues.

5. Planning for Dissemination of Materials and Professional Learning (Tracie Kalic)

    a. September 12-14, 2023 - Three-day <u>virtual</u> event collaborating with other consortia

      i. Invite OME to attend.

      ii. Technical facilitators and presenters

        1. Series of one-hour sessions

      iii. Focus on the theme of CIG cross-collaboration and sharing what has been developed.

      iv. A planning committee will be formed in the coming months.

6. In person iSOSY training event (Training of Trainers model) for service providers
   a. Travel cost may be a barrier.
      i. May combine with a TST meeting.
      ii. Additional service provider from each state may be covered by consortium funds.
      iii. Should be very interactive with follow-up.
      iv. A planning committee will be formed in the coming weeks.

7. Curriculum Work Group Report (Brenda Pessin)
   a. Pronunciation Guides for STAT Lessons are being revised to include Spanish alphabet support.
   b. Emphasis is now on collaborating with Professional Learning Work Group for developing support for staff using current lessons to meet different needs.
   c. Continue work with the Student Portal Work Group.
   d. New lessons considered:
      i. Shopping at a Convenience Store
      ii. Emergency Preparedness (adapting lesson created by GA MEP)
      iii. Dairy Lesson will be completed.

8. Student Portal Work Group Report (Travis Williamson)
   a. Plan to filter existing lessons and organize them on the portal in the following categories:
      i. 1st box - Learn English
         1. Beginner
         2. Intermediate
         3. Advanced
      ii. 2nd box - Learn Life Skills
      iii. 3rd box - Student Successes
   b. Adding staff as Bitmojis (cartoon characters) to make it more engaging.
   c. Will add video tutorials to explain as much as possible for new users.
   d. Working on more ideas to increase traffic to the portal.
   e. Continue to plan Live Lessons:
      i. Planning to host four during Year 3.
      ii. Possible future lesson on personal wellness/mental health with Lora Thomas.
   f. Please continue to send feedback to the Work Group members.

9. Professional Learning Work Group Report (Hunter Ogletree)
   a. Beginning in January 2023, Constant Contact will be used to disseminate information about existing materials.
      i. Will connect messages to theme/national day/season etc.
      ii. Will highlight instructional materials and also those that increase capacity of service providers to use those materials.

b. Creating short survey for TST members to identify different areas of expertise to leverage in a Professional Learning setting.

c. Asking TST members to promote the program in member states so that more email addresses are added. (Pop-up box on the iSOSY website is an easy way to add those emails.)

    i. Another option is to send bulk email addresses to Susanna Bartee to be added.

10. Career Awareness Work Group Report (Bianca Cervantes)

a. Updated existing Career Awareness Toolkit to highlight links, made a fillable form that has been added to iSOSY website.

b. Planning an April 2023 webinar to train service providers on the use of the Toolkit.

c. Will meet soon with Emily Hoffman to begin planning the Entrepreneurial Course.

11. Personal Wellness Work Group Report (Lysandra Alexander)

a. *What Happened to You?* Book Study - three chapters per meeting

    i. Thursday, Jan. 12, 2023- 2:30 pm EST

    ii. Thursday, Feb. 2, 2023 - 2:30 pm EST

    iii. Thursday, Mar. 2, 2023 - 2:30 pm EST

        1. Emails will be sent in coming weeks with more details about assignments, guiding questions, etc.

b. Dr. Mona Johnson will present three two-hour webinars about compassion fatigue; adult/youth social emotional learning strategies; resilience and trauma recovery.

    i. Tuesday, Jan. 10 - 11:00 am EST

    ii. Wednesday, Feb. 22 - 11:00 am EST

    iii. Wednesday, Mar. 22 - 11:00 am EST

        1. Emails will be sent in coming weeks with more details

c. Module on Social-Emotional Learning was piloted in Summer 2022.

    i. Feedback: would like something more focused on students instead of service providers

Future Meeting Dates and Planning

- TST March 28-30, 2023 - Boston, MA
  - 1.5 day TST meeting
  - 1.0 day training on Entrepreneurship Course, Pathway Guides
- SST prior to the February 2023 Annual Directors Meeting - Washington, DC