



Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Winter 2017

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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

I hope everyone enjoyed joyous and relaxing holidays last month and that you are rested and ready to launch into GOSOSY's busiest year yet. Work groups and committees have been meeting consistently and we will enjoy two Technical Support Team meetings (in Alabama and Illinois) plus the Annual Director's Meeting in Washington DC before we reach mid-April. There is a lot to do, but I can sense that your energy and creativity is at an all-time high. This year I would like to learn more about each state's individual program so please remember to share all of your good news, your challenges, your photos and other media, and your great ideas. Reach out to me any time at tkalic@embarqmail.com. Thank you!

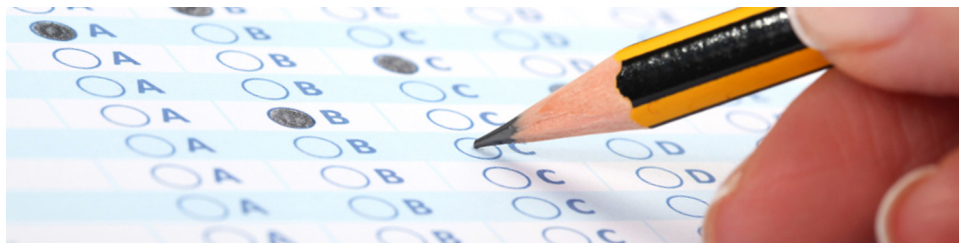
~ Tracie Kalic, GOSOSY Director

English Learners get better access to the ACT®

The ACT® begins this year to offer support to students qualified as English Learners, meeting the current definitions under the Every Student Succeeds Act (ESSA). Those who qualify will receive the following supports to earn college-reportable scores:

- Additional time on the test (not to exceed time-and-a-half)
- Use of an approved word-to-word bilingual glossary (containing no word definitions)
- Test instructions provided in the student's native language (including Spanish and a limited number of other languages initially)
- Testing in a non-distracting environment (i.e., in a separate room)

"We believe these solutions will help ensure that English learners have an equal opportunity to demonstrate what they have learned in school, leveling the playing field while not giving the students any special advantages," said ACT Chief Commercial Officer Suzana Delange. "This change is about improving access and equity for students whose proficiency in English might prevent them from truly demonstrating the skills and knowledge they have learned. The supports are in keeping with the mission of ACT: helping people achieve education and workplace success."



New Workforce and Job Readiness Certification Offered Through ACT®

In December, the ACT® Test company announced a new workforce certification that will be available for workers in Mexico and Mexicans working abroad. The foundational job readiness measure was created under special agreements with the National Council for Standardization and Certification of Labor Competencies; CONOCER, a public entity of the Mexican federal government responsible for promoting the development of the National System of Competencies; and the Foundation for the Improvement of Education in Mexico, AC (FUNDAMEE).

The workforce development certification assists employers in identifying candidates possessing core competencies of career readiness, such as critical thinking and problem solving, as well as teamwork and collaboration.

ACT's official statement explains, "CONOCER, which reports to the Ministry of Public Education, is responsible

for promoting and regulating the processes of standardization and certification of labor competencies. Its mission is to develop the productive potential of human capital for the competitiveness of Mexico, through the National System of Competencies. Thus, it ensures the quality of the certification processes of workers and serves as a fundamental reference for work training systems."

FUNDAMEE is a non-profit organization certified by CONOCER to train, evaluate and certify the labor competencies and skills of individuals, based on national labor standards. FUNDAMEE President Alberto Ortiz-Pavon stated, "Our partnership with ACT will further our ability to provide a valid credential recognized by more than 20,000 employers and organizations in Mexico and the USA."

Under this agreement, ACT will provide assessments and materials in English and Spanish.

Campesino SOS – YELP for Farmworkers

Feliciano Paredes grew up as the son of migrant farmworkers and worked in the fields himself for years. Now he's working hard to help his fellow farmworkers find jobs more easily through a new service called Campesino SOS. The digital app, which translates to Farmworker SOS, connects seasonal farmworkers with farmers seeking help, and also local community services including clinics and legal aid.

Paredes knows that many farmworkers can travel thousands of miles throughout the year to harvest crops around the nation. However, sometimes they make the trip only to learn the work is not available. Campesino SOS offers a

solution by virtually connecting all parties. Paredes is still seeking financial contributions to help with the launch and developers to help build out an Android version of the app.

Paredes, who started the project in 2011, has been collaborating with different agencies to organize potential resources for workers. He hopes the app is available to download by March. The states being represented so far include Arizona, California, Colorado, Florida, Hawaii, Idaho, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Mississippi, North Carolina, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Washington, Washington D.C., and Wisconsin.

Prototype pages of the Campesino SOS app can be viewed at: <https://www.facebook.com/campesinosos/>

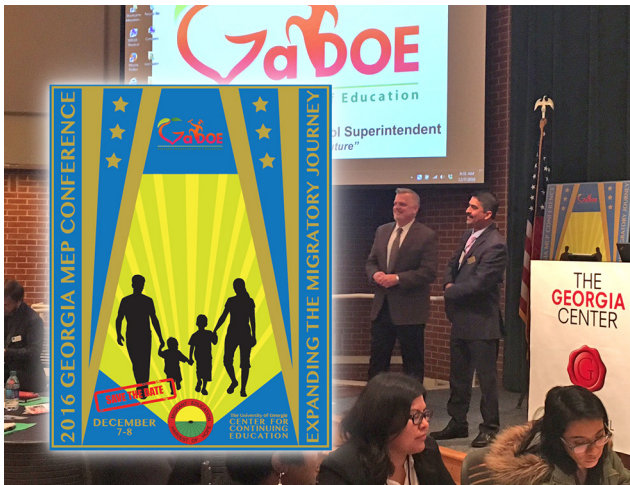
National Farmworker Awareness Week is March 24-31

Student Action with Farmworkers sponsors a week to focus on the living and working conditions of farmworkers throughout America. The official website (www.saf-unite.org) offers several suggestions about how to mark the occasion in meaningful ways:

- Invite a panel of farmworkers to speak in your community.
- Organize a teach-in or presentation about farmworker issues.
- Access presentations or short documentaries to help educate others.
- Host a screening and discussion of farmworker-related movies.
- Download a farmworker fact sheet and distribute throughout your community.
- Write letters to the editor to raise awareness among the general public.
- Stage a rally or march to show solidarity with farmworkers.
- Check out the calendar on the SAF website to see what other events are scheduled near you.



Georgia MEP Planning Targets Stakeholder Input



When the Georgia Migrant Education Program (MEP) hosted its annual state conference in Athens in December, it was an event that seamlessly continued the program's efforts to draw from the insight of migrant education stakeholders.

John Wight, formerly the MEP State Director and now the Federal Programs Director at the GA Department of Education, explained that the state's program planning has always involved stakeholders at various levels.

"Our stakeholders include SEA staff and SEA MEP staff, local MEP staff, parents, and OSY/drop-outs. The Georgia MEP has been working with stakeholders to implement and design services for OSY/drop-outs for many years," he said.

Georgia's MEP has 25 SEA MEP staff with six working directly with OSY/drop-outs as well as guiding LEAs as they provide support for OSY. The December conference was focused on the state's Service Delivery Plan (SDP). The training purpose was two-fold: required identification and recruitment (ID&R) training and professional development for the LEAs.

"While Georgia has always served OSY/drop-outs aggressively, we have been aligning our efforts to coincide with the GOSOSY CIG requirements now that we are a member state," Wight explained. "Our planning process is less of an event and more of an on-going effort to identify OSY needs, implement interventions/supports, monitor those interventions/supports for fidelity, evaluate impact, and then continue the cycle. This is how we plan for our trainings and conferences too. We identify the needs in our SDP, design the training to address those needs, and then follow up with support/observations in the LEAs. For OSY/drop-outs, the CIG GOSOSY leads our efforts."

The December conference training built upon statewide training offered in August that provided professional development on the OSY English Language Screener and a re-

fresher on the OSY Student Profile. GOSOSY member states of North Carolina, South Carolina, Tennessee, and Florida were also represented at the conference and conducted workshops supporting our interstate coordination efforts. Focusing on instructional strategies used with all MEP participants, the conference followed the EdCamp model (<http://www.edcamp.org/>), described as "an organic, participant-driven professional learning experience".

"We used this model so that our attendees could target their own needs and get as much learning out of the conference as possible," Wight explained. "So our first day of the 'typical' conference was actually a morning following the 'unconference' EdCamp model and then afternoon traditional workshops focused on these instructional strategies."

Planning for the SDP included stakeholders from all areas: MEP staff, tutors, recruiters, teachers, administrators, parents, and students, as well as various agency stakeholders. By including so many interested parties, the Comprehensive Needs Assessment (CNA) and SDP were informed with the knowledge that services for preschoolers and OSY need to increase and the capacity of tutors to work with highly mobile MEP participants (during the sometimes short periods of access) needs to improve.

"We ensured our stakeholders understood that the MEP is a supplemental academic program and therefore the majority of our focus would be on ways to supplement the general classroom instruction/performance of migratory children and youth," Wight said.

Georgia is in the process of requiring all LEAs to complete a single comprehensive needs assessment for FY18 that meets all Federal program requirements and addresses all children and youth.

Wight stressed, "To ensure the unique educational needs of our migratory children and youth are addressed in this compressive process, key stakeholders with knowledge of these unique needs will be at the table during this process. Our MEP staff in the school district, along with our partner agencies working with this population, will be part of that stakeholder group."



GOSOSY State Spotlight: VERMONT

Sarah Braun-Hamilton • *Out-of-School Youth Education Coordinator*

This year Vermont MEP brought together organizations throughout Vermont's "Northeast Kingdom" to help our migrant farmworker students build skills and community in the most isolated region of our rural state. Sterling College, a small college with an agricultural and environmental focus, offered classroom space, their dining facility, and childcare. Northeast Kingdom Learning Services, a partnering Local Educational Agency (LEA) provided an English language teacher at no cost to us. MEP provided a bilingual life skills teacher, instructional materials, and transportation. Classes focused on a combination of practical life skills and basic communicative English.

Twice a week a local taxi company picked up students and families at their homes on dairy farms along the Canadian border. Buddy, the taxi driver, was a vital part of the team, helping the students practice their English on the long drive. He shared toys with the children to keep them entertained, and he even donated a few chickens from his own flock to support the families' goal of producing more of their own food. The bilingual teacher, Dan, who had worked as an MEP field educator for many years prior, transported other students. Before each class, everyone gathered at the Sterling College dining hall so that students could practice their conversational skills with college students over a community dinner. Once they were well-nourished and had warmed up their speaking muscles, the formal part of class began. Over the 12-week class, students learned to talk about the weather, use a dictionary, fill out forms, express their needs, and describe their daily routines. They also learned something about Vermont agriculture beyond dairy as they toured Sterling College's livestock barns and maple syrup operation. Children of our farmworker students spent their time building with blocks, coloring, and reading stories with volunteer college students.

These dynamic classes met twice a week for two hours. A combination of 16 adult students, parents and OSY attended, along with four children. Students were assessed for class planning and progress using the GOSOSY English Language Screener. At the end of class 100% of students reported that the class helped them improve their abilities and confidence in English, and all stated they would like to do it again. Coordinating such a broad variety of people and organizations for this partnership was complex, but it provided exposure to new ideas for everyone involved, and allowed MEP students to access high quality instruction, with authentic practice, in a welcoming group setting away from the farm.

