



Technical Support Team Meeting

May 12-13, 2026

Materials Folder: <https://tinyurl.com/37vuuf5u>

Attending:

Paulina Cisneros (CO)	Angie Gutierrez (MI)	Susanna Bartee (iSOSY)
Daisy Fuentes (CO)	Michelle Headley (MI)	Marty Jacobson (iSOSY)
Cindell Mathis (GA)	Wilson Kendrick (MS)	Tracie Kalic (iSOSY)
Melina Wright (IL)	Heather Hackett (NE)	Erin Lamboi (iSOSY)
Emily Salinas (IN)	Justin Bennett (NY)	Brenda Pessin (iSOSY)
Jesse Shawver (IN)	Emily Callaghan (NY)	Lora Thomas (iSOSY)
Andy Wallace (IN)	Allison Singer (SC)	Milenka Gutierrez (HHF - virtual)
Laurie Stewart (LA)	Marisol Mancha (TX)	Liz Bliss (NY - virtual)
Twyla Sprouse (KS)	Yvette Munoz (TX)	Mayra Rameriz (MA - virtual)
Emily Hoffman (MA)	Becca Heine (VT)	

May 12, 2026

DAY 1

1. Welcome and introductions
2. Welcome to Indiana MEP (Emily Salinas and Jesse Shawver)
3. Partnerships and opportunities
 - a. Hispanic Heritage Foundation collaboration (Milenka Gutierrez)
 - i. Ongoing partnership with iSOSY started three years ago.
 - ii. Summer ADVANCE will be open to all students (including those who have already participated).
 1. July 21-23, 2026 dates will include six classes:
 - a. *Digital Literacy & Professional Skills*
 - b. *Intro to Coding Foundations*
 - c. *Digital Marketing & Personal Branding*
 - d. *Intro to Generative AI & Prompting*



- e. *Financial Literacy & Wellness*
 - f. *The Future-Ready Roadmap*
- 2. Students will receive a certificate if they participate fully and submit
- iii. HHF seeks feedback about what works best and future courses to consider.
 - 1. The timing of the classes could be problematic especially during the longer summer work hours.
 - a. Recording the classes is an option; students would need a trained service provider to guide them successfully through the course(s).
 - 2. It would be helpful to have a brief description of the qualifications for student success (i.e. timing, literacy level, basic skills, internet connection, device requirements)
 - 3. It would be helpful for HHF to send a specific email to the service providers about homework assignments so that they may better help their students to complete the assignments and courses.
 - 4. Future topic/course ideas:
 - a. Income Tax Information
 - b. Digital Safety/Cyber Security
 - c. Social Media Presence/Footprint/History
 - d. Credit Cards/Credit Scores
 - e. How to Navigate College Classes (Modules)
 - f. Preparing for College/School Loans
- b. AZTEC Learning pilot results/expansion began four years ago.
 - i. Currently NY and KS are participating with iSOSY licenses.
 - ii. Pilot focus is obtaining a GED/HiSET and has run including these lessons:
 - a. Bridge series
 - b. Foundations series
 - c. Fundamentals series
 - d. GED Prep Solution (Spanish)
 - e. Kaplan GED Prep
 - f. Steck-Vaughn Prep (Spanish)
 - 2. Research study designed for iSOSY by AZTEC and a catalog shared in the materials folder.
 - 3. New York document in the materials folder outlines the use of AZTEC materials in the state:



- a. Eight educators continue to work with between 1-5 students each for GED prep.
 - i. Students understand the requirements and expectations (program is self-driven with independent work on the platform and a weekly check-in with educators).
- 4. Pilot can be expanded by a few states so please contact Tracie Kalic with your level of interest to set a meeting with Alan Dale from AZTEC.
- 5. Timeline for achieving GED/HiSET depends on student experience and educational background.

4. Website Analytics (Susanna Bartee)

- a. Between 11/1/25 and 4/30/26: 3,656 site sessions, and 1,772 unique visitors (85% indicated as new).
- b. New referrals from [symboloo.com](https://www.symboloo.com), an educator bookmarking site.
- c. We now have the ability to search by state and zip code.
- d. During that time period there were 3,097 file downloads. (Reminder that most materials do not require downloading so that number is much lower than the number of people actually using iSOSY resources from the website.)
- e. We are working on making the website ADA compliant. The Professional Learning Work Group will concentrate on helping the process as all materials and recordings should also be ADA compliant by the 2027 deadline.

5. Data requirements (Marty Jacobson)

- a. New implementation items for Year 3:
 - i. Distribution of materials and training for staff on how to track student progress on Student Portal lessons
 - 1. Working with Andy Wallace and the Student Portal Work Group
 - ii. Certificate and Pre-HSED instruction materials and options
 - iii. Improve upon or adopt iSOSY Initiative activities
 - iv. Inter-CIG dissemination activities
- b. Data Collection Checklist:
 - i. Data are due 9/29/26.
 - ii. Form 3 is completed by the PLC member(s).



- iii. Optional tracking forms are tools you may use, but states may collect data in other ways.
 - iv. This list and all forms can be accessed at www.osyconsortium.org/data-collection with password: iSOSY2
 - c. Form 1
 - i. Orientation meetings will review data collection in detail.
 - ii. Form 1 for Year 3 is similar to Years 1 and 2.
 - iii. There will be a webinar in August 2026 to review this form.
 - d. Form 2
 - 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.
 - iii. This form helps both with evaluation and needs assessment.
 - e. Form 3
 - 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.
6. Year 2 Annual Performance Review (APR) highlights (Marty Jacobson)
- a. The APR was submitted to the Office of Migrant Education on 12/19/25.
 - 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. Year 1:
 - 1. Number assessed: 1,365
 - 2. Number Gaining: 1,213
 - 3. % Gaining: 89%
 - ii. Year 2:
 - 1. Number assessed: 2,173
 - 2. Number Gaining: 1,999
 - 3. % Gaining: 92%
 - c. Objective 1 Outputs: 1a) Number receiving instructional services
 - i. Year 1:
 - 1. Secondary: 4,666



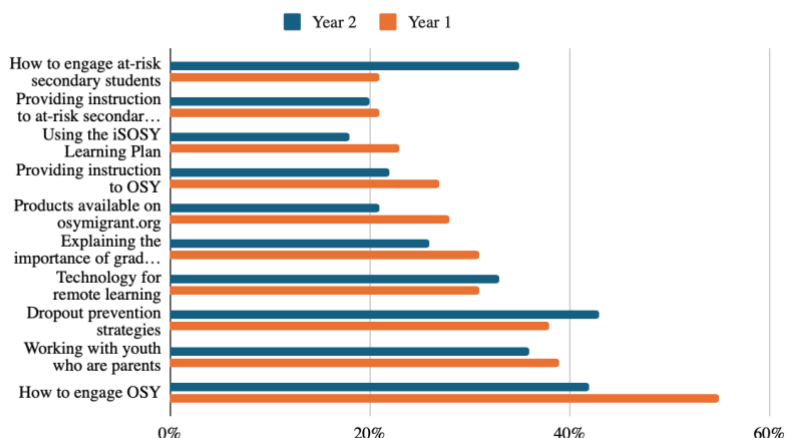
- 2. OSY: 4,960
 - a. Total: 9,626
- ii. Year 2:
 - 1. Secondary: 4,039
 - 2. OSY: 4,729
 - a. Total: 8,768
- iii. Note two states did not have final numbers for Year 2.
 - 1. 1b) Number with a needs assessment profile: 6,627
 - a. There was a robust discussion about use of the OSY Needs Assessment Profile and need for an additional tool to indicate program needs as a result of the student needs. Tracie noted that she will put together a group/project to consider next steps.
 - 2. 1c) Number of activities and deliverables fully operational or complete as measured by the Fidelity of Implementation Index (FII)
 - 3. All 16 activities were fully operational or complete.
- d. 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. Year 2 was first year for this objective:
 - 1. Number participating: 548
 - 2. Number meeting objectives: 515
 - 3. % meeting objectives: 94%
- e. Objective 2 Outputs: Number receiving instructional services
 - i. Participating in iSOSY initiatives
 - 1. Year 1: N./A
 - 2. Year 2: 548
 - ii. Enrolled in certificate programs
 - 1. Year 1: 26
 - 2. Year 2: 87
 - iii. Enrolled in credit accrual
 - 1. Year 1: 574
 - 2. Year 2: 530
 - iv. Enrolled in HSED programs
 - 1. Year 1: 113
 - 2. Year 2: 262
 - v. Graduating from high school



1. Year 1: 1,180
 2. Year 2: 1,294
- f. 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. Year 1: 150 staff: 0 (no increase), 3 [2%] (A little), 18 [12%] (Somewhat), 44 [29%] (Increased), 85 [57%] (Increased a lot)
 1. Percentage for Increased and Increased a lot: 86%
 - ii. Year 2: 263 staff: 0 (no increase), 7 [2%] (A little), 23 [9%] (Somewhat), 121 [46%] (Increased), 112 [43%] (Increased a lot)
 1. Percentage for Increased and Increased a lot: 89%
- g. Objective 3 Outputs:
- i. Staff participating in training
 1. Year 1: 2,235
 2. Year 2: 1,475
 - ii. Number of local trainings
 1. Year 1: 209
 2. Year 2: 143
 - iii. Rating out of 5 for intent to use strategy
 1. Year 1: 4.5
 2. Year 2: 4.6
 - iv. Rating out of 5 for addressed student needs
 1. Year 1: 4.4
 2. Year 2: 4.4
 - v. Rating out of 5 for useful materials
 1. Year 1: 4.7
 2. Year 2: 4.7
 - vi. Rating out of 5 for presentation methods
 1. Year 1: 4.5
 2. Year 2: 4.4
- h. Professional Development suggestions:



Year 2 and Year 1



7. Year 2 State Reports

- a. Each state will receive a digital link to your individual report.

8. Celebrations of Year 3 so far (Tracie Kalic)

- a. *Winter Safety Live Lesson #1* with 49 students
- b. *Winter Safety Live Lesson #2* with 29 students (and additional service providers)
- c. Pre-Live Lesson webinar with 60 service providers
- d. *Hispanic Heritage Foundation (HHF) Digital & Financial Literacy* with 67 students from 11 states
- e. *HHF Coding Training of Trainers (TOT)* with 50 service providers from 9 states
- f. *Critical Conversations* webinar with 148 people from 27 states
- g. *HHF Coding Follow Up TOT* with 35 service providers from 8 states
- h. *HHF Virtual Coding* with 58 students from 5 states
- i. *HHF AI Workshop* with 13 students from 3 states

9. Professional Learning Circles (PLC)

- a. Year 3 PLCs have been running since November 2025 with steady attendance and participation and will conclude this month (May 2026).
- b. Groups include:
 - i. iSOSY Material Integration (AZ, CO, IL, IA, MI, NY, SC)
 1. Facilitators: Michelle Headley (MI) and Laurie Stewart (LA)



- ii. Student Portal Implementation (*MI, NE, TX*)
 - 1. Facilitator: Andy Wallace (IN)
- iii. Summer Youth Academies/Camps (*IL, IN, KS, SC, TX*)
 - 1. Facilitator: Emily Hoffman (MA)
- iv. High Risk Secondary Student Supports (*GA, IL, IN, LA, MA, PA, SC, VT*)
 - 1. Facilitator: Liz Bliss (NY)
- c. PLC Facilitator Highlights Discussion (PLC Facilitators)
 - i. Given the extra demands of the PLC planning and implementation time, why did you consider this a valuable endeavor? What about this particular PLC topic inspired you?
 - 1. Liz (HRSS): In NY, Liz leads the Support and Learning Communities (SLC) and has seen the need to support high risk secondary students.
 - 2. Michelle (iMI): The creativity of participants and their excitement surrounding their project continued to expand over the course of both years.
 - 3. Andy (SPI): Valuable conversations from each meeting. Often one person's great idea becomes everyone's great idea (ex. The Texas MEP created a refrigerator magnet with a QR code to share direct link with students to the SP.)
 - 4. Emily (SYA/C): Offered a place for each member to share freely about their ideas and struggles around summer services.
 - ii. What was one success of your PLC? What was one challenge?
 - 1. Liz (HRSS): Success was creating a safe space to share. Challenge was PLC members who may have more of an administrative role and therefore not as in touch with current student needs.
 - 2. Michelle (iMI): Success was the strength of participants who remained very purpose-driven in their goals and objectives. There was a lot of collaboration. Challenge was finding a common time to meet as an entire group.
 - 3. Andy (SPI): Success was 31 new students were introduced to the SP. Those students offered feedback about what lessons would be most useful to create in the future. Challenge is always the technology piece and coordinating meeting times around various schedules and time zones.
 - 4. Emily (SYA/C): Success is helping members to stretch their thinking and develop new/additional plans. Challenge was the variety of states and



OSY needs; Summer 2025 was a unique challenge with budget uncertainties.

- iii. Share any important resources developed by your PLC or shared with your PLC.
 - 1. Liz (HRSS): Year 1 group shared Mentor Activities and tools to get students to share. (Ex. *What is in Our Control and Out of Our Control?*)
 - 2. Michelle (iMI): Shared English lesson packet from New York that can be used without technology, Iowa that took STAT Lessons and created slide decks for use specifically when internet is not available, Iowa also created a Creole version of several STAT Lessons.
 - 3. Andy (SPI): Shared Simbaloo, QR code, data collection progress.
 - 4. Emily (SYA/C): Looked widely at research, settings, student self-reflection, tying iSOSY resources to those needs (Goal Setting, Growth Mindset, Study Skills, College Prep, etc.).
- d. PLC Survey Results (Marty Jacobson)
 - i. 12 responses showed the networking part of the PLC process was most valued.
 - ii. Feedback:
 - 1. While having space to discuss a certain project/topic we are all working towards, I cannot emphasize enough how much it helps to have a space with colleagues to talk through issues, hear about practices, solutions, challenges, etc.
 - 2. More than a group project, it feels like I have a space to feel seen and heard which ultimately better equips me to support students.
 - 3. Networking with other states, sharing ideas, things that work best in our states
 - 4. It is instructive to work with different state professionals and learn their states' ways of implementation. Collaboration and sharing ideas with smart, capable people who share passion for OSY equity is motivating and builds capacity.
 - 5. Engaging with states who share challenges at the student problem solving level



6. Hearing about projects that others are working on implementing within their states, and receiving feedback about the projects that I am implementing.
7. Collaborating about what works and what doesn't.
8. Keep up the PLCs! I know you use the PLC information to compliment what the TST is working on, but I am sure the professional learning group specifically is getting a lot of ideas! Often in our states, we are THE experts on Title 1 C students, or possibly one of the only groups consistently serving farmworkers and their families. It can feel lonely trying to find appropriate professional development.
9. Maybe a link on the professional side of the website with a link to a one-page with all of the actionable info for the PLC (with links and dates).
10. The number of "SST, TST, PLCs" in the life of a state bureaucrat are plentiful now. Everybody is using these acronyms and have series of links (that expire/get changed, etc.). iSOSY has organization but it all overlaps with so many other emails, links, etc. of the same nature (SST, TST, PLC).
11. Define what the "Steering" Committee's interaction with the TST should be. I think they are just the reporting committee. In my view, that upper tier could be eliminated saving a lot of costs for iSOSY and states. I get the larger framework but at least in my state there seems to be no capacity at an SST level, so TST need to be informed and addressed at the work-drivers and workers.
12. More time to discuss experiences, like what worked, what did not work, how to improve our approach and how to keep students motivated.
13. I do like the fact that the meetings are very informal and we just have the ability to talk about things, I think that too much structure might take away from how naturally the meetings do seem to flow. However, maybe having one specific goal to work toward that we are bringing an update on before each meeting, or a specific question that we need to be prepared to answer, may spark more great discussion!



- iii. Each PLC has a one-pager that is in the TST folder. Each PLC should edit as necessary.

10. Curriculum Work Group Feedback - STAT Lessons update

- a. Live Lesson: *Winter Storm Safety* occurred in December 2025 and January 2026.
 - i. Offered pre-lesson orientations for service providers.
 - ii. The recording is on the website and Student Portal.
- b. Asynchronous *Tornado Safety* Lesson
 - i. Available on the website along with a webinar for service providers.
 - ii. Includes Adapted Lesson Plan (same material as the existing Lesson Plan but includes more information about delivering the lesson as asynchronous) and Service Provider Reporting Form.
- c. *Car Seat Safety* Lesson
 - i. Developed using National Highway Traffic Safety Administration guidelines and resources
 - ii. Extra content as the lesson is more dense.
 - 1. Instructors may choose the content that is best suited for individual student(s).
 - iii. Audience includes OSY, secondary students, friends, families, parents. and service providers.
- d. *Drones in Agriculture* Lesson - coming soon
- e. Feedback:
 - i. Make sure instructions on the Car Seat Safety lesson make it clear to determine age, car seat, vehicle prior to beginning the lesson.
 - ii. House Fire Prevention/Safety

11. Work Group time



May 13, 2026
DAY 2

1. Work Group time
2. Student engagement discussion and panel of best practices [Mayra Ramirez (MA), Wilson Kendrick (MS), Yvette Munoz (TX), moderated by Emily Hoffman (MA)]
 - a. What are some of the ways that you and your team successfully engage with students?
 - i. MR: Respect, communication, trust are essential when working with families given their past experiences.
 - ii. YM: Everything is built around relationship building; then everything seems to fall into place. Ambassadors for Leadership was created as a “migrant club” for high school students and has seen great growth, including OSY this past year. They meet 4-6 times annually for team building, goal setting, career exploration, public speaking, etc.
 - iii. WK: To engage OSY, the team took four STAT Lessons (quick, flexible, practical) and made audio recordings. They send pre- and post-tests through WhatsApp to record as a service. Service providers continue to talk to students and support them through the process.
 - iv. EH: It’s a common denominator that each program offers students the opportunity to be their age (playing games, making friends, etc.)
 - b. What are some specific actions you take that establish and foster the relationship with students?
 - i. WK: With secondary students, a summer academy is offered with weekly classes. They connect through WhatsApp and maintain communication. Purple Ruler is a support around academic tutoring and mental health.
 - ii. YM: Concentrated this year on OSY who have left school, starting at the beginning of year ensuring contact with OSY (and parents if applicable) at least once per month (using spreadsheet showing every contact). It always works better when staff can take something with them to give to students/families. They often use community agencies to provide those items. The program also case manages each OSY by recruiter, project manager, school districts, etc.
 - iii. MR: After COE is approved, service provider sends a greeting message with explanation of services available and contact info. Families with secondary students are asked for permission to use their child's cell phone to maintain



contact (parents are kept in the loop on all communication). Sometimes it takes a bit of encouragement for the students to engage and reply (particularly with OSY).

- iv. EH: Everyone touched on establishing an individual relationship with every student; taking a physical resource, connecting with community resources; consistent communication; team effort to support students.
- c. What are some areas you are trying to personally grow and modify what you do and how are you approaching that work?
 - i. YM: Most challenging is reaching out to OSY who are H2A. Housing is usually within the farm, making it more difficult. It is important to build a relationship with the farmers to gain access. Persistence matters.
 - ii. MR: Working to understand diverse experiences of families to continue building trust. Also working to strengthen skills in engaging students, learning new strategies for students learning English. The more we know about community resources, the more support we can offer.
 - iii. WK: A new way to connect has been after each holiday (international and cultural), contacting families to ask how they celebrated and if they had a positive or negative day. Learning more about tech (Microsoft and Google) is important.
 - iv. EH: Commonalities: It's great to show students how to be lifelong learner. Persistence is important when it comes to reaching and building relationships with farmers, families, etc.

3. Innovative Practices: Your State's Approaches to Supporting Students

- a. What are characteristics/actions of a fully engaged OSY student and/or Secondary student?
 - i. OSY are self-motivated: They come prepared for class, showing up ready to learn. Asking questions during lesson and after. Following up via WhatsApp or text. Asking for additional classes and/or practical skills.
 - ii. Students who have a good support system (family, fellow workers) are more successful.
 - iii. Older workers can be discouraging, but other times can be very supportive. Pay attention to that dynamic.
- b. What does a provider do to support/develop this fully engaged relationship?
 - i. Remain curious, asking open-ended questions about goals and families
 - ii. Share about yourself (intentionally) to build a two-sided relationship



- iii. Offer verbal support for each effort and success
 - iv. Take the time to figure out their interests/what they actually want to learn
 - v. Stay flexible (meet student at their preferred time when possible)
 - c. What are supports/training/help that a provider needs/wants to accomplish this?
 - i. Multi-level, administrative collaborative support (travel, transportation, etc.)
 - ii. Do not depend solely on school surveys, gather personal responses from parents
 - iii. Time flexibility
 - iv. Admin help to build relationships with districts, resources, etc.
4. Tracking student data on the Student Portal (Andy Wallace)
- a. Timeframe includes approval by the iSOSY SST.
 - b. Update will give ability for state-registered email to be notified via isosymigrant@gmail.com when a student takes a quiz.
 - i. Contact Tracie Kalic to register state email contact.
 - ii. There is an option to enter paper assessment results if applicable.
 - c. Students will have the option to have quiz results emailed directly to them.
 - d. An end-of-year report will be compiled and sent to each state indicating the number of assessments taken and scores.
 - e. Will allow records to see repeat visitors to the Student Portal, which lessons are most used, timing of student use (after meeting with staff, on their own, etc.).
 - f. Suggestion: Is there a way for a student to opt in for an email reminder to take the post-assessment?
 - g. Suggestion: Is there a way to use an ID number or name of service provider to indicate the individual student on the state level? Currently the service provider name is optional on the student form.
5. Discussion: CIG extension (Marty Jacobson)
- a. OME has proposed an extension of existing CIGs.
 - b. If this happens, we need to submit (based on previous experience):
 - i. Fill with status of current activities
 - ii. Updated work plan to include extension dates
 - iii. Updated objectives that are based on existing objectives



- iv. A signed statement from all member State Directors indicating their commitment to the activities
- c. Work Groups discussed the questions:
 - i. How have needs changed in the last three years?
 - ii. What activities are successful for building engagement?
 - iii. What extension activities should we propose?
 - 1. Results found on “Brainstorming for Extension” Google doc [HERE](#).
- d. Groups used the Google doc “Possible extension activities with iSOSY” [HERE](#) to provide ideas:
 - i. Objective 1:
 - 1. More content added to the lessons that already exist- adding short videos to STAT lessons, reformatting older lessons into the newer lesson plan format.
 - 2. Engaging recorded lessons, video recordings, so that you can send to students and serve more students in less time. Individualized lessons are ideal, but if you have too many students to be able to serve individually this could be a great way to increase service/access. We could make the videos as part of iSOSY and/or provide PD to service providers so they can do this.
 - 3. Find a way to provide real time assessment data from the portal to states and their service staff.
 - 4. Include new lessons about car maintenance
 - 5. Basic literacy in home languages
 - 6. Add more lessons that help at-risk students feel engaged at school, motivated to keep going, and encouraged to stay in school and graduate.
 - 7. Real-life skills for staying in school: time management, communication with the teacher. Some students disengage because they do not know where to start.
 - ii. Objective 2:
 - 1. New PLC to create extension activities and practice for the lessons that are already written.



- a. Example: for [budget lesson](#), provide [practice sheets](#) where OSY can actually budget for themselves.
 2. How can we share resources across states instead of reinventing the wheel, especially for video lessons? Mississippi mentioned sending videos and pre- and post- test via WhatsApp. Why couldn't those be shared and used in my state? Can we build a repository of tools that others (who may have more staff and/or tech experience :)) can pull from? No time to reinvent the wheel. Share Best Practices?
 3. Tracie added the need to continue thinking about how to “meet in the middle” regarding building personal relationships (offline) and using necessary technology (online) to connect to more students more often with services.
- iii. Objective 3:
1. Professional Development should continue to provide support concerning each topic/idea listed above.
 2. Continue with Personal Wellness training concerning secondary trauma.
 3. Creating a “hub” for best practices/resources would be helpful.
 - a. Suggestion to revamp the Provider Portal on the website (i.e. Gaggle, Padlet, etc.)
6. Public Comments on the CIG extension
- a. Comments close on May 18. You have the option to submit comments anonymously.
7. Work Group reports
- a. Curriculum (Brenda Pessin, Erin Lamboi, Wilson Kendrick, Allison Singer, Adriana Holguin, Ita Mendoza)
 - i. Based on yesterday's feedback, added a paragraph to the *Car Seat Safety* Lesson Plan and it is now posted on the iSOSY website.
 - ii. Collaborated with the Professional Learning Work Group to create the Intro to STAT Lessons video. Final review will happen soon.
 - iii. Appreciate the work the Student Portal Work Group is doing to extend STAT Lesson opportunities.



- iv. Hope is to complete *Drones in Agriculture* STAT Lesson by the end of September.
- b. Personal Wellness (Cindell Mathis, Lysandra Alexander, Lora Thomas, Marisol Mancha, Paulina Cisneros, Becca Heine)
 - i. Critical Conversations webinars - February and May 2026
 - ii. Continue with Personal Wellness Corner in monthly iSOSY newsletter
 - iii. Planning a Personal Wellness activity for October 2026 TST - "What Brings You Joy?"
- c. Professional Learning (Michelle Headley, Melina Wright, Justin Bennett, Angie Gutierrez, Noemi Escamilla, Lauren Radin, Tatiana Diaz)
 - i. ADA accessibility is number one priority. The group has divided responsibilities for research, review, and revising resources and materials.
 - 1. Some materials may be archived as deadline (April 2027) approaches.
 - ii. Monthly newsletter will continue with a monthly student scenario ("Put Your Knowledge to the Test") that offers an appropriate detailed instructional plan.
 - iii. Goal in following year is to add video/EdPuzzle/etc. Tool.
 - iv. Collaborated with the Curriculum Work Group to create the Intro to STAT Lessons video. Final review will happen soon.
- d. Student Portal (Andy Wallace, Heather Hackett, Daisy Fuentes, Yvette Munoz)
 - i. Video walk-through about how to access and navigate the Student Portal have been produced in English and Spanish
 - 1. Will create a YouTube channel to host the videos
 - ii. Finalizing new Google Classroom lessons:
 - 1. *Heat Stress*
 - 2. *Digital Money Transfers*
 - 3. *Earthquake Safety*

8. Summer planning and training/course opportunities

- a. Summer ADVANCE (July 21-23, 2026) registration information will be sent soon (via HHF).



- i. All TST and SST state representatives will be messaged with state-level student information (number registered, attended, completed assignments).
 - b. Review of Student Course Completion Certificate template
- 9. Virtual Dissemination Activity is planned for September 17, 2026.
 - a. Suggestions for iSOSY presentations:
 - i. Professional Learning Circles (PLC) report and results
 - ii. How to Use iSOSY Resources
 - iii. Focus on Interstate Collaboration via CIGs (intro panel)
 - iv. “Impact-style” presentation - 10 participants get 5 minutes each
 - v. Suggestion to send ideas via email to TST for feedback.
- 10. Fall Meeting Dates:
 - a. October 14-15, 2026
 - b. Location TBD

CURRICULUM WORK GROUP [1:00 - 4:30 pm]

- 1. Review additional STAT Lesson material
- 2. Revise new materials based on TST feedback
- 3. Plan *Technology in Agriculture* STAT Lesson