



SOSOSY Technical Support Team (TST) Meeting
January 14-15, 2014
San Diego, CA

Day 1 Agenda

- Welcome and Introductions
- SOSOSY Consortium Update
- Welcome from CA MEP- Frank Uribe
- IMEC and Collaboration - Francisco Garcia
- OSY Screener Update and Video- Brenda Pessin
- Instructional Technology and ACREs Online Course Update- Kelsey Williams
- SOSOSY Pilot Protocol Process
- SOSOSY 101- Jessica Castaneda
- Dissemination Event and SOSOSY Academy Discussion and Planning
- Feedback on Write On- Bob Lynch
- Work Group focus time and action planning
- Work Group time
- Q and A session and Wrap-up 5:00 pm

IN ATTENDANCE: Peggy Haveard- AL; John Farrell-KS; Marlene Willis- KS; Taylor Dearman-MS; Jessica Castañeda-TN; Lindsay Ickes-NE; Emily Hoffman-MA; Tracie Kalic-SOSOSY; Bob Lynch-Private Consultant; Ray Melecio-FL; Erin Shea-VT; Barbie Patch-NH; Christine Deines-CO; Brenda Meyer-CO; Kelsey Williams-ID; Heather Rhorer-KY; Kathleen Bibus-MN; Joan Geraci-NJ; Michaela Maye-NY; Sonja Williams-NC; Lysandra López-Medina-PA; Stephanie Clark-PA; Jennifer Almeda-SC; Erin Shea-VT; Brenda Pessin-IL

WELCOME AND INTRODUCTIONS – TRACIE KALIC

Tracie welcomed the group and introduced Francisco García from IMEC. He welcomed the group and provided an update on the national scene as well as IMEC activities

UPDATES FROM SOSOSY – TRACIE KALIC

- Training of Trainers
- State Steering Team meeting will be held February 12, 2014 in Washington, DC
- Presentation at the ADM- SOSOSY was asked to present on its successes and challenges by OME.

- NASDME proposals- SOSOSY submitted two proposals and both were accepted.
- New curricular materials
 - Write On
- ACREs online course
 - 6 units
 - Professional Development videos

EXPECTATIONS OF THE TST MEETING

Tracie shared expectations for the meeting with the TST:

- Update TST about new materials, including ACREs online course, OSY Screener, and Write On!
- Discuss Dissemination Event and SOSOSY Academy
- Review APR data and SOSOSY Objectives
- Determine SOSOSY Pilot Process and make recommendations
- Discuss OSY definition and data accuracy
- Discuss strategies/lessons learned from Year 1 of SOSOSY
- Provide feedback on SOSOSY Pilot Process, SOSOSY 101, and CIG Collaboration
- Discuss needs of Consortium in the future
- Provide networking opportunities and opportunities for technical assistance

IMEC PRESENTATION– FRANCISCO GARCÍA

Francisco explained the role of the Interstate Migrant Education Council and discussed ways the group could work with SOSOSY. He will work with Tracie and the lead state to discuss ways the groups can partner and support one another.

OSY SCREENER – BRENDA PESSIN

Brenda presented the revised OSY English Language Screener to the group. She acknowledged the work of the Vermont MEP and the New York MEP in the development of the screener. The Adult Learning Resource Center (ALRC) made the requested revisions and also created the professional development video. The components of the Screener are:

- Revised Screening Tool (includes instructions, score sheet, and expanded tool)
 - provides more detailed instructions
 - separates the following components: administration instructions, score sheet, and instrument
 - includes optional screening for higher literacy levels (in English and Spanish)
- Video and Viewer Guide (shows students of various levels being screened for language proficiency)
- Pilot of Tool and Process

The professional development video was shown. Members of the TST were enthusiastic about this resource. All states are interested in piloting the screener at this point. Tracie will have the screener and video posted on the website by next week.

Brenda also explained that the next step will be the creation of a list of recommended assessments for reading and writing. Consideration will be given to identifying instruments that are reasonable in cost, training requirements, and time/ease to administer. ALRC has begun this process and the group will be updated on their progress. Brenda asked for any recommendations to be taken to ALRC. Some of the recommendations included:

- Look for benchmark resources instead of the all-encompassing ELL test.
- GED is changing and we will need to change phrasing about the GED when those changes are finalized.
- Include instruments that assess reading and writing skills. For low literacy students, assessing these skills in Spanish would be helpful. For upper level students, the reading and writing assessments would be in English.
- Provide guidance on when particular instruments are most appropriate to administer.

Tracie will send a letter to the ALRC to complement their wonderful job.

States can start using the screener now. Feedback on the pilot process will be collected via Survey Monkey and will be due by August 30, 2014.

OSY AND INSTRUCTIONAL TECHNOLOGY – KELSEY WILLIAMS

Kelsey presented on instructional technology and its uses for supporting OSY. Using technology to support OSY and educators online offers a different way to educate our students. Technology is a way to address the diverse needs of all students. How can we be creative through technology to meet educational needs of OSY?

Challenges include:

- Mobility
- Loss of credits
- Leaving school and there are no transcripts
- Lagging behind non-migrant peers
- Excessive absences
- Financial
- Academics
- Personal connection with teachers

Other aspects include

- Technology can be used to increase flexibility and overcome the hurdles and challenges faced by OSY
- The TST was amazed at how many OSY have smart phones
- The technology access gap is closing, but parents aren't aware they can find courses online easily
- YouTube contains amazing online tools for instruction
- Technology allows for connecting students and meeting their needs through online resources
- Students usually try 3 times to get online to a site; if not successful with three tries, they may or may not come back

- Technology is helpful and can allow for students to pose questions face to face

Kelsey discussed the ACRoS online course development. She explained that the course will be on www.schoology.com, a free platform for hosting that is similar to Facebook to allow students easy access. The course was built collaboratively by Kansas and PASS and is written at a readability level to cater to students with low reading skills in English and Spanish.

Current units include:

1. Read Right Now
2. Two Plus You
3. Reading for Understanding
4. Financial Literacy
5. Life Skills
6. Academic and Career Readiness

ACRoS will give an OSY the opportunity to experience success with this course even if they have not been successful with other courses. It may appeal to OSY who aren't looking for high school credit. It can be used by the unit as well.

Kelsey then walked the group through using Schoology.com. The members of the TST practiced using the site and asked questions.

DISSEMINATION EVENT PLANNING AND RECOMMENDATIONS – TRACIE KALIC

November 19	Preconference
November 20-21	SOSOSY Dissemination Event

Tracie asked the table groups to review comments collected from the SST about what worked well at the last Dissemination Event. She asked the groups to discuss:

- What did you like? What did you not like at the event?
- What should we change? Include?

Each group shared what they would like to see happen at the next event. The Dissemination Event should be set up in strands (i.e., ID&R, Innovations in Service Delivery, Instruction/Curriculum, Assessment, and Advocacy). Each strand should provide leveled training in terms of sessions for beginning, intermediate, and advanced. For example, the Innovations strand could run a computer lab that showcases what has been developed.

Other ideas included:

- Sensitive issues keynote (e.g., human trafficking)
- Services besides curriculum
- Within each strand, look at success stories for adaptations for OSY populations
- Use the media lab for OSY students to see the SOSOSY materials first hand.
- Video tape the sessions
- Mentoring luncheon- Provide box lunches to encourage talking and networking in an informal setting. All tables would have numbers and assignments would be given for specific groups to sit at specific tables.

Preconference Ideas:

- Teaching the modules
- Half day event
- CIGs present. Could be a pre event. Could be an opening session. Pre event for those that are new maybe?
- Limited to 100 people
- Overview of SOSOSY 101
- Focus on student success
- Panel of students
- Students share how tools have helped them
- Overview of each of the strands

The Dissemination Event Planning Committee will be called on to put the pre-conference event together.

Work groups were given assignments.

Adjourn at 5 pm.



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Day 2 Agenda

- APR Data Discussion- Where are we in relation to our Objectives?
- OSY Definition and Data Accuracy Discussion – Brenda Pessin and Kathleen Bibus
- Discussion and Planning of CIG Coordination- Bob Lynch
- Year 3 and Future Planning Discussion
- SOSOSY Equity Review Process update
- Report out on work group progress
- Group feedback and discussion
- Plan for NASDME presentations
- Finalize meeting dates and location
- Wrap-up and meeting adjourns at 12:00 pm

WRITE ON! – BOB LYNCH

Bob shared the new Write on! writing series with the group. Its features are:

- Lessons encourage writing in practical and positive applications while supporting creativity.
- Format:
 - 15 lessons
 - Non-sequential and written at an accessible reading level
 - The student works semi-independently on each lesson with the assistance or oversight of a mentor.
 - Each lesson addresses at least two concepts of the Six Trait Writing model.
 - Each lesson also meets various standards of the Common Core Curriculum ELA Writing benchmarks.
 - Intended audience:
 - Out-of-school youth or other students looking to strengthen their writing skills for personal growth, as well as anyone considering entering a high school equivalency preparation program.
 - The lessons are designed to be completed in approximately 45 minutes.

CIG COLLABORATION– BOB LYNCH

Bob updated the group in regard to the CIG collaboration. He also asked for volunteers for a proposed session at NASDME. Sonja will ask Hunter Olgetree to present. She will follow up with Bob.

Bob also asked the group for their input into how to promote the Mattera Migrant Scholarship Fund.

APR DATA AND SOSOSY OBJECTIVES

Tracie provided each TST member with their state level data as reflected in the Annual Performance Report (APR). Does the data tell the whole story? Tracie asked the members to review their data in light of the following questions:

1. What does the data tell us about how we are providing services to OSY?
2. What is the process in your state to determine what products/tools are used? How are you making data-driven decisions about what to use with OSY?
3. Thinking about service delivery in your state, what are the challenges you are facing to provide meaningful implementation and a positive learning experience? How is your state working to overcome the challenges?
4. As a result of reviewing your state's data and answering these questions, how can the Consortium and the work of the TST help your state move forward in improving the quality of services to all identified OSY in your state?

OSY DATA ACCURACY AND DEFINITION KATHLEEN BIBUS AND BRENDA PESSIN

Brenda and Kathleen discussed the need for accurate data and the issues with how OSY are coded within the data system. How do we ensure that:

- OSY are properly coded and reflected in state and national MEP data (e.g. SOSOSY APR, CSPR and MSIX child counts when OME initiates this).
- We are communicating the most accurate data among ourselves to assist with ID&R and provision of services to OSY.
- National reporting is accurate?

As a project, it would be helpful to develop uniformity across the states in how youth are reported. The main issue seems to be distinguishing between secondary students (grades 6-12) and OSY. Volunteers were asked to develop scenarios to help illustrate the differences as a basis for further conversation. Ray, Brenda, Emily, Kathleen, Sonja, Jessica, and Barbie volunteered to assist Tracie. Ray will draft some scenarios and the group will review.

SOSOSY PILOT PROCESS

Tracie asked the group for feedback and to make a recommendation to the State Steering Team about the pilot process. Tracie presented 3 options to the group. The members recommended getting volunteers from states to pilot specific lessons/units for ACRoS. Tracie will discuss this at the State Steering Team meeting in February.

PLANNING FOR YEAR 3

The TST members were asked to discuss in small groups their ideas for activities for Year 3. Small groups presented their ideas including the following:

- Revamp website to make it even more user-friendly, particularly for new staff
- Develop videos of lessons and post on the website
- Focus on data accuracy and professional development
- Webinars are voices from the field from the mentoring group
- Recommended procedures for recording language screener results and transmitting them to MSIX.
- Assessment SOSOSY language screener keep data somewhere
- Devise ways to ensure sustainability of SOSOSY materials through training-of-trainers.
- Use technology to manage an OSY bundle; for example, create it as a google doc. Explore ways to make it free and easy to use and accessible to the OSY community. Determine OSY bundle goals and outcomes, both long term and short term goals. Look at the outcomes from the OSY Data Profile. Each state would have their own tool to populate its own data. Just fill out the state profile and all data would populate.

WHAT WORKS: EXAMINATION OF STRATEGIES

Tracie asked the group to discuss the following:

- Discuss one successful strategy you have used in your state with OSY and print it on the response card at your table.
- Then discuss one successful strategy you used utilizing Consortium materials or resources and print it on the response card at your table.
- List an area or topic you would like to provide professional development on to the members of the TST.

Tracie will compile these strategies and share them with the State Steering Team. The Mentoring Work Group will also compile the topics that people would like to present to the TST.

WORK GROUP REPORTS

Training Work Group

The work group surveyed the trainers on a regional basis. They analyzed the results of the surveys to plan for the professional development needs of the trainers. It would be beneficial to use the SOSOSY professional networking site to provide ongoing support. Tracie will work with the group and Scott Wilhelm to add trainers to the networking site. The group also discussed the need for an additional module on sensitive situations. Other areas for more support include: housing issues, domestic violence, bullying and homelessness.

Curriculum Work Group

Tracie asked for feedback on the draft update to the Literature Review. The group also discussed implementation issues. The members would like to have more focus on professional development and quality implementation of existing materials rather than the development of new materials. They discussed creating short professional development videos.

A series of three video productions (approximately 5 minutes in length) are being considered for development. The first would be a "how to" video on blending the program products-- Student Profile, Resource/Materials list, the Quadrant Chart, and OSY Screening Tool. The second video would be a discussion on the format and presentation of delivery of a mini-lesson. The third video in the series would address specific strategies for delivery of a mini-lesson. Also included in this production would be methods of differentiation of instruction for group delivery with multiple levels of learners.

Mentoring Work Group

The Mentoring Work Group will continue to pilot its current mentoring with states. Visits and follow-up are planned. The group is also taking the lead on developing a SOSOSY 101 video which will detail how to use the website, how to access the materials, and how to set up a system to support OSY.

Identification and Recruitment Work Group

The group presented the draft Recruiter assessment and received feedback. They examined 5 state recruiter assessments and adapted some of the questions from Massachusetts. Tracie will take the draft to the SST for their feedback.

The group also presented information about how to use Google Maps. A video will be developed to instruct on the use of this tool and how to apply the data to identification and recruitment.

Equity Review Process

Tracie informed the group that the Equity Review Panel will convene at the end of January. The rubric has been finalized and will be used to review the 6 new mini-lessons.

Tracie discussed the two NASDME proposals submitted and asked for volunteers.

The next meeting is scheduled for May 8-9, 2014 in Chicago, IL.

The meeting was adjourned at 12:00 pm.