



Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Winter 2016

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Member States:

Kansas
(Lead State)
Alabama
Florida
Georgia
Illinois
Iowa
Kentucky
Massachusetts
Mississippi
Nebraska
New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
South Carolina
Tennessee
Vermont

Partner States:

Alaska
Arkansas
California
Colorado
Idaho
Maryland
Minnesota
Missouri
Montana
Oregon
Washington
Wisconsin

Director's Message

We have spent the last few months celebrating the wonderful successes of the Strategies and Opportunities for Success for Out-of-School Youth (SOSOSY) consortium and planning for even bigger achievements with our new Graduation and Outcomes for Success for Out-of-School Youth consortium. I cannot say often enough how much I appreciate the efforts of everyone involved in SOSOSY. Together we achieved some very important efforts toward improving the education and lives of thousands of migrant students nationwide. GOSOSY is on track to continue the great things we started and add more materials, resources, training, and outreach over the next three years. Welcome to our new member and partner states! Please enjoy reading this newsletter's summary of what has been accomplished and what is to come. As always, we welcome ideas and submissions for the newsletter. Contact me anytime at tkalic@embarqmail.com.

Tracie Kalic, GOSOSY Director

GOSOSY's Website Gets A Makeover

The OSY Consortium's website, found at www.osymigrant.org, has been for years the clearinghouse for documents, forms, resources, and helpful links. Thanks to the Technical Support Team's Technology Work Group, it has been reorganized and improved and is now ready for widespread use. It is our hope that all practitioners working with migrant students, and OSY in particular, will find it a one-stop shop for resources.

The new design breaks the site into three main sections: Administrator, Practitioner, and Student. Each main page has six sub-sections that house useful information including data tools, resource links, instructional materials, contact lists, and archived newsletters.

The website will be continuously updated and we welcome input from users. In particular, we are in need of clear, quality photographs of the migrant program in action. Please submit photos at any time to Susanna Bartee at susannabartee@gmail.com. A photo release form is available via link on the website or you may email to request one.

We also need accurate contact information from all states in order to keep the contact lists as up to date as possible. Those changes may also be sent to Susanna Bartee.

Please take time to visit today and enjoy the updated graphics, reorganized pages, expanded links, and important news.

GOSOSY Goals

► Objective 1: Achievement & Learning Plans

- 75% of OSY participating in project-directed instructional services will demonstrate a 20% average gain between pre- and post-assessment.
- 75% of OSY with a Learning Plan will attain an average of 50% of the learning/achievement objectives.
- Attendance by 54 OSY (consortium wide) at Goal Setting Workshops (GSW) who attain acceptable or above average score on GSW rubric.

► Objective 2: Professional Development (PD)

- 75% of staff completing PD increase skills by 10% between pre- and post-assessment.
- 75% of states average five PD/mentoring collaborations.
- 75% of recruiters tested achieve “proficient” on OSY ID&R Recruiter Skills Competency Tool.

► Objective 3: State Processes

- Five products developed/adapted/vetted/adopted by 18 states.
- GOSOSY Dissemination Event for 200+ staff is planned, implemented, and evaluated.

CIG Collaboration

Directors of each of the four Office of Migrant Education-funded Consortium Incentive Grants met in October 2015 to discuss the best ways to ensure interstate collaboration. Realizing that combining efforts and achievements will benefit all migrant students throughout the 33 states involved in the different CIGs, the directors and other interested parties determined to pursue joint meetings, communications, and idea sharing.

The CIGs included are:

- Preschool Initiative (PI)
- Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)
- Identification and Recruitment Rapid Response Consortium (IRRC)
- Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE)

Various members will serve as liaisons between the different CIGs, as well as their partner organizations, to assist communication and efforts to work together. Collaboration will include resources and materials, training, and planning.

GOSOSY looks forward to working with all of the CIGs and their member states to more efficiently and successfully meet the needs of our target population of students.

State Spotlight: TENNESSEE

Jessica Castañeda • *Migrant Education State Program Coordinator (TOPS)*



► DEMOGRAPHICS

Tennessee has a little over 2,000 migrant students from all over the country and world. We are not in any specific migrant stream and, though in the past we saw many youth coming directly from Mexico, that is no longer the case as our students mainly come from other states. In the past nearly half of our migrant population were out-of-school youth, but now it is closer to 40%. We have several areas with histories of families and youth coming directly from Florida but in most of the counties there is no single sending state. In Tennessee migrants come to work in tomatoes, cotton, tobacco, cucumbers, squash, peppers, beans, nursery work, and some meat processing. Our state is so long that it takes roughly 10 hours to travel from one side of the state to the other, and most of our agriculture work is done in central and eastern Tennessee, with limited work in cotton in the western part of the state.

► UNIQUENESS

For the past decade Tennessee has been underfunded, with a budget that is roughly between \$500,000 to \$600,000 each year. Limited funding has caused us to work to streamline our services and identification and recruitment efforts to make them both effective and cost-effective. We believe that a well-trained staff member can both recruit as well as provide high quality instruction and programming for all ages of migrant students.

Our focus for OSY is unique. Every OSY recruited is given basic materials such as English in Minutes, dictionaries, reading materials, hygiene kits, and resource guides. For the next level of service, we sit down with them to

determine if they are interested in returning to school, getting a GED, or in starting in-home instructional classes. We feel that we can best serve the youth by providing high quality instruction starting off with the skills of the last grade level they have completed. Our MEP has a collection of lesson units that staff use to provide high quality instruction tied to skills in reading, math, science, technology, literacy, and more. In some cases we also provide ELL classes that focus on helping the youth improve in all areas of language development (speaking, reading, writing, and listening).



We believe very strongly in the importance of networking and sharing resources. Access over 120 free lesson units tied to Common Core standards that include STEM instruction as well as language arts, reading, history and more.

Overview of our program services:

<http://www.tnopportunityprograms.org/NS%20TN%20MEP.html>

Learn more about English in Minutes:

<http://www.tnopportunityprograms.org/NS%20English%20in%20Minutes.html>

Access over 120 free lesson units tied to common core standards what include STEM instruction as well as Language Arts, Reading, History and more:

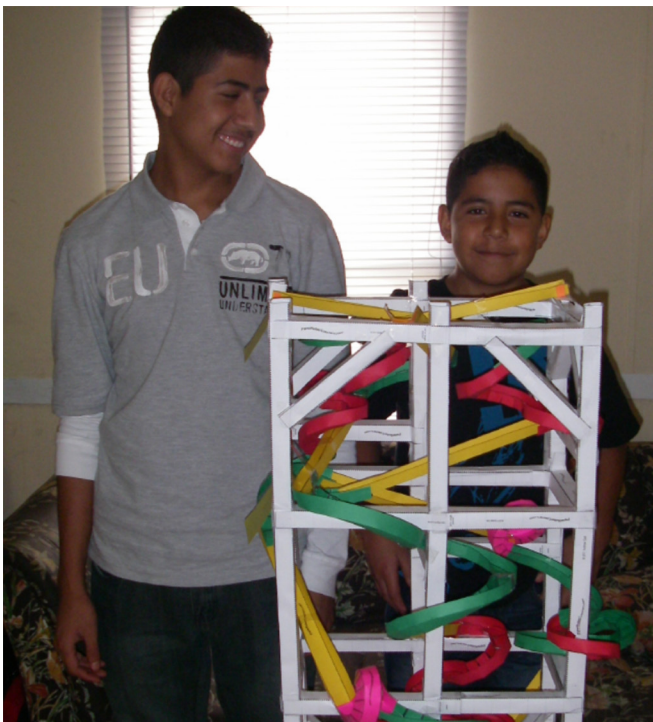
<http://www.tnopportunityprograms.org/LP%20Lesson%20Plans.html>

State Spotlight: TENNESSEE (continued)

Jessica Castañeda • *Migrant Education State Program Coordinator (TOPS)*

► ID&R

We have statewide recruitment efforts. Tennessee Opportunity Programs (TOPS) is the non-profit that receives funding to implement the migrant program statewide. TOPS is responsible for all recruitment and services to students. We have both full- and part-time recruiters who cover multiple counties. All are required to work one weekend day to recruit and provide services. We find it helpful to require our staff to work 12-hour days when they recruit and provide instructional services. This allows us to consolidate travel time and mileage. Staff enjoy the schedule since they usually work three out of five work days. They work intensive days but also have plenty of time to rest. All of our staff are trained in both recruiting and providing instructional services to students of all ages.



► STATE SUPPORT STRENGTHS

We have a very strong instructional program and high levels of participation at all ages. Since we have limited funding we have found that the best area we can focus on is helping all of our students improve academically regardless of age. We deliver services that help them improve while being engaged and interested in the classes and services provided.

► IMPROVEMENTS

We are looking to continue to increase the number of OSY that participate in instructional services. OSY's work schedules are always a challenge. Most of all of our OSY in TN are Spanish-speaking and like receiving materials and classes to help increase their abilities in English. Our English in Minutes resources have been very well received over the years. The youth work on completing one book and then can call the 1-800 number to take an oral test to qualify to receive the next book. Services are tailored to meet their needs and schedules.

► PROFESSIONAL DEVELOPMENT

Our staff receive ongoing professional development throughout the year. They also work directly with a supervisor and have on-going feedback and support as they send in daily reports in which they must clearly detail all that was done. One unique requirement is that all applicants interested in the program must take a test before they are hired. This introduces applicants to how our instructional program works, as well as the requirements to recruit. Applicants are required to pass the recruiters test and also create a thoughtful lesson plan based on one of our units before they are eligible for hire. This requirement has been extremely helpful for us in hiring qualified individuals and it allows applicants to have a clear picture of job requirements before they commit to work. This process has also eliminated much of our staff turnover. To see an example of the type of pre-hiring training required please visit this link:

<http://www.tnoprogram.org/NS%20MEP%20TRAINING.html>



Celebrate SOSOSY Successes



The Strategies and Opportunities for Success for Out-of-School Youth Consortium operated from 2012-2015. During those years, a great number of people contributed to the successes detailed below. Many documents were created, meetings held, ideas discussed, and plans formulated—all of which contributed to meeting the consortium’s stated goals. However, at its heart, the consortium’s primary goal was always to seek the often-overlooked and potentially forgotten migrant student, help him or her determine immediate needs and future goals, and find the best ways to assist that student’s journey. A special thank you goes to every individual who helped identify, recruit, assist, instruct, and encourage those students.

- More than 36,000 OSY were identified and recruited nationwide.
- Of those identified and recruited, 70% of OSY received instructional and/or support services.
- 150 training sessions in various formats were hosted by SOSOSY with more than 2,000 staff attending throughout the three year-consortium.
- When attendees rated the training sessions, the overall value of training was ranked as 2.9 out of 3.0.
- SOSOSY’s Dissemination Event included more than 200 staff with 28 breakout sessions, keynote speaker Luis Urrea, and nine OSY from five different states participating in a student forum.
- SOSOSY worked with member states and partner organizations to create Mini Lessons, covering important lessons in legal, parenting, health, finances and other life skills. Pre- and post-assessments were used to show student progress and an instructional video was created to assist instructors.
- Tools created by SOSOSY members included ACRoS, OSY English Language Screener, Educational Resource Rubric, ID&R Knowledge Assessment Tool, and Continuum of Services Tool. These tools greatly assisted practitioners in identifying needs and goals for individual students and finding appropriate resources for them.
- A high mean gain of 86% on student post-assessments was reported with 81% of students reporting a gain of 20% or more.
- As SOSOSY concluded, member states participated in Quality of Implementation ratings which proved “that the SOSOSY activities and strategies have been successfully implemented with fidelity.”

GOSOSY Success Story: Ramon Zepeda

NC Migrant Student Dedicates His Life to Improving the Lives of Other Migrant Workers



Ramon Zepeda was born into an idyllic life on a farm in Mexico in 1986. His earliest memories are of helping in the cornfields and exploring the mountains and rivers with his seven siblings and extended family. But life grew harder after the North American Free Trade Agreement lowered the price of imported corn and Zepeda's father emigrated to the United States for seasonal work.

By age 10, Zepeda and the rest of his family had joined his parents and he was dropped into a large elementary school in Los Angeles where he struggled to learn

English and navigate a rough neighborhood. When he was a teenager the meat-packing plant that employed his father closed and his family relocated to Raeford, North Carolina.

In North Carolina, Zepeda found other challenges and he seriously considered dropping out of school to help support his family. But he credits the Hoke County Migrant Education Program and Duke University's Student Action with Farmworkers (SAF) with encouraging him to stay in school and graduate.

Zepeda went on to attend the University of North Carolina Pembroke and worked with different labor unions as a student and recent graduate. He is now the program director for SAF, an independent nonprofit with an office at Duke University's Center for Documentary Studies, where he continues his effort to improve working conditions for migrant laborers.

As Zepeda poignantly told Sandra Davidson of BitandGrain.com, he feels driven by the possibility that one day he may have to return to the fields. "If that were to happen I'd love to be able to know that there is a community supporting me, that there are other workers [who] support me [and] that I can support them," he says. "We say in Spanish, 'Hoy por ti, mañana por mí.' Today for you, but maybe tomorrow, it will be for me."

According to *Today for You, Tomorrow for Me*, the article posted on BitandGrain.com, the North Carolina Department of Agricultural and Consumer Services estimates that more than 150,000 farmworkers live in North Carolina during the growing season and that they contribute \$59 billion to North Carolina's economy. Most are native Spanish speakers living far below the poverty line. Those are the workers driving Zepeda's efforts each day.

With our constant focus on money, Zepeda contends, we easily lose sight of the importance of peace and safety on a day-to-day basis. "I feel good at the end of the week when I get my paycheck. Everybody does. But what happens in between? It's always about the money, but what about the treatment or the working conditions?"

Read the entire article at:

<http://www.bitandgrain.com/farmworkers-in-north-carolinas-local-food-movement>

GOSOSY Success Story: Ricardo Silva Heredia

"You gotta WANT it!" Ricardo Silva Heredia of Hastings, Nebraska had finally decided that he did, indeed, WANT his GED, so he went after it and completed it within a few months.

Ricardo's family was in the Migrant Education Program (MEP) when he started his last year of high school. But he left after only a few weeks because he needed to work to support the new family he was starting. As a result, his MEP status changed to an Out-of-School Youth (OSY). His plan was to save part of his earnings so he could work and go to school at the same time. Finally, he had some money saved up, but family responsibilities caused his education to be put "on hold" again.

The first time Ricardo started to study for his GED was actually in 2013; he began with math, which was the most difficult subject for him. He admits he got discouraged and quit his studies. Also, his job required him to work out-of-town a lot. Although Ricardo still wanted to go back to school, it didn't seem possible because of other demands on his time and energy.

Ricardo's mother always encouraged him to return to his GED studies. Then in late May 2014, his aunt and her family moved to Hastings and she also became a great source of motivation. She had dropped out also, but at an earlier point in high school than Ricardo. She had completed her GED and told him, "I did it, so you can do it, too!" She is now employed by a local company that is helping her with courses at the local community college.

Seeing his aunt's successes, Ricardo finally decided he had to get started again on his GED studies through the Migrant Education Program. He attended the October 5th, 2015 Orientation for the GED preparation classes offered by Central Community College (CCC) as part of its Adult Basic Education (ABE) Program. The local non-profit organization, Hastings Literacy Program, partners with CCC to provide, among other classes, GED preparation. Ricar-

do took the initial Tests of Adult Basic Education (TABE) and his scores were high enough that he could soon begin taking the GED Practice Tests in Language Arts, Social Studies, and Science, while spending more time studying Mathematics. So, after finishing a full day's work with a local employer, Ricardo would attend the evening GED classes twice a week.

By the end of October 5, 2015, he had passed the GED Language Arts and Social Studies Tests. Although Ricardo worked until 5:30 p.m., he made it to his 6:00 testing appointments at CCC in Grand Island, Nebraska which is about 25 miles away! He admits he was "nervous every single time," about taking the tests and whether he had passed them. On the exams, there were some questions that were more difficult to answer than others. Ricardo didn't want to lose time on those questions, so he skipped them to continue with easier ones, then returned to the harder ones. Ricardo advises, "try your hardest and don't let a few hard questions or wrong answers stop you or discourage you."

In addition to the instruction and encouragement Ricardo received, another great benefit of studying with the Hastings Literacy Program is that the test fees were all paid by a scholarship from a Hastings Community Foundation grant. Ricardo is looking forward to participating in the GED Graduation ceremony which will be hosted by Central Community College.

Words of advice from this happy and proud new recipient of high school credentials? "Always stay FOCUSED! Maybe you'll stumble along the way, but at the end of the day, you get up and keep trying. Don't give up and a good thing will come out of your work. You have to look at your future." With that attitude, Ricardo is sure to be successful as he continues with his education at the college level and in life in general.

IMPORTANT SCHOLARSHIP DEADLINE!

The 2015 Migrant Farmworker Baccalaureate Scholarship is soliciting new applications with a January 31, 2016 deadline. The 2015 award did not receive the quantity and quality of applications needed by the July 1st deadline so the Geneseo Migrant Center Inc. Board of Directors elected to

extend the deadline. The scholarship is designed to assist youth in obtaining a baccalaureate degree without being encumbered with substantial debt. More information and the application packet is available at www.migrant.net.

Continuum of Services Tool

Several Technical Support Team members this year dedicated time and energy to creating a streamlined tool for OSY service providers. The goal was to design an interactive document that illustrates an OSY's journey from beginning to end with appropriate guideposts of screeners, materials, and resources, simplifying what is often a complicated and changing process. The result of their efforts is the *Continuum of Services Tool*, available on the osymigrant.org website.

The tool's narrative thoroughly explains what it offers. First, the *OSY Cycle* graphic tool is a visual map of a typical OSY's journey. As we know, every OSY's story is different so the tool is intended to be viewed as a fluid process with resources available in sequence or used as needed.

Second, an updated *OSY Educational Outcomes Table* is included. The initial use of the *OSY English Language Screener* helps place a student in one of four quadrants on the table. The *OSY Educational Outcomes Table* is divided into different common goals and practitioners may use it to easily locate a list of resources appropriate to the student's quadrant and goal. Live links on both the *OSY Cycle* and *OSY Educational Outcomes Table* take you directly to useful websites and resources.

Likewise, live links are an important part of the updated *OSY Educational Resource Rubric*. This final tool is available in PDF format as part of the Continuum of Services Tool. It is important to note that it is also available on the website in Excel format, allowing practitioners to easily sort the resources as needed. The Rubric lists more than 180 resources for OSY students. Each is categorized according to language ability, subject matter, reading level, length of time student is staying, self-navigation, translation, cost, and pre- and post-assessments. All resources are also categorized by *OSY Educational Outcomes Table* quadrant, making it easier to find exactly the right tool at the right time for your student.

