



Technical Support Team Meeting

March 18-19, 2024

Materials Folder: https://drive.google.com/drive/folders/1fwVsOhnYtxwymk133n1trKGJLryzWixW?usp=share_link

DAY 1 [8:30 am - 4:30 pm] Breakfast at 8:00 am

ATTENDING:

Bianca Fonseca Cervantes (AZ)	Janet Reynolds (KS)	Idalia Ibanez (TX)
Paulina Cisneros (CO)	Laurie Stewart (LA)	Marisol Mancha (TX)
Daisy Fuentes (CO)	Emily Hoffman (MA)	Yvette Munoz (TX)
Lauren Radin (CO)	Michelle Mattson (MI)	Nez Paniagua (TX)
Cindell Mathis (GA)	Wilson Kendrick (MS)	Becca Heine (VT)
Greg Ballweg (IL)	Ita Mendoza (NE)	Susanna Bartee (iSOSY)
Magaly Avila Rodriguez (IL)	Astrid Poulton (NY)	John Fink (iSOSY)
Andy Wallace (IN)	Travis Williamson (NY)	Tracie Kalic (iSOSY)
Sam Robertson (IA)	Carlos Valle (NC)	Erin Lamboi (iSOSY)
Colette Stotts (IA)	Hunter Ogletree (NC)	Brenda Pessin (iSOSY)
John Farrell (KS)	Lysandra Alexander (PA)	Lora Thomas (iSOSY)
Adriana Holguin (KS)	Emily Williams (SC)	Marty Jacobson (META)
	Didi Garcia (TX)	Yasmine Lennon (Achievery)

1. Welcome and Introductions
2. Welcome to Texas (Didi Garcia and Idalia Ibanez)
3. Website analytics (Susanna Bartee and John Fink)
 - a. Shared for December 1, 2023 – March 1, 2024.
 - b. 1,200 users, 1,000 new users
 - c. Pages most visited past Home include Instructional Resources and ELL.
 - d. Analytics can provide a snapshot at any time showing user location and activity.
 - e. Most users go directly to the site URL, others by searching (likely “OSY Consortium” or “iSOSY”) or referral
 - f. Top five countries include the US (904), Mexico (114), Colombia (28), Peru (18) and Spain (17).
 - g. 2,300 downloads of PDF materials and resources.
 - h. Student Portal had 355 unique visitors accessing mostly the English Resources page.
 - i. Request to pull ages of Student Portal users.
 - j. Request to pull state-level website use for iSOSY Year 1.
4. Evaluation requirements and state responsibilities (Marty Jacobson)



- a. Fidelity of Implementation Index (FII) Objectives 1-3 (Marty Jacobson)
 - i. Outlines all activities to be carried out by the CIG
 - ii. Activities are linked to objectives
 - iii. Activities include person(s) responsible, timelines, progress status and level of implementation
 - iv. TST uses FII to guide activities
 - v. CIG Coordinator and Evaluator review during the monthly coordination calls for planning and to track progress
- b. Objective 1: Each year, 70% of migratory OSY and secondary youth at-risk of dropping out who participate in instructional support using iSOSY products will demonstrate 5% growth on curriculum-based assessments.
 - i. Outputs:
 - 1. 1a) number receiving **instructional services**
 - 2. 1b) number with a **needs assessment profile**
 - 3. 1c) number of activities and deliverables fully operational or complete as measured by the **Fidelity of Implementation Index (FII)**
- c. Objective 2: By the end of Years 2 and 3, 70% of OSY and at-risk secondary students participating in an evidence-based academic activity (iSOSY initiatives) aligned to their needs will demonstrate satisfactory completion of activity objectives.
 - i. Outputs:
 - 1. 2a) number participating in **iSOSY initiatives**
 - 2. 2b) number enrolled in **certificate programs**
 - 3. 2c) number enrolled in **credit accrual**
 - 4. 2d) number enrolled in **HSED programs**
 - 5. 2e) number **graduating** from high school
- d. Objective 3: Each year, 80% of staff participating in iSOSY professional development (PD) will report increased knowledge and understanding of innovative, evidence-based strategies to address OSY/at-risk student needs arising from the COVID-19 pandemic.
 - i. Outputs:
 - 1. 3a) number of **staff participating** in training
 - 2. 3b) number **local trainings** that include iSOSY
 - 3. 3c) staff ratings on **training surveys**
- e. Data Checklist
 - i. Data are due **9/27/24**
 - ii. Review state responsibilities and expectations for use of products that were included in the proposal



- iii. Form 3 is listed as optional but will be collected from PLC representatives in **September 2025**
- iv. Optional tracking forms are tools you may use, but states may collect data in other ways
- f. Form 1: iSOSY Director/Coordinator Report
 - i. Orientation meetings will review data collection in detail
 - ii. Form 1 contains items similar to previous iterations of iSOSY
 - iii. Eliminated lists of activities and professional development
 - iv. Eliminated tracking of learning plans (these may be reported with iSOSY Initiatives if applicable)
 - v. There will be a webinar in August or September to review this form
- g. Form 2: iSOSY Staff Training Survey
 - i. Staff Training Survey should be completed following training
 - ii. Training offered by iSOSY or training done at the state or local level that applies to iSOSY count
- h. Form 3: iSOSY Initiative Report (will be collected in 2024-25 year)
 - i. Your PLC representative will use this to report about the results of iSOSY initiatives
 - ii. We are looking for results for at least **5 OSY/students per state** beginning in 2024-25
- 5. Work Group discussion and feedback
 - a. Curriculum - New STAT Lessons Drafts (Brenda Pessin)
 - i. Dairy Farm Equipment (Astrid Poulton)
 - 1. Designed to be used with first Dairy Farm STAT Lesson
 - ii. Gas Station (Wilson Kendrick)
 - 1. Designed to be used with Convenience Store STAT Lesson
 - a. Introduced new Q-Chat option on Quizlet
 - iii. Disaster Preparedness Lessons (Erin Lamboi)
 - 1. Disaster Preparedness Overview to begin
 - 2. Flood Safety
 - 3. Hurricanes Safety
 - 4. Tornado Safety
 - 5. Wildfire Safety
 - b. Synchronous & Asynchronous Lessons - Live Lessons (Emily Williams)
 - i. Recent series was four lessons on consecutive Sunday evenings
 - 1. Attended by 22 students from six states (GA, IA, KS, MS, NY, PA)



- ii. Future plans: The work group will discuss how iSOSY can offer online courses and potentially collaborate with states who may already be offering specific content online. The goal would be to build a larger catalog of courses (synchronous and asynchronous).
 - 1. Idea to create pre- and post- assessment
 - 2. Idea to include an anonymous evaluation
 - 3. Request to offer live lessons quarterly and to specifically address summer students
- 6. iSOSY Initiatives (Marty Jacobson & Tracie Kalic)
 - a. Collect initiative ideas from each state
- 7. Professional Learning Circles (Marty Jacobson & Tracie Kalic)
 - a. PLC is a group of MEP staff who work with OSY and/or High-Risk Secondary Students who are working on a similar issue/initiative and want a sounding board/feedback, accountability, and additional resources/ideas to help them improve how they support students.
 - b. An iSOSY Initiative is the activity states will do with students.
 - c. PLCs will work together to implement initiatives in their respective states.
 - i. iSOSY Material Integration: STAT, Life Skills, Goal Setting
 - ii. Pathways: HSED and Certifications/Credentials
 - iii. Student Portal Implementation
 - iv. Summer Youth Academies/Camps
 - v. Trauma Informed Student Support
 - vi. High Risk Secondary Student Support
 - d. Professional Learning Circles, Facilitator Training, and Rollout
 - i. States will choose one or two PLCs.
 - ii. Training of facilitators will occur in San Antonio on March 19.
 - e. Participation Guidelines
 - i. Plan to have someone who can implement the initiative involved in the PLC.
 - ii. No more than one person at a time from each state will be in a PLC.
 - iii. States can be in more than one PLC.
 - iv. Facilitators will be volunteer TST members. Facilitators will receive training on the PLC process and facilitation skills.
 - v. Each PLC may have special guests join to share their state successes, research, or other ideas.
 - f. PLC Topics and Facilitators
 - i. iSOSY Material Integration: STAT, Life Skills and Goal Setting
 - 1. *Facilitators: Michelle Mattson (MI) and Laurie Stewart (LA)*
 - ii. Pathways: HSED and Certifications/Credentials
 - 1. *Facilitator: Hunter Ogletree (NC)*
 - iii. Student Portal Implementation
 - 1. *Facilitator: Andy Wallace (IN)*



- iv. Summer Youth Academies/Camps
 - 1. *Facilitator: Emily Hoffman (MA)*
- v. Trauma-Informed Student Support
 - 1. *Facilitator: Lora Thomas (iSOSY Consultant)*
- vi. High Risk Secondary Student Supports
 - 1. *Facilitator: Liz Bliss (NY)*
- g. Discussion Questions
 - i. What are the objectives for students participating in activities relating to this PLC?
 - ii. What would you like to get out of PLC participation?
 - iii. What iSOSY materials will the PLC implement or use in your state?
 - iv. Do you recommend any particular SME to support the PLC?
 - v. Examine the WWC practice guides. Identify evidence-based strategies to support this PLC.
<https://ies.ed.gov/ncee/wwc/>
- h. Research and material suggestions
- 8. North Carolina AZTEC Pilot and Pre-HSED discussion (Hunter Ogletree and Carlos Valle)
 - a. Concern Statement: We are concerned that highly mobile OSY face lack of continuity of instructional services between states including English instructional services and opportunities for *high school equivalency programs*.
 - b. Goal Area #3 – High School Graduation and OSY Achievement: Provide ESL and goal setting instruction for OSY during summer programming and/or during flexible hours. Use mentors and tutors to coordinate and facilitate enrollment in alternative pathways and HSED pathways when necessary
 - c. Focus on OSY in the **regional counties** and allow **regional recruiters and regional OSY mentors** to utilize the Chromebooks and licenses to leverage and supplement the HSED instructional support they provide to OSY.
 - i. 10 iSOSY **Chromebooks** for North Carolina to distribute to OSY to access Aztec's online curricula.
 - ii. One Concurrent license of Aztec's Bridge/PreHSE Series
 - iii. 10 concurrent licenses of Aztec's GED Prep - Spanish Series - *Soluciones de Preparación de Aztec GED*
 - iv. One concurrent license of Aztec's Foundations Series
 - v. One concurrent license of Aztec's Fundamentals Series
 - vi. Two concurrent license of The Kaplan Learning System Powered by Aztec
 - d. Benefits for AZTEC Curriculum
 - i. Learner-Centered Instruction
 - 1. Individualized instruction that targets learning gaps.
 - 2. Unlimited assessment and practice tests.
 - 3. Real-time reports with answer explanations
 - ii. Instructor Friendly Platform



1. Administrators can create multiple instructors within the platform.
 2. Instructors can control lesson order and learning plans.
 3. Variety of different reporting options to show individual and aggregate learner progress.
- e. Challenges around implantation:
- i. Varying capacities among learners around the use of technology.
 - ii. Building individual learner and instructor capacity in the use of the online platform.
 - iii. Discuss with OSY about accountability and a self-paced learning plan.
 - iv. Regular face-to-face or virtual contact by Instructor or OSY Mentor is required for success.
- f. Collaboration with Pitt Community College HEP
- i. OSY from member states can enroll OSY in Pitt Community College HEP – starting small
 - ii. Should select OSY with a solid educational foundation (8th grade or higher)
 - iii. The state MEP should ensure that OSY is eligible to test in the state where the OSY resides with the proper documentation to test.
 - iv. The state or local MEP must provide a device if OSY does not have one.
 - v. The state or local MEP should provide mentor support (not instructional) to OSY throughout the program.
 1. States interested in participating: GA, IL, IN, IA, MA, MS, NE, NY, SC, VT.
9. OSHA report
- a. Current Course deadline was extended from February 29 to March 15.
 - b. Current Course has 16 students from eight states enrolled.
 - i. 10 students graduated.
 - c. Spring 2023 Course had 14 students from 10 states and six graduates.
 - d. Fall 2022 Course had 14 students from 7 states and five graduates.

LUNCH – On Your Own

10. Work Groups supporting PLCs:

- a. Curriculum
 - i. Brenda Pessin (iSOSY Consultant) - lead
 - ii. Laurie Stewart (LA)
 - iii. Wilson Kendrick (MS)
 - iv. Ita Mendoza (NE)
 - v. Astrid Poulton (NY)
 - vi. Erin Lamboi (iSOSY Consultant)
- b. Personal Wellness
 - i. Lysandra Alexander (PA) - lead



- ii. Paulina Cisneros (CO)
- iii. Cindell Mathis (GA)
- iv. Colette Stotts (IA)
- v. Marisol Mancha (TX)
- vi. Becca Heine (VT)
- vii. Lora Thomas (iSOSY Consultant)
- c. Professional Learning
 - i. Janet Reynolds (KS) - lead
 - ii. Bianca Cervantes (AZ)
 - iii. Greg Ballweg (IL)
 - iv. Michelle Mattson (MI)
- d. Student Portal
 - i. Travis Williamson (NY) - lead
 - ii. Daisy Fuentes (CO)
 - iii. Andy Wallace (IN)
 - iv. Sam Robertson (IA)
 - v. Carlos Valle (NC)
- e. Synchronous/Asynchronous English Lessons
 - i. Emily Williams (SC) - lead
 - ii. Lauren Radin (CO)
 - iii. Adriana Holguin (KS)
 - iv. Hunter Ogletree (NC)
 - v. Yvette Munoz (TX)

DAY 2 [8:00 am - 12:00 pm]

1. Work Group time and PLC Follow Up
2. Pandemic impact discussion
 - a. Trouble with attendance
 - i. Online school is not always being used as a tool to re-engage students and instead as a solution and students do not actually learn.
 - b. Economy has also had a huge impact.
 - i. Farms are closing
 - ii. Fewer H2A workers
 - c. Skill gaps
 - i. Specifically in reading
 1. Smaller communities do not have resources to help
 - ii. Secondary students at risk are harder to reach and motivate
 - iii. Increased reliance on videos/technology



1. Success story from Texas - used book bags with printed books but offered Zoom meetings to discuss and do activities
- d. The bright side is that MEP was able to address these areas of concern faster and better because it is already in the mode of looking for and mitigating those challenges.
3. Book study groups
 - a. *Atlas of the Heart*
 - b. *Mindset*
 - c. *Stop Overthinking*
 - d. *The Body Knows the Score*
 - e. Feedback survey will be sent to all participants
4. OSY Profile updates and discussion
 - a. Proposed changes to review:
 - i. Advocacy and other needs
 1. Added access to technology
 2. Added basic needs (food, shelter, clothing)
 3. Added mental health/counseling
 - ii. Added preferred communication methods
5. AT&T Achievery training (Yasmine Lennon)
 - a. AT&T Grant funding is outside of Migrant Education funding.
 - b. Technology scholarships for any program creating at least 25 accounts = one tablet.
 - c. Achievery newsletter goes out monthly with updates
6. Work Group reports
 - a. Curriculum
 - i. At the Gas Station and Dairy Farm Equipment are active on the STAT Lessons page.
 - ii. Please review Disaster Preparedness Lessons on the draft page and offer feedback via the link/QR code on www.osymigrant.org/stat-lessons-draft
 - b. Personal Wellness
 - i. National Book Study has gone very well and attended by 62 participants from 21 states so far.
 1. Final session is April 16.
 2. Feedback survey will be sent to all participants.
 - ii. Collaborating with Student Portal group to create *Dealing with Stress* lesson for students and other mental health lessons.
 - iii. Will be reviewing current materials for any updates needed.
 - c. Professional Learning



- i. Monthly messages:
 - 1. Will highlight lessons that may be “lost” in focus and use.
 - 2. April will highlight new STAT Lessons and state initiatives.
 - 3. Any Work Groups that want to collaborate should contact Michelle Mattson.
 - d. Student Portal
 - i. Will create a video to guide the use of the Student Portal.
 - ii. Will continue collaborating with Curriculum and Personal Wellness groups to create new modules.
 - e. Synchronous and Asynchronous Lessons
 - i. Will offer course in June or July focused on new Disaster Preparedness STAT Lessons
 - ii. States will pilot the in-person lessons and offer feedback via iSOSY form.
 - f. Summer Activities for OSY and Secondary At-Risk Students
 - i. Emily Hoffman is compiling a collection of successful programs to create a list/road map of key activities and models.
7. Meeting dates and locations
- a. Onboarding meeting | March 27, 2024 at 1:30 pm CDT
 - b. TST – October 22-23, 2024 | Grand Rapids, MI
 - c. TST - March 25-26, 2025 | Location TBD
 - d. SST – Fall 2024 meeting | virtual | Date TBD

Facilitator Training (1:15 pm - 3:00 pm)

ZOOM Link:

<https://us02web.zoom.us/j/84601284159?pwd=ZWpGR1FRT3l4em9ya2FMV25XbkErQT09>

ATTENDING:

Tracie Kalic
Marty Jacobson
Emily Hoffman
Lora Thomas

Andy Wallace
Laurie Stewart
Michelle Mattson
Hunter Ogletree

Liz Bliss
(Lauren Radin)

PLCs:

iSOSY Material Integration: STAT, Life Skills and Goal Setting [*Facilitators: Michelle Mattson (MI) and Laurie Stewart (LA)*]

Pathways: HSED and Certifications/Credentials [*Facilitator: Hunter Ogletree (NC)*]



Student Portal Implementation [*Facilitator: Andy Wallace (IN)*]

Summer Youth Academies/Camps [*Facilitator: Emily Hoffman (MA)*]

Trauma-Informed Student Support [*Facilitator: Lora Thomas (iSOSY Consultant)*]

High Risk Secondary Student Supports [*Facilitator: Liz Bliss (NY)*]

1. Proposal explanation of PLC outcomes
2. Logistics and process
 - a. PLCs will run from November 2024 to May 2025.
 - b. Each PLC will select a particular day of each month to meet.
 - c. A Google Meet session will be set up for the individual PLC meetings:
 - i. Folders will be set up for each PLC to include:
 1. Outcomes template
 2. agendas
 3. notes
 - d. Tracie will attend each individual PLC meeting to support facilitator.
 - e. Each individual PLC will have a common agenda for the first meeting.
 - f. Reporting requirements
3. Review guiding questions and SME objections
4. Overview of the pilot process and lessons learned
5. Facilitator skill training
 - a. Reflective listening and active hearing
 - b. Using a guided style of communication
 - c. Empowering people to consider change
 - d. Using respectful and curious ways of talking to people
 - e. OARS
6. Draft 1st meeting agenda
7. Questions