SOSOSY State Steering Team Meeting
November 19, 2014
Clearwater, FL

Agenda

- Welcome and Introductions
- Final Review of Year 2 Activities
  - FII
  - APR
- Directors' Panel on OSY Service Strategies
- Reflecting on the SOSOSY Year 3 Plan
- Where are we going after Year 3?
- National Collaborations
- Other 2015-2018 CIGs
- Overview of the Dissemination Event
- Closing, Wrap Up and Follow Up

In attendance: Peggy Haveard (AL), Joyce Bishop (AL), Tomas Mejía (CO), Brenda Meyer (CO), Carol Gagliano (FL), Jay Rembert (FL), Ray Melecio (FL), John Wight (GA), Margarita Muñoz (GA), Mary Lou Wells (ID), Brenda Pessin (IL), Doug Boline (KS), Judy Littleton (KY), Emily Hoffman (MA), Noemi Trevino (MN), Mary Ann Losh (NE), Sue Henry (NE), Joan Geraci (NJ), Michael Maye (NY), Sonja Williams (NC), Lysandra Alexander (PA), Jennifer Almeda (SC), Paula Gaddis (TN), Mary Mulloy (VT), Alfonso Zepeda-Capistran (WI), Tracie Kalic (SOSOSY), Susan Durón (META), Cari Semivan (META).

Final review of Year 2 Activities

- Completed all activities in the FII.
- Performance Measures
  1. Increased capacity of staff = met three of the four performance measures. Discussion about having more states to distribute and collect training evaluations and also putting safeguards in place.
  2. Increased number of services delivered = met two of the four performance measures.
  3. Achievement gains by OSY = met all four performance measures.

- Discussion about correcting some of the issues with collecting survey data. I.e. how to track what states respond and possibly add names of respondents on pilot survey.
- Suggestion to create separate forms for technical assistance and professional development.
- Suggestion to collect information on the lessons being used by OSY.
- Survey results come back to the developers of the materials to revise/get feedback.
- Plan to bring back data to TST concerning how to make changes. Discussion about specific ideas.
- Had an 8% increase in the number of services, but did not meet PM (25%). Discussion about the definition of "services" being changed by the government and whether that affected the final number. Further discussion concerning having to use the OME definition of "services" for the purposes of the performance measure.

Year 3 FII & Activities

- Goal 1 – Materials Development/Refinement
- Goal 2 – Professional Learning
- Goal 3 – Dissemination/Diffusion of Effective/Promising Practices
- Goal 4 – Achievement of OSY

January Meeting

- Prioritize which materials will be examined and revised. Will start with the data from the pilot product ACReS, OSY Screener, mini lessons.

Directors' Panel

Emily Hoffman, Tomas Mejía, Carol Gagliano

- Question #1:
  How has your state structured its services to OSY? What are some issues and challenges you face?

  Carol: did not originally have OSY in their CNA/SDP. Used data from the OSY Profile to include it this year. Each district in FL has its own program and submits a project application each year. They had to include OSY in this. Use local data and align it with the state's MPO. Florida is in Year 3 of doing this and has improved the collection of OSY profile data, using this data to align services with need. Challenges: majority of OSY did not go to school in US, have 6-7th grade level education, very high mobility with the maximum stay being 3-4 weeks. Need to use impactful services that can occur quickly. Issue of what FL constitutes an instructional service. Support services are higher than the instructional services.

  Emily: Challenges are changes in immigration, having OSY who are staying longer, no longer just summer services for OSY. OSY are choosing not to travel as much. Had to add

services for OSY during school year in western MA. Have site-based program that partnered with community organization. Large influx of OSY that have re-enrolled in high school. Have issues with kids have left school in 3rd – 4th grade and being enrolled as high school students. Have put a lot of effort into ID&R.

Tomas: started with CNA/SDP. Required to focus on OSY in applications. Each recruiter has an individual ID&R plan. They need to address how to find OSY- what resources do they need? How do they plan for this? This is then folded into a regional plan. Have full-time staff to serve OSY. Challenges: how to monitor what happens after they are gone? Time is a factor. Sundays are often the best times to recruit or serve OSY. Partnering is also a challenge.

- Question #2:
  How has your state structured and delivered professional development to staff who serve OSY?

  Tomas: This has been difficult. We have monthly webinars and we have a face-to-face meeting as well with everyone who serves OSY. This spring will have an OSY conference (in coordination with Adult ED, Homeless).

  Emily: We addressed PD regionally. Provided questions ahead of time, tailored each day for specific PD. Integrated mini lessons with ELL curriculum. Met with World Ed (focused on adult ed) and developed a curriculum/toolkit on mentoring. Worked with World Ed to adapt it to work with OSY staff. Helped to develop service provider's skill set.

  Carol: State/regional/local level offered PD. Strand at conference on OSY- how to recruit, use data. Customize this at the regional and district level—more practical in approach. Model in the field. Think outside the box- strategy. Networking tables. MEP coordinator meetings held monthly.

- Question #3:
  What advice do you have for states that currently are working to implement high quality services to OSY?

  Emily: Be as flexible and creative as you can to best serve who you are trying to serve. Use data to drive decisions but don't solely focus on data. Constant check-ins.

  Carol: Use assessment data. Listen to professional experience of those in the field. One set of strategies does not work for everyone. Learn to acknowledge and appreciate differences

  Tomas: Reaction time. Flexibility. How quickly can we meet their needs? Staff training is key. Putting the right people in charge. Wide range of offerings. Collaboration with growers.

- Q&A:

Q: How can we tie this to the application to make people more responsive? How to increase awareness?
A: Tomas discussed how to bookend the program to address needs of very young and OSY. Carol- provide a systems answer. Changed how information was created and shared. Included district representation. Has an OSY Task Force. Aggregated feedback and shared data with these districts.

Q: What are the topics covered in PD?
A: Follow up visits occur in MA. Look for active student involvement and retention.

Q: What are the students getting out of the experience? How can we make adjustments?
A: Florida-Topics: health, pesticides, survival English, sex education (involve health department). Instructors travel on the bus- provide instruction with microphones on the bus. CO: topics- safety, OSY screener, recruiting, CSPR, data requirements

In summary, students completing lessons are surpassing pre/post achievement expectations set in the proposal; therefore, it appears that instructional strategies have been successful States are benefitting from the SOSOSY TOT and TA to gain strategies to meet OSY needs.

SOSOSY Year 3 Plan

- SOSOSY Year 3 Plan – Background for Year 3, overview (focus on implementation, PL to support products/practices, enhancements to existing materials through technology and support for trainers), cross-training with other CIGs, OSY-specific management tools, goal charts, evaluation activities
- Have not received any feedback on the plan from OME except the funding award announcement.
- 4 Goals for Year 3
- Quality of Strategy Implementation (QSI) is different than the FII

Four groups discussed Year 3 objectives, activities, performance measures charts:

Goal 1 Group

- Kansas and TSTs are taking care of it
- QSI, forms, data collection

Goal 2 Group

- Survey Monkey suggestions

- For smaller states where training involves everything, might be more effective to go out and provide one-on-one training – go nowhere without surveys.

Goal 3 Group

- Each state has to participate in 5 key dissemination activities (Dissemination Event, TST, TOT, National Conference [CIG panel]).
- 101 video – recorded webinars and video so people could access them just in time. Helps new members get up to speed before attending meetings.
- Redesign the website – different audiences (teachers, administrators, students).
- All about communicating and disseminating information about effective practices.

Goal 4 Group

- Share stuff
- Provide good service
- Provide good services
- Look at our stuff

Discussion about Year 3 FII being on target already for most of the activities. Lots of strategic enhancements. Focus on implementation.

Data Forms

Form 1: Director/Coordinator Survey (required)

- Did not change form from Years 1-2
- Prepopulate data for each State
- Streamlined on the back (nothing asking about CNA and SDP)
- Asking about QSI instead

Form 2: Staff training, webinar, and TA Effectiveness (required)
Form 3: Student Tracking Form (Optional)
Form 4: Product Review Form (Required)
Form 5: FII (Project Level)

Form 6: Quality of Strategy Implementation (FSI) (Required)

- Looking at the various strategies/activities that were stated. Not good enough, according to OME, to just say it is being done or not.
- Performance Measure 1.2 – (20 states x 3 per state) 3** (no ** on the page)
- What is a site? Funded MEP site
- Measurable Outcome (Project Objective 1.1) look at verbiage around “all” SOSOSY products
- What are considered “sites”? **= depending on size (with this population may not have sites)

- How are people dealing with OSY in reality – some states don't have "sites". What kind of unit could we use that would be a better descriptor of how services might be delivered (State group)
- State workgroup do the FSI?
- Get new version with only State strategies responsible for.
- Define what says now "sites" needs to be a state function (workgroup, like EPT).
- Going to necessitate some training specifically around this instrument.
- Need to have reliability about what one person thinks is a 2 and what another person thinks is a 2. Need training.
- Get something out to the group for review before the next meeting.
- Haven't had much communication with OME – don't know if we have leeway to make changes in what we've proposed. Perhaps this year look at the development of the tool and training.
- Discussion of respectful disagreement. Looks immense right now, but once revised it can be manageable.
- Discussion about having training in March during the National or the ADM. ADM dates: February 23 (1p), 24 (all day), 25 (till noon). Group suggested having a morning meeting on the 23rd.
- Follow up to a draft.
- Best options for getting feedback on draft? Convene a meeting on Go-To-Meeting? The group wants to respond to the draft in writing, have the suggestions summarized, and have a follow-up meeting to go through the changes. Give people a deadline for getting responses back.
- Get a revised version by the first of the year. Webinar by 3rd week in January.
- Now looking at 1 per state (QSI).

Where are we going after Year 3?

<u>CIG Collaborations</u>

- Trying to coordinate the other CIGs. Discussion about where we want to go and what we envision. Collaborations have been varied because projects are somewhat different. Some seem forced and some have specific collaborations. The math project decided to use the OSY materials as this project and is doing the same reporting.
- States join CIGs because each state has different needs. So in doing so, the overlap is very individual.
- Suggestion to add to surveys what cross site activities are applicable.
- Has to be intentional, transparent.
- During the inter-CIG panel, ask CIGs to look for intersections.
- InET did a session on teacher training modules showing it is okay to do show-and-tell types of sessions.
- Session should address the needs of the audience so make sure sessions provide participants with information they want (i.e., show-and-tell, overlap of CIGs). What is it that participants want to know?

National Collaborations

- Adult Learning Resource Center (ALRC)
- National PASS Center (NPC)
- National HEP/CAMP Association
- National Center for Farmworker Group
- Ideas for other collaborators: Student Action with Farmworkers, federally qualified health centers, Department of Labor, East Coast Migrant Head Start, TESOL, National Center for Drop-out Prevention, Department of Agriculture, Migrant Health, Migrant Worker Health Organization, Farmworker Jobs Program, Migrant Legal Aid, World Ed, Adult Basic Education, IMEC
- Discussion about partners having specific responsibilities.

2015-18 CIG

- Upcoming competition – Expect RFP out in March/April with 8 goal areas.
- Who is submitting – Reading, Math, OSY, possibilities of new CIGs in technology, ID&R

Ideas for OSY focus beyond year 3

- Restructuring how states are identifying OSY
- Rethink whether all have to do the same lessons or Skype/Google chat so that materials are online – make sure the platforms are user-friendly so little technical support is needed.
- Should have more online type of instruction that is face-to-face online (TST)
- Students want technical training to be entrepreneurs, computers, etc.
- Many not as interested in the mini-lessons – want English instruction, GED instruction, and technical training
- National Spanish GED
- CTE world – career and technical education world – strong connection
- Still need to focus on proficiency in math and proficiency in reading – GEPRAs
- Addressing the issue when you only have youth for three weeks.
- Expansion of MSIX to have a network about students to track students.
- Identified health needs for migrant farmworkers (lots of health needs)
- Support services – build a component/focus on support services – successful practices with support services to OSY (natural tie to MPO, migrant program)
- Lessons there are a good base so maybe expand on that
- Wellness project in PA
- Best practices and look at a few sites to have an implementation center/site where we do a 3-year study that looks at improvement.

- Working more with recovered youth who may be emancipated, and with low skills but expected to be “high school” students
- TST has some ideas – national Spanish GED (partner), how defining OSY

Overview of the Dissemination Event

- 27 presentations
- 1 presentation asked to repeat on human trafficking
- 8:00 am tomorrow start
- Luis Urrea author keynote speaker
- 3 networking sessions – SOSOSY Trainers; CAN/SDP; ID&R

Follow-up