



Technical Support Team Meeting

October 27-28, 2025

NOTES

Materials Folder: https://drive.google.com/drive/folders/1r5xGSCQJ4Cgy4M6znaEwtjVPwOfc6hFA?usp=share_link

ATTENDING:

Bianca Fonseca Cervantes (AZ)	Twyla Sprouse (KS)	Yvette Munoz (TX)
Noemi Escamilla (AZ)	Laurie Stewart (LA)	Becca Heine (VT)
Ivan Quintana (AZ)	Emily Hoffman (MA)	Susanna Bartee (iSOSY)
Rogelio Ruiz (AZ)	Angie Gutierrez (MI)	John Fink (iSOSY)
Paulina Cisneros (CO)	Michelle Headley (MI)	Tracie Kalic (iSOSY)
Daisy Fuentes (CO)	Wilson Kendrick (MS)	Erin Lamboi (iSOSY)
Reina Olivares (IL)	Heather Hackett (NE)	Brenda Pessin (iSOSY)
Melina Wight (IL)	Iggy Campos (NM)	Lora Thomas (iSOSY)
Andy Wallace (IN)	Bernardo Lopez (NM)	Marty Jacobson (META)
Andrew Dalton (KS)	Justin Bennett (NY)	Francisco Garcia (IMEC)
John Farrell (KS)	Odilia Coffta (NY)	Liz Bliss (NYMEP - virtual)
Adriana Holguin (KS)	Allison Singer (SC)	Milena Gutierrez (HHF – virtual)
	Marisol Mancha (TX)	

DAY 1 - October 27, 2025

1. Welcome and Introductions
2. Welcome to Arizona (Bianca Fonseca Cervantes, Noemi Escamilla & Rogelio Ruiz)
 - a. Introduction of staff
 - b. Most agriculture activity happens in the winter months due to climate.
 - i. Very few laws protect workers during the heat of summer.
 - c. Large dairy state, plus fruits and vegetables (including Medjool dates)
 - d. World-class leader in water management (including ancient canal system still in use)
 - i. Arizona relies heavily on the Colorado River for its water supply. Water cuts in the last few years have presented challenges for farmers.
 - e. Many farms in Maricopa County and Pinal County have been lost due to increased



development (i.e. houses, warehouses, etc.)

f. The majority of migratory students (70%) are identified in Yuma County (winter lettuce capital).

- i. 10,000 students identified (7th largest population in the country).
 1. All students are served regardless of their district.
 2. Recruiters work with school districts and engage in other efforts (field-based, community-based, housing based) to identify OSY and P0-P5 not yet enrolled.
- ii. OSY in Arizona are categorized:
 1. OSY Workers (H2-A) receive services including English classes.
 2. Opportunity Youth are HS students who have dropped out due to extenuating circumstances and receive services including GED classes.

g. There are many non-instructional support services offered (health, transportation, school supplies, college/career readiness etc.)

h. Instructional support services offered include tutoring, enrichment, in-home instruction, credit recovery and HS graduation, distance learning, student leadership, summer institutes. (University professors offer courses at Arizona State University for one week each summer.)

- i. The Family Engagement program is growing.
- j. Professional Learning includes in-person bootcamps, monthly virtual workshops, padlet resources, statewide timeline, manuals/guides/checklists/etc.
- k. Monitoring happens each year in the spring to ensure projects adhere to all federal and state program requirements.
 - i. To ensure compliance, LEA Support Program (Process Implementation Evidence - PIE) Tool was developed.
 - ii. One dedicated employee was hired to focus on quality control.

3. Website Analytics (John Fink & Susanna Bartee)

- a. Overall website usage from 1 OCT 2024 to 26 OCT 2025 were presented. Spikes in use are directly related to meetings (like the TST and SST meetings), training, and/or the monthly email messages sent from the Professional Learning work group.
- b. More than 4,000 unique users visited the website almost 10,000 times collectively and viewed more than 34,000 pages. The 49% bounce rate shows the number of users who viewed only one page before exiting the site...this is a low number for the industry. Meaning that most of the users go to more than one page each time they visit the site.
- c. Site sessions and unique visitors have started to grow again after the understandable



slow down over the summer as services were uncertain across the country.

- d. The session duration of more than 6 minutes is noteworthy!
- e. It's always interesting to see where our users originate. We do still have some from outside of the country, but the vast majority are from inside the United States and obviously spread well through the states. (We did pick up a few more views from Russia and China over this past year.)
- f. We can search for your particular state's analytics.
- g. While we cannot detect each download of specific files (for instance, the Student Goal Book) we can tell how many downloads happen on any given page. For instance, the Goal Setting page did have 887 downloads by more than 300 active users over the course of the year.
 - i. The majority of resources do not need to be downloaded for use - they open in a new window as their own URL. So the 7,000+ downloads are in addition to the thousands of users who are remaining on the site to use our instructional materials with students or professional development with instructors.
- h. This shows the top terms searched on the site (using the search bar) over the course of the past 12 months. Note: The (blank) term on the second line simply means someone began to type and then did not complete the search.

4. Year 2 Reporting (Marty Jacobson)

- a. 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: 1,139
 - 2. Number Gaining: 1,007
 - 3. Percent Gaining: 88%
 - ii. Year 2:
 - 1. Number Assessed: 2,104
 - 2. Number Gaining: 1,934
 - 3. Percent Gaining: 92%

- b. Outputs for Objective 1:

- 1a) number receiving instructional services - Secondary: 4,039; OSY: 4,72;
Total: 8,768
 - 1b) number with a needs assessment profile - 6,633 (Most recent from Year 1 or Year 2)



1c) number of activities and deliverables fully operational or complete as measured by the Fidelity of Implementation Index (FII) - All 16 activities were fully operational or complete.

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.

iSOSY Initiative	Objective Summary	# Participating	# Meeting Initiative Objectives	% Meeting Objectives
Mentoring for Secondary Students At-risk of Dropping Out	70% of students will engage with mentors to set and make progress toward goals	99	97	98%
Integrating iSOSY Materials into Instruction	70% of participating students will show a gain on pre/post assessments	193	165	85%
Engaging Students with Materials on the iSOSY Student Portal	70% of participating students will engage with a Student Portal lesson	202	202	100%
Summer Youth Academies	70% of participating students will make progress on the Students Services Plan	54	51	94%
Total		548	515	94%

d. Outputs for Objective 2:

2a) number participating in iSOSY initiatives 548
 2b) number enrolled in certificate programs: 82
 2c) number enrolled in credit accrual : 510
 2d) number enrolled in HSED programs: 249
 2e) number graduating from high school- HSED: 120, Graduates: 1,170 Total: 1,290

e. 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.



Question	N	1 (No increase)	2 (A little)	3 (Somewhat)	4 (Increased)	5 (Increased a lot)	% 4 and 5
Increased knowledge of strategies?	263	0 (0%)	7 (2%)	23 (9%)	121 (46%)	112 (43%)	89%

f. Outputs for Objective 3:

- 3a) number of staff participating in training: 1,401
- 3b) number local trainings that include iSOSY: 142
- 3c) staff ratings on training surveys (out of 5) -Will Use Strategies: 4.6; Addressed Needs: 4.4; Useful Materials: 4.7; presentation methods: 4.4

5. Annual Performance Review (APR)

- a. The Annual Performance Report is required for continuation of CIG continued funding.
- b. The Lead State completes form Ed 524b describing progress toward proposed objectives and activities.
- c. Each state reviews the results and provides a signed cover sheet from the state's authorized representative.
- d. You will receive a draft of the APR by **11/12/25**.
- e. Review the report and call or write with any changes by **12/3/25**.
- f. Cover Sheets and instructions will be sent with the draft report.
- g. Cover sheets will be due by **12/10/25**.
 - i. Note that dates are subject to change based on the Dear Colleague Letter from OME which may be delayed due to the current government shut-down.

6. New Implementation Items for Year 3 FII:

- a. Distribution of materials and training for staff on how to track student progress on Student Portal lessons
- b. Certificate and Pre-HSED instruction materials and options
- c. Improve upon or adopt iSOSY Initiative activities
- d. Inter-CIG dissemination activities

7. PLC Evaluations and Draft PLC Initiative Report (Marty Jacobson)

- a. Reports from PLC Facilitators
- b. Survey Feedback
- c. Year 2 PLC One-Pagers in development for each PLC.
 - i. Will be formatted and added to the iSOSY website for use by all.

8. PLC One-Pagers Feedback Session and Sharing



- a. Student Portal:
 - i. QR code magnet
 - ii. Assistance with setting up email and getting into the Google Classroom
- b. Summer Academies/Camps:
 - i. One-pager should include more specific information about helping students dig in deeper and understand/break through barriers
- c. High Risk Secondary Student Supports:
 - i. Offer information about timing with students to increase impact of mentoring
 - d. Please send additional feedback to Marty Jacobson.

9. Year 3 Initiative Planning and PLC Groups (Marty Jacobson)

- a. Groups will run December 2025 - May 2026
 - i. iSOSY Materials Integration
 - ii. Student Portal Implementation
 - iii. Summer Youth Academies/Camps
 - iv. High Risk Secondary Student Supports

10. PLC Tips for Success

- a. PLCs are for service providers. PLC representatives should have direct contact with students.
- b. Set observable and achievable objectives.
- c. Directors/Coordinators should check in with PLC participants periodically.

11. Hispanic Heritage Foundation Project (Milenka Gutierrez)

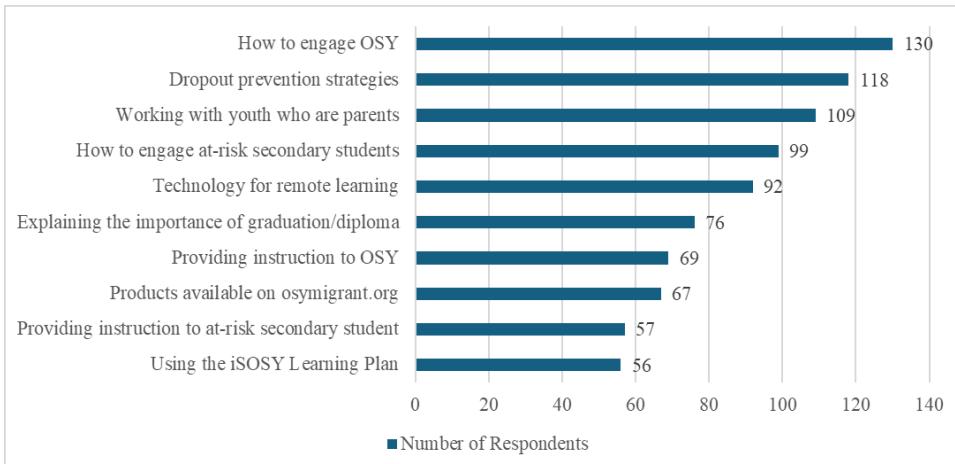
- a. Year 2 included the *Navigating Your Future Program* for iSOSY students, delivering:
 - 1. Academic & Career Guidance and Mentoring through a panel of Professionals.
 - 2. Credentialing Pathways in Cybersecurity, AI, and Data Analytics through IBM SkillsBuild
- b. Year 3 topics and dates:
 - i. *Digital and Financial Literacy* (Dates: January 11, 18, 25, 2026)
 - ii. Goal: Equip high school students with financial knowledge and digital skills to navigate college, careers, and life.
 - 1. How it Works: Financial literacy workshops, digital tools training, applied learning projects, mentorship.
 - a. Outcome: Students graduate with critical financial and digital skills to complement STEM learning and prepare for independence.



- iii. **Code as a Second Language** (Dates: March 8, 15, 22, 2026)
 - 1. Goal: Introduce K–12 students to coding, making technical training and career opportunities accessible to underrepresented communities.
 - 2. How it Works: Foundational coding via The Achievery, bilingual workshops, CSL Fellowship & Academy, Tech Educator Pathway.
 - a. Outcome: Students gain coding literacy, problem-solving skills, and leadership opportunities through peer-to-peer teaching.
- iv. **InnovaTe AI partnered with Google Labs** (Dates: April 5, 12, 26, 2026)
 - 1. Goal: Transform youth access to AI & STEM careers, centering equity and culture to inspire the next generation of innovators.
 - 2. How it Works: Hands-on AI/STEM workshops with Google Labs & Minecraft, digital portfolios, AI Summits & Fellowship, Innovation Fellowship.
 - a. Outcome: Youth develop AI-powered skills, professional portfolios, and connections to mentors and STEM pathways.
- v. Registration/marketing materials will be sent out asap.
- vi. The recommended age range is middle school, high school, and adults.

12. Professional Development Networking (Tracie Kalic)

- a. Year 1 APR Results of PD survey:



- b. Other ideas:
 - i. New STAT Lessons
 - ii. Personal Wellness: Addressing Second Hand Trauma and Self Care



- iii. Professional Learning Work Group is developing a calendar of webinars for the year.
- c. Other ideas discussed by SST in October:
 - i. How to maximize initial engagement with OSY (getting your foot in the door)
 - ii. Successful transition from high school to college for at-risk secondary students (including scholarship information, dual enrollment, earning credits, etc.)
 - iii. Professional development offered to parent advisory commissions (PACs) to help them understand the systems and opportunities
 - iv. Resource mapping for recruiters of OSY
 - v. Knowing the right questions to ask OSY to accurately assess their needs (more than the OSY Profile)
 - vi. Suggestions:
 - 1. Create recorded sessions that could be viewed at any time (with a certification for completion)
 - 2. Would be beneficial to discuss how the definition of OSY can differ from state to state
 - 3. Integrate scenarios into each topic
 - 4. Realize that each student population has different needs - what are different ideas to reach each group?
- d. Group discussion:
 - i. What is the best professional development (PD) you have experienced in your career with the MEP and why?
 - 1. NASDME sessions on parent engagement and home services
 - a. able to see first hand what another state had done and the impact it had
 - b. learned we could provide services in unique locations
 - 2. IDRC webinars and website are interesting
 - a. data and trends provide a bigger picture of the US job market overall
 - b. useful information
 - 3. Andy Wallace (IN) AI Presentation at NASDME
 - 4. NASDME STAT Lesson/Student Portal Presentation
 - 5. Attending a variety of professional development opportunities (IMEC, iSOSY, IDRC)
 - 6. Math PD concerning how students learn/brain processes



7. Wordless books and reading for mental health
8. Book Study in general
9. Those with clear objectives and intentional outcomes
10. 2-12 degrees customer service
11. Bring in experts in specific topics
- ii. What are two current PD topics that need to be addressed in more depth for the increased success of your program?
 1. How to engage with OSY
 2. Hands on PD with OSY
 3. Where do we stand? PD
 4. Mental wellness of staff
 5. Having crucial (difficult) conversations PD
- iii. What STAT Lesson(s) should be the focus of upcoming PD?
 1. The most recent lessons and revisit older lessons to new staff
 2. *At Work* (suggestion to add more vocabulary)
 3. *Staying in a Hotel*
 4. *Disaster Preparedness*
- iv. What is the best way to address self-care for service providers via PD training?
 1. Keep it short. Long webinars with a lot of background may not be taken advantage of.
 - a. Provide instead tips, strategies, apps, resources, and ideas for managing mental health or self care.
 - b. Maybe create a resource hub.
 2. Quick 5-10 minute strategies; like Tracie Kalic's use of "What is In and Out of My Control?" exercise used in TST opener.
- v. What is the best and most efficient format for PD for MEP service providers?
 1. Best is in-person and most practical is virtual.
 2. Can keep virtual but also look at regional and in-person PD that is taking place in states that could incorporate some iSOSY PD topics.
 3. Keeping it short. Staff may not take the time to participate if it is time consuming.
 - a. Newsletter tips each month
 - b. Visuals (infographs, data, anchor charts)
 - c. Short videos and slides (maybe utilize Notebook.LM)
- vi. What is a PD topic that would benefit MEP directors/administrators in a way that



would lead to increased success for your program?

1. Guidance on how to implement different parts of the program for staff that are new
2. PD related to the value of the program for OSY as they are always nervous about joining the program and also unsure about why they should if they don't receive services
3. PD for how to communicate with agri-partners about what we do and what we don't do
4. How is AI being integrated into MEP?
5. How to keep staff motivated and positive in this current environment
6. How to collaborate with other funding sources
7. How do we integrate the personal wellness strategies into practice - not just general knowledge

13. Curriculum Work Group New STAT Lesson Feedback - *Winter Storm Safety*

14. *Upcoming STAT Lessons:*

- a. *Digital Money Transfers*
- b. *Updated Traveling by Car with your Baby Lesson*
 - i. Will include information from the lessons *Car Seat Safety*
 - ii. STAT Lesson Webinars are planned for November. *Winter Storm Safety* Live Lessons are planned for December and then again in January.

15. Work Group Time

- a. Curriculum
- b. Personal Wellness
- c. Professional Learning
- d. Student Portal
- e. Deadlines and Meeting Dates

DAY 2 - October 28, 2025

1. Work and Collaboration Time
2. Personal Wellness
3. *Supporting Secondary Students At Risk for Dropping Out* (Liz Bliss, NYMEP)
 - a. Group discussion:
 - i. There is a disconnect between students and motivation to move within reality (the need to finish school and put in the effort to complete credits).



- ii. CTE (Tech) level has typically been a barrier for this student population, but a program in Michigan has made an effort to beef up a local program with dedicated counselors and they are seeing success.
 - 1. Attendance is the biggest challenge
- iii. Addressing the lack of motivation (even when the ability and opportunity is there) is a challenge
- iv. The current climate of uncertainty has added to the challenge of motivating students to graduate.
- v. Low number of staff is a challenge (also a lack of qualification)
 - 1. Need to build collaborations with other agencies and organizations.

b. Liz Bliss explained how NYMEP works to reach high risk secondary students (one-on-one, small group, camps, etc.)

- i. The majority of migrant educators in NY work with all age groups.
- ii. NY has regional exams that must be passed in addition to earning credits.
- iii. Shared the Comprehensive Needs Assessment done with each student (from the NY MEP Service Delivery Plan).
- iv. Offers continuing professional development to ensure those working with students understand the pathways to credits and graduation.
- v. Intense residential model (SOMLA) is offered as a teen leadership academy for students. The experience is available to all states.
 - 1. Includes college credit with transcript.
- vi. *Introduction to High School* webpage is full of materials for students, service providers, and families
- vii. All materials are available to share. Contact Liz Bliss or Odilia Coffta.

4. *Preparing for the Future* (Emily Hoffman)

- a. Pragmatic, intentional planning for the uncertain future of the programs across the states in the case of no funding in 2026.
 - i. PreK-12 are typically supported by school districts.
 - ii. OSY are the priority.
 - iii. Continue to collaborate and support each other across state programs.

5. Dissemination Planning

- a. Virtual dissemination event planned with other consortia on May 21, 2026.
- b. iSOSY will host two sessions. Ideas include:
 - i. PLCs project
 - ii. New STAT Lessons



- iii. Navigating the iSOSY website and Student Portal
- iv. Include Student Success Stories

6. Refining Our Work and Materials

7. Work Group Reports

- a. Curriculum
 - i. *Utilizing Technology in Agriculture* STAT Lesson planned
 - 1. Farming is adding technology due to lack of labor.
 - 2. Technology jobs will only increase in the agriculture industry.
 - 3. It would be helpful to find agri-business partner(s) and/or universities who could help with training, information, and support of the program.
 - 4. The lesson would be a very basic overview introducing vocabulary and ideas to increase knowledge and interest.
 - 5. Possibly include a *Technology in Ag* one-pager fact sheet.
 - ii. *Winter Storm Safety* STAT Lesson rollout
 - 1. Friday, December 5: pre-service lesson for service providers with students planning to attend Live Lesson
 - 2. Sunday, December 7: *Winter Storm Safety* Live Lesson
 - 3. Wednesday, December 10: Webinar for service providers
 - 4. January TBD will be second *Winter Storm Safety* Live Lesson
- b. Personal Wellness
 - i. Personal Wellness Corner will continue with monthly *In the Field* e-newsletter
 - ii. Two webinars (January 2026 for practitioners and February 2026 student-focused) focused on tactics for *Critical Conversations*.
- c. Professional Learning
 - i. *Intro to STAT Lessons* video in production.
 - ii. Creating webinar *How to Support Those in the Field Working with OSY*
 - 1. Google Form survey will be sent soon to TST and SST members to poll those actually in the field working with OSY (deadline Nov. 21).
 - iii. *In the Field* monthly e-newsletter calendar is planned through the rest of the academic year.
- d. Student Portal
 - i. Close to having all of the *Disaster Preparedness* Lessons having a Google Classroom presence on the Student Portal.
 - ii. Users continue to ask for “Provider Menu” showing the different activities available to students on the Student Portal.



- iii. Working to finalize an “Intro to the Student Portal” video.
- 8. Summer Institutes/Camps for OSY - Emily Hoffman
 - a. Planning to compile a presentation that highlights all sizes of programming done successfully for OSY in the summer months.
 - b. Please contact Emily Hoffman with examples.
- 9. Spring 2026 Meeting Dates and Location
 - a. Dates and locations TBD

12:00 - 1:00 pm Luncheon

iSOSY and IDRC with special guest speaker, Francisco Garcia, Executive Director, Interstate Migrant Education Council (IMEC)