Technical Support Team Meeting

October 22-23, 2026

Materials Folder: https://drive.google.com/drive/folders/1wCjXwFatxUXd24eChx44ICHaK1ij_Lgr?usp=share_link

ATTENDING:
Brenda Smith (AZ)
Paulina Cisneros (CO)
Cindell Mathis (GA)
Emily Salinas (IN)
Silvia Rogel (IL)
Tino Rosales (KS)
Sandra Lobato (KS)
Melanie Mayeux (LA)
Laurie Stewart (LA)
Emily Hoffman (MA)
Phaedra Mangan Rocha (MA)
Angie Gutierrez (MI)
Michelle Headley (MI)
Nathaniel Smith (MS)
Maggie Villarroel (MS)
Heather Hackett (NE)
Ita Mendoza (NE)
Justin Bennett (NY)
Emily Callaghan (NY)
Lysandra Alexander (PA)
Jose Reyes-Lua (PA)
Allison Singer (SC)
Yvette Muñoz (TX)
Marisol Mancha (TX)
Becca Aldous (VT)
Susanna Bartee (iSOSY)
Marty Jacobson (iSOSY)
Tracie Kalic (iSOSY)
Erin Lamboi (iSOSY)
Brenda Pessin (iSOSY)
Lora Thomas (iSOSY)

Thursday, October 22, 2026

- **Welcome and introductions**

- **Welcome to Louisiana MEP** (Melanie Mayeux and Laurie Stewart)

- **What iSOSY Offers Member States** (Tracie Kalic)
  - Focused professional learning for service providers and state staff
  - Targeted and customized state trainings (regional and statewide)
  - Networking and support via Technical Support Team
  - LIVE lessons, asynchronous lessons and partnership opportunities
  - HHF/iSOSY Collaboration courses
  - Summer Advance

- HSED Courses
- Certificates and micro-credentials for students

- **Website Analytics** for April 1 - October 15, 2026 (Susanna Bartee)
  - 4,554 site sessions (spike during September CIG Dissemination Event)
  - 2,239 unique visitors
  - 6,349 PDF downloads
  - 592 clicks on STAT Lessons PDF links.
  - Susanna urged staff to continue sending feedback and suggestions for the website use

- **Year 4 Plan and FII** (Marty Jacobson)
  - Continuation of PLCs
    - Continuing PLCs are summer programming, material integration, and high-risk secondary support
    - NEW PLC in collaboration with the IMPACT CIG regarding family and student engagement
    - States can choose to stick with the current PLC or switch to a different one (form is due October 30).
  - Supplements to lessons to increase engagement
  - Collaboration with other CIGs

- **Year 4 Planning Discussion**:
  - Which existing materials should we supplement (i.e. guide, one-pager, tip sheet, video)?
    - One-pager for each lesson with links to videos
    - Small, quick videos (like TikTok) to accompany lessons for motivating further engagement
      - Short videos with essential phrases and vocabulary
    - Quick slide presentations of important lessons
  - When recruiters are providing services, how can we support them to work with OSY?

- Support a supplement that explains how to chunk the STAT Lessons (informal pre- and post-test?) for busy OSY.
    - MS has developed an audio link with the pre-and post-tests questions to share via WhatsApp (getting responses from the OSY is challenging).
        - Expanding on that idea - develop a way to explain the expectations to students.
        - There is a way to present a poll in WhatsApp that may be used.
    - Provide material resources (pertaining to the lesson) as a reward to participation (i.e. budget planner, heat stress bags, first aid kits, etc.)
        - Digital “rewards” can be used.
        - Explain that student participation directly impacts the future of the MEP
    - Have one event that gathers OSY together and do verbal pre-test before and verbal post-test after (i.e. mock supermarket)
    - Call it a “knowledge survey” instead of a test. An additional question for the post-survey is “What will you do with what you learned?”
    - Turn the pre-test (possibly post-test) into more of a game in a group setting.
    - Use Google Form for pre- and post-tests.
- Train recruiters that pre-test offers them insight into what a student already knows and that knowledge guides instruction.
- The post-test shows not only what students learn, but also the value of the MEP (directly linked to the future).

o Use the Provider Portal (and/or Google Folder) to share state-level resources (could be password-protected)

- **The Screen Guardians** (Katie Longhauser)
    - *Digital Health and Safety for Migratory Youth and Families*
        - Collaboration with IMPACT
        - Four webinars (two for parents and service providers; two for students)
        - Research-based K-12 digital wellness program that teaches through education, not fear.
            - Technology moves faster than education.
            - Program focused on the impact of technology on the brain
        - Team includes healthcare, neuro brain, law enforcement, and special education experts
        - All resources are available in English and Spanish
    - YOUTH: What digital concerns come up most often?
        - OSY do not have parents as they are older and often solo (also sometimes parents themselves).
        - OSY often watch videos on their phones to relax when not working.
        - Phones are used for connection as they are isolated by location and also culture.
            - Offer an additional webinar for OSY?
    - PERSONAL WORK: Where do you feel least equipped to respond?
    - FAMILIES: What do parents and caregivers ask you about?
        - Many parents depend on students to teach them about technology (tech illiterate even in their first language)
        - Parents have no knowledge or limited knowledge of brain development
        - Misinformation via social media can stoke hysteria and misunderstanding of important issues
    - IN YOUR STATE: What would make new content easy to put to use?
        - Our students and families often need more repetition and processing. Having the webinars broken down into snippets would be helpful.



        - Written handouts are not always useful due to literacy issues.
    - ADDITIONAL IDEAS:
        - Addressing online gambling and potential scams
        - Addressing the impact of influencers (the more followers/clicks the better)
        - OSY are predominately male so that may affect the topics targeted (how gender plays into algorithms and targeting)
            - Cultural differences factor in - perception of masculinity/femininity
            - Are laws different in the USA that may affect use of technology (messaging, sending material, etc.)?
        - The iSOSY Goal Setting materials could be used with the behavior changing piece.
    - WEBINAR DETAILS:
        - The best option is live, but recording is necessary.
        - Have the two parent sessions offered twice at different times (i.e. morning and evening)
        - Offer training for service providers so they can use the recorded versions successfully at parent meetings.

- **Preliminary Annual Performance Report** (APR) (Marty Jacobson)
    - The Annual Performance Report is required for continuation of Title IC Sec 1309 continued funding.
    - The Lead State completes form Ed 524b describing progress toward proposed objectives and activities.
    - Each state reviews the results and provides a signed cover sheet from the state's authorized representative.
    - All state directors should have received the draft 524b Cover Sheet last week.
        - Provide Marty with any changes to State Director and/or authorized representative contact information.
            - If information has not changed, you don't need to do anything.
            - You MAY sign the cover sheet anytime and return it.

- The APR submission package will include:
    - Cover Sheet (ED 524B)
    - State's Data Privacy and Security Measures Certification
    - Please review for accuracy and let me know ASAP if any changes need to be made.
    - As per previous guidance from OME, each SEA must submit a Grant Performance Cover Sheet with items 1, 3, 4, 5, 6, 7, 11, 12, and 13 completed.
    - SEAs do not have to complete items 2, 8, 9, and 10.
- Draft report will be provided by November 6.
- Changes to your state's data are due by November 18.
- Cover sheet due date: December 8.
- OME has provided the "Dear Colleague Letter," with a due date for the APR of December 29
- .The due date to submit Forms 1, 2, and 3 was Tuesday 9/29/26.
    - If data is received on time, you will receive a draft of the APR by 11/6/26.
    - Review the report and call or write with any changes by 11/18/26.
    - Please scan and email the signed cover sheet to marty@metaassociates.com by 12/8/26.

- **Data Requirements** (Marty Jacobson)
    - A few more states will turn in data so final numbers will update.
    - Objective 1 - 70% will demonstrate 5% growth on iSOSY assessments.
        - Year 2: 2,104 assessed; 1,934 gaining; 92% gained
        - Year 3 (prelim): 1,989 assessed; 1,759 gaining; 88% gained
            - Growth/gain can be measured in multiple ways
    - Objective 1 outputs:
        - Number receiving instructional services:
            - Secondary: 3,388
            - OSY: 4,137
                - Total: 7,525
        - Number with a needs assessment profile:

        - 6,633
    - All 16 activities and deliverables fully operational or complete at the end of Year 3.
- Objective 2 - 70% will meet iSOSY initiative objectives aligned with PLCs:
    - Mentoring for Secondary Students at Risk for Dropping Out: 42 participating; 42 met initiative objectives; 100%
    - Integrating iSOSY Materials into Instruction: 266 participating; 254 met initiative objectives; 95%
    - Engaging Students with Materials on the iSOSY Student Portal: 397 participating; 397 met initiative objectives; 100%
    - Summer Youth Academies: 28 participating; 24 met initiative objectives; 86%
        - TOTAL: 733 participating; 718 met initiative objectives; 98%
- Objective 2 outputs:
    - Number participating in iSOSY initiatives: 733
        - number enrolled in certificate programs: 32
        - number enrolled in credit accrual : 347
        - number enrolled in HSED programs: 106
        - number graduating from high school
        - HSED: 121; Graduates: 1,171; Total: 1,292
- Objective 3 - 80% of staff will report increased knowledge of strategies

Question	N	1 (No increase)	2 (A little)	3 (Somewhat)	4 (Increased)	5 (Increased a lot)	% 4 and 5
Increased knowledge of strategies?	209	0 (0%)	1 (<1%)	20 (10%)	97 (46%)	91 (44%)	90%

    - 3a) number of staff participating in training: 882
    - 3b) number local trainings that include iSOSY: 105
    - 3c) staff ratings on training surveys
    - Will use strategies: 4.4 out of 5



        - Addressed Needs: 4.6
        - Useful Materials: 4.7
        - Presentation Methods: 4.5
    - Notes about data reporting:
        - Evaluation reporting is different from federal reporting.
        - Federal reporting is about responding to rules and tightly defined data elements.
        - Evaluation is about describing the impact of services which look different in every state.
        - When reporting you may count any use of iSOSY materials, including those that have been modified for the audience or used as inspiration for instruction.
        - Remember that every student assessed has the opportunity to show growth, including those who earn 100% on a pretest.

- **2026 CIG Dissemination Event** (Marty Jacobson)
    - 347 total participants; 216 came from iSOSY member states.
    - Evaluation results were very strong for the entire event.
    - Narrative responses:
        - Use of information
            - *I will use this information in my after school programs and in my one-on-one home visits I complete with students.*
            - *I will use the STAT lessons for our OSY.*
        - Suggestions for future training
            - *I would like to see a bit more about working with OSY and strategies on how to keep them more engaged.*
            - *How to educate OSY on predatory practices.*
            - *OSY support*
            - *Personally, I would like to know how to develop a trusting relationship with the youth and family, so I could become a support and/or resource.*

- Professional Learning Circles (PLC) (Marty Jacobson)
    - Updates and survey results
        - 11 responses from Survey 1 and 10 responses from Survey 2

Survey Question	Mean Survey 1	Mean Survey 2	Overall Rating
To what extent did the PLC meetings help increase your knowledge of the topic?	4.1	4.3	4.2
To what extent do you have sufficient support for implementing the iSOSY activities?	4.8	4.6	4.7
To what extent is the networking a valuable use of your time?	4.9	4.7	4.8
To what extent will iSOSY activities be useful to students?	4.9	4.9	4.9
To what extent will the PLC meetings help facilitate your growth as a professional?	4.5	4.5	4.5

        - Narrative responses:
            - *The best part of the PLC meetings has been the shared knowledge across states.*
            - *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.*
            - *All the experiences that other Liaisons have over the years. New ideas and implementation for our secondary students*
            - *Engaging with states who share challenges at the student problem solving level*
            - *Hearing about projects that others are working on implementing within their states, and receiving feedback about the projects that I am*

implementing.

- *Collaborating with what works and what doesn't compared with each States procedures*
- *We learn about the different challenges that students face during their school years. These challenges can include academic, cultural, and personal challenges.*
- *Academic challenges may involve difficulty understanding lessons, completing assignments, or keeping up with schoolwork. Cultural challenges may include differences in language, traditions, beliefs, or backgrounds. Personal challenges can involve family situations, friendships, stress, self-confidence, or other issues that may affect a student's education and well-being*
- *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 of colleagues to talk through issues, hear about practices, solutions, challenges, etc.*
- *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 in my state (either directly, or as a supervisor of direct service providers).*
- *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).*
- *More time to discuss experiences, like what worked, what did not work, how to improve our approach and how to keep students motivated.*
- *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.

- *Have planned topics for each mtg. for members to share information for their state.*
- *Hearing everyone's experiences helps us better understand the different struggles students may encounter and reminds us that every student has a unique story.*
- *I don't want to create more work for us but I would love an ongoing dialogue (in between meetings). Not sure what that would look like (email chain? Google Drive doc with brainstorming questions/ideas? Check-in from facilitator or peers?) but I think it would ensure efficient and successful meetings, even if only 2-3 people are active in it.*
- *My only suggestion would be to make sure everyone has a voice and meetings aren't dominated by 1 to 2 people (not talking about facilitators).*
- *Keep up the PLCs! For those who maybe cannot go to a national conference, it is hard to have high quality information on serving such a specific population. 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, so when we are in our states, it can feel lonely trying to find appropriate professional development.*

- **Inter-CIG Collaboration with IMPACT** (Michele Cheney)
    - PLC led by Michele and Tracie will be focused on Student and Family Engagement
    - *The Screen Guardians* webinars
    - IMPACT will design and develop a STAT-P Lesson (for parents)
        - Potential topics:
            - Technology (including AI, parental controls via app)
            - Teaching Your Child as a Parent
                - NE has material already developed for parental support of education
                - How to follow an IEP, keep track of credits for graduation, etc.
            - Career and College Readiness
            - Future Ready

- **Professional Learning Circles** (PLCs)
    - Created to support collaboration and accountability via planning for initiatives that will occur during summer services. Initial PLCs were:
        - Summer Camps & Activities
        - Integration of iSOSY Materials
        - Student Portal
        - Supporting High Risk Secondary Students
    - Participants included staff with direct contact and interaction with students.
    - Early results were very positive.
    - Year 4 PLCs include:
        - Student and Family Engagement
            - Facilitated by IMPACT's Michele Cheney with Tracie Kalic
        - Integration of iSOSY Materials
            - Facilitated by Michelle Headley and Tracie Kalic
        - Designing High Quality Summer Services
            - Facilitated by Emily Hoffman

- Supporting High Risk Secondary Students
  - Facilitated by Tracie Kalic and Liz Bliss
- State directors will submit the choice of topic(s) and participant(s) by October 30.
- PLCs will run November 2026 - May 2027

- **Hispanic Heritage Foundation (HHF) Collaboration for Year 4**
  - *Digital Literacy* - January 7, 10 , 2027
  - *Financial Literacy* - January 14, 17, 2027
  - *Virtual Coding* - January 31, February 4, 2027
  - *AI Workshop* - January 31, February 4, 2027
  - *Digital Marketing* - February 14, 18, 21, 2027
    - All classes 5:00 pm (EST) | 4:00 pm (CST)

- Curriculum Work Group Feedback on ***Drones in Agriculture*** **STAT Lesson**

- **Work Groups**
  - Action plans should include:
    - Supporting recruiters
    - Increasing student engagement
  - Professional Learning: Michelle Headley (MI), Lauren Radin (CO), Angie Gutierrez (MI), Silvia Rogel (IL), Tatiana Diaz (IL), Melina Wright (IL), Justin Bennett (NY), Tino Rosales (KS)
    - Monthly *In the Field* Newsletter
    - Cross-Work Group Webinars
    - ADA Resources
  - Student Portal: Heather Hackett (NE), Emily Callghan (NY), Maggie Villarroel (MS), Yvette Munoz (TX), Brenda Smith (AZ), Jose Reyes-Lua (PA), Susanna Bartee (iSOSY)
    - Google Classroom additional lessons
    - Google Classroom data collection
  - Personal Wellness: Cindell Mathis (GA), Lysandra Alexander (PA), Marisol Mancha (TX), Paulina Cisneros (CO), Becca Aldous (VT), Sandra Lobato (KS), Lora Thomas (iSOSY)



        - Monthly contribution to *In the Field* Newsletter
        - Conversation tip sheet to increase practical use of all Personal Wellness resources
        - Mental Health First Aid (8 hour training) offered to member states.
    - Curriculum: Brenda Pessin (iSOSY), Erin Lamboi (iSOSY), Ita Mendoza (NE), Allison Singer (SC), Nathaniel Smith (MS)

Friday, October 23, 2026

- **Table Discussion**: Family engagement and impact on secondary student success
    - Brenda Smith (AZ)
        - Supervises 18 staff members over 2,000 migrant students in Yuma Union High School
            - Focus on keeping drop out rate very low involves a team approach and flexibility to meeting needs of the high risk students
    - 1. What is one practice (whether tried and true or new and unique) that you have seen direct results from recently?
        - Specific counselors for Title 1, Part C
        - MEP Clubs for students (can be virtual in rural areas)
        - Bring in a former migratory student who has found success
    - 2. What is a strategy or practice that you believe would work but have been unable to try up to this point?
        - Training in Executive Functioning (beyond what students gain at school) as supplementation
            - Find tools that can be gifted to students (i.e. erasable highlighters, planners, etc.) that can serve as an entry point for the relationship
        - Find diagnostic tools to better determine student needs (especially important for math)

- 3. Within your states, what are some of the commonalities that make your students high risk? How are you defining who needs support and are you able to effectively serve them?
- 4. Who do you feel are the students who are falling through the cracks? How do you determine which students may be falling through the cracks and are most at risk for becoming disengaged and dropping out? What are the primary barriers that need to be considered when designing supports/programming for high-risk secondary youth?
    - KS and AZ students falling through the cracks are between 16-18 years old and lack enough time to get credits to graduate.
    - Primary barriers are those well known for OSY (time, work, siblings, etc.)
    - Students “in the middle” are the ones who slip through the cracks.
    - Older students with little education
- 5. How do we build an asset model for supporting migratory high school students?
    - Older students with little education fall through the cracks. What they have:
        - Motivation
        - Resilience
            - Career and Technical School can be an option to gain a skill
    - One-on-one is the best method; having a caring adult is very important
    - Virtual models of learning; different pathways to graduation
    - Problem solving is something we can nurture (involve school counselors , teachers, caring adults)

- **State Sharing Session** - *Innovative Practices: Your State's Approaches to Increasing Student Success*
    - NEBRASKA *Using Data to Plan and Deliver Services* (Ita Mendoza)
        - Google Dashboards used to save and share documents and compile data (has higher protection level)
        - Data Studio platform: https://datastudio.google.com/u/0/navigation/reporting
    - MICHIGAN *STAT Lessons in Use* (Angie Gutierrez)
        - Video created to encourage other staff to use STAT Lessons: https://youtu.be/rKWugaL-N1Q
        - To get buy in from local districts, created slides with everything in one place for three STAT Lessons (both in person and virtual)
            - Plickers (app recommended by NE to have interactive QR codes for pre-and post-test answers): https://get.plickers.com/
    - MASSACHUSETTS *Coaching for Success* (Emily Hoffman and Phaedra Mangan Rocha)
        - MMEP's journey to develop new High School programming
            - Started with PACs (modified IMPACT presentation on adolescent brain development)
                - Note that the presentation landed differently between families and students
            - Instead of mentor, chose the term "Success Coach"
                - Hired from current bilingual instructors ($30/hour)
            - One-on-one sessions between Success Coach and student (goal was 10 sessions in variable format)
            - Content included iSOSY Goal Setting, additional activities including dialogue journaling, coaches could use additional resources based on student need
            - Students received incentive to participate in the 2024 pilot; targeted "mid-level" students



        - Summer 2026 lacked funding for additional coaches so targeted just rising 9th graders (and any eligible siblings) with ideally three sessions (30-60 minutes)

- **Work Group Reports**
    - Curriculum
        - Complete *Drone in Agriculture*
        - Begin developing *Drone-Related Jobs in Agriculture*
        - Develop a webinar to introduce both drone lessons
        - Assist IMPACT as needed with STAT-P Lesson(s)
    - Personal Wellness
        - Personal Wellness Corner for monthly In the Field newsletter
        - Develop Sensitive Topic Conversation Starters Guides
            - Begin with Alcohol and Mental Health
        - Develop usable spreadsheet to organize Personal Wellness activities for use in different circumstances and settings
        - QPR (Question, Persuade, Refer) Training webinar with Lora Thomas (Project FRONTIER staff)
    - Professional Learning
        - Creating *Recruiter Instructor Training Modules*
            - Mini-lessons on vocabulary from Heat Stress STAT Lesson after conducting interviews
                - How to teach the vocabulary (repetition, sentence starter or fill in the blank), essential phrases
                - Intro to include inspirational/motivational message from experienced recruiters
        - Additional research via the *In the Field* monthly newsletter
    - Student Portal
        - Reorganizing with several new members
        - Developed *Using Student Portal* video in English and Spanish
            - Will be posted by November



        - Will continue adding to the Google Classroom with consistent formatting
    - Relationship Building Work Group
        - Emily Hoffman will redesign the existing *OSY Relationship Building Manual* resources and materials

- **AZTEC Learning Pilot**
    - New York
    - Kansas
    - Georgia

- **Innovative Practices Newsletter**

- **Spring 2027 TST Meeting** dates:
    - April 29-30, 2027 in Chicago, IL