



Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Fall 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

And just like that we are in Year 3 of GOSOSY! We have seen so many new projects and materials developed over the last two years and we are having positive feedback from our OSY as we pilot and implement these new resources in different programs. The goal of our consortium is to reach OSY and give them a strong opportunity to move forward on the next step in their journey. We could not achieve what we have already without the efforts of each one of you. I am especially excited to see how Year 3 shows us what progress we can make as we continue to spread the Goal Setting, Student Learning Plan, and Mentoring efforts throughout the states. Thank you for letting us know how your own state is setting and reaching goals for OSY. Please continue to share your good news, your ideas, and your thoughts. Reach me any time at tkalic@embarqmail.com.

~ Tracie Kalic, GOSOSY Director

Don't forget that goal setting is not just for students. Your aspirations are important and the steps you take to get there make you a better leader.



"What you get by achieving your goals is not as important as what you become by achieving your goals." – Zig Ziglar

Sumter County, Georgia

*By Miriam Blaisdell Ndaayezwi,
Resource Specialist
Region 2 Education of Migratory Children
Program, Title I Part C
Georgia Department of Education*

Stacy Favors, Migrant Program Supervisor for Sumter County Schools in Georgia, and Maria Silva, Migrant Student Services Provider, used GOSOSY's Goal Setting materials with their summer OSY population this year.

Given the short time youth are in the area (one to four weeks depending on the harvest) and an OSY's intense work schedule (6:30 am to late evening), they knew they would have to condense the information into one visit. However, they still believed it would be worthwhile to try to provide the valuable concepts from the Goal Setting materials.

Maria led her group through making the "My Life" booklet and asked anyone who wanted to share about their hopes for their future. With another group, who had not yet cooked and eaten (the offer was made to return later, but the group decided they would go ahead with the project first), Maria skipped the "My Life" booklet and just taught the rest of the information.

Using the materials provided to them in backpacks, OSY took out notebooks and pens to write down a 1-year goal, a 5-year goal, and a 10-year goal. Everyone was highly engaged and Maria gave individual assistance as needed. Participants were encouraged to think about how old they would be and what they hope would be happening in their lives when they reach those ages. Next, participants were encouraged to think about the fact that they already have the skills needed to set a goal and accomplish it. Each OSY had already achieved the goal of obtaining work in the US as an H2A worker.

The OSY were invited to share a long-term goal and discuss the steps it might take to achieve the goal. Using a specific example, Maria led a discussion about the information. They discussed the timeframe and money needed and how to break that down into small steps. One participant wanted to buy a house in five years. Using a calculator from the supplies, Maria led the OSY through the process of calculating the number of weeks in five years, and then dividing the cost of a house by the number of weeks so he would know how much he would need to save each week to reach that goal. Others in the group used calculators to figure out costs associated with their goals.



Sumter County, Georgia (continued)



Next, each participant was encouraged to take out a calendar from the backpack and write down the date they would take the first step needed to accomplish their goal. For each OSY, it was something different. Many wanted to learn English and engaged in discussion on ways to accomplish that goal. One participant wanted to save to buy a new guitar and take lessons to learn a new genre of music so he could improve the band (and their earnings) that he has already formed with friends.

Maria talked about how obstacles can come up in life. They discussed how we can continue to work around setbacks and still reach our goals or even change goals as needed. Some participants shared stories of their own as examples.

As a conclusion, Maria talked with the group about how education can be a key to open up new opportunities in life and how they might be able to access the Plaza Comunitaria services or other educational options available when they returned to Mexico. Again, Maria encouraged participants

to think about the skills that they have already demonstrated and how these same skills can be used in working toward their goals.

Each participant was asked to complete the GOSOSY survey concerning Goal Setting and to write their honest thoughts about the project—whether it was helpful and/or how it could be improved. On the surveys, 100% of participants responded that it helped them think about their futures and goals and was beneficial.

Congratulations, Sumter County Migrant Program!



GOSOSY State Spotlight: ILLINOIS

Brenda Pessin • *Director of Migrant Education Services* Eva Jiménez • *State ID&R Coordinator*



The Illinois MEP is administered by the Illinois State Board of Education (ISBE) with sub-grants awarded through an application process to school districts, institutions of higher education, and statewide non-profit organizations. Sub-grantees provide a wide range of supplemental instructional, supportive and advocacy services to eligible children, youth and families from preschool to high school and out-of-school, both during the regular school year and the summer. In addition, ISBE contracts with the Illinois Migrant Council (IMC) to provide programmatic support to all funded entities in the areas of Identification and Recruitment, Student Information Exchange, Professional Development, Curriculum and Instruction, Parent Involvement, Evaluation, and Interstate/Intrastate Coordination.

► ID&R

The State ID&R Coordinator and the State Recruiter are both employed by IMC. The state is divided into 13 recruitment regions each covering multiple counties. Both local and regional recruiters work hand-in-hand with the State Recruiter and ID&R Coordinator to cover the state as best as possible and to support one another in times of intensive activity through the deployment of recruitment teams to newly impacted areas of the state. Annual training is provided to all recruiters in the spring and summer, just prior to the start of our heavy recruitment season. Additionally, technical assistance and customized local trainings take place throughout the year, on an as-needed basis. All new recruiters also participate in field training with an experienced recruiter, and mentor-mentee relationships between new and veteran recruiters are strongly encouraged. Many of our recruiters have dual roles—as recruiter and advocate or instructor or parent liaison—thus enabling us to more effectively serve students, especially the OSY.

► DEMOGRAPHICS

According to the 2015-2016 CSPR, Illinois had 1,226 migrant students ages 3-21. In addition, 114 children from birth to age 2 were identified, totaling 1,340 children and youth. The following percentages further characterize our 3-21 aged students:

- 15% Preschool
- 34% Kindergarten – Grade 5
- 35% Grades 6-12
- 16% OSY
- 64% with a QAD during the performance period

Illinois continues to have a very mobile migrant population, with the majority of our interstate children and youth having a home base in Texas (approx. 40%) and Florida (approx. 11%). In addition, about 15% come directly from Mexico and another 3% from other countries. Many OSY in IL are H2A workers from Mexico.

The Illinois OSY Profile for this same period, 2015-2016, indicates the population is:

- 85% Male
- 82% Spanish-speaking
- 58% Living with their work crews
- 60% Interested in learning English
- 35% Interested in obtaining a HSED

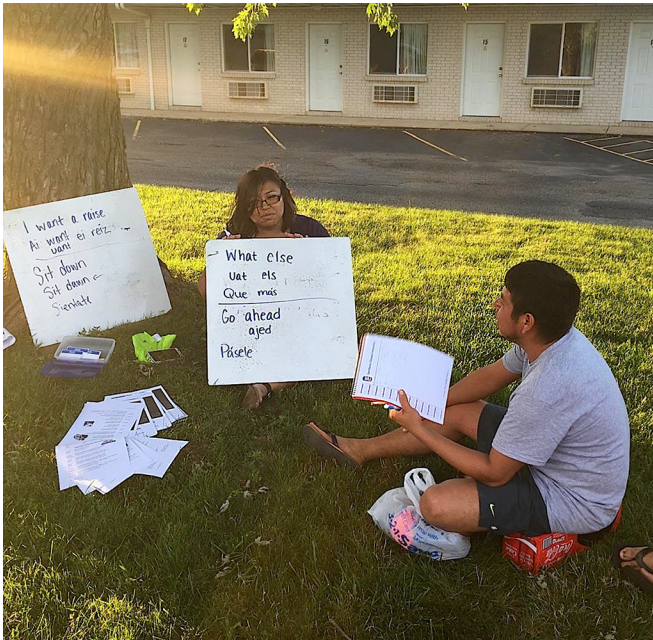


State Spotlight: ILLINOIS (continued)

► PROGRAM DETAILS

Services to OSY intensify in Illinois during the summer when the majority of migrant youth are in the state. OSY are working in the fields—detasseling corn and picking pumpkins—peach and apple orchards, processing plants, and nurseries. A work schedule that includes very long days, often seven days a week, is the reality faced by most. This, more than any other factor, impacts delivery of services. Our instructors must be very flexible both in time available and also in their capacity to meet a wide variety of needs among the youth.

Most of the OSY in Illinois wish to learn English. In order to determine their level of English proficiency, the OSY English Language Screener is administered. Curricular materials are then selected to best match students' levels, length of stay, and areas of interest. Among materials used are the Tennessee Guías Bilingües, Oxford Picture Dictionary, audio lessons downloaded onto MP3 players from the GOSOSY website, and a number of additional commercial materials. Instructors also develop their own lessons emphasizing basic vocabulary and dialogues built around real-life situations. The GOSOSY Life Skills Lessons, particularly the health and legal lessons, are often used to provide relevant information of importance and interest to youth that can be easily incorporated in instructional sessions.



When OSY are first identified, the COE as well as the OSY Student Profile is completed and welcome bags are distributed. These bags contain essential toiletries, a dictionary, paper, pens, and information on resources available in the local community. Generally, one of the life skills lessons on heat stress or pesticides is taught at this time. These lessons are very applicable to the hot, humid midwest summer weather and promote safety while working in the fields.

Classes are then scheduled according to the availability of the youth. Instruction takes place in homes, at local libraries, in community colleges and, mostly, in the old motels where crews tend to reside during their temporary residence in Illinois. Often, classes are held outside on the grass or at a portable table brought by the instructor.

For OSY who stay into the fall or longer, efforts are made to connect them to programs in their local area that will enable them to work toward a High School Equivalency Degree, learn English, access needed support services, or return to high school if that is a possibility.

This summer, the IL MEP piloted a new strategy in working with OSY who were very geographically distant from the instructor and were subject to very long and irregular work hours. In this pilot, the instructor prepared 20 assignments covering the basics of English, each designed to take about one hour to complete. After each lesson, several assignments were left with the students to try to complete prior to the next visit. Students were able to reach the instructor by phone if they had questions or needed assistance. If the youth worked very late and were not back from the fields at the time of the scheduled lesson, a packet with five assignments would be left for them to complete as they were able. On the day of the next visit, if the students could not attend the class, they left their assignments for the instructor who corrected them and provided written feedback for each student. OSY have been diligent about progressing through their assignments, on average tackling three to four per week. Prior to leaving this fall, students will be presented with a certificate detailing the work completed and will be given additional instructional material to hopefully continue their learning when they return home to Mexico.

State Spotlight: ILLINOIS (continued)

The IL MEP also explored use of the GOSOSY Goal Setting Workshops and Mentoring Project this summer at our Beardstown site. Efforts were made to involve both OSY and secondary students, but in the end, only the latter participated. Beginning with “Dreams for My Future” and “Dream Big”, students learned about themselves and explored the dreams they have, considered who could help them reach those dreams, what resources will be needed, and what obstacles they have to overcome. They then moved on to goal setting, both short- and long-term, career exploration, post-secondary options, financial aid, and beginning preparation of a college essay. The summer session culminated with a trip to the local community college where they toured the campus and had an opportunity to learn about programs particular to their individual interests. A unique feature of the instruction in Beardstown was that it was conducted in four languages—English, Spanish, French and Lingala! While it took a bit more time to cover the material, it was well worth it, as students responded very positively and actively participated in the sessions. The utility of these materials for migrant secondary students was clearly demonstrated by the Beardstown students.

To meet the diverse supportive service needs of the OSY, every effort is made at the state and local levels to collaborate with partners to provide needed services such as health and dental screenings and treatments, nutrition, legal assistance, translation, counseling and clothing. At the state level, partnerships with Community Health Partnership of Illinois (Migrant Health), Immigrants and Workers’ Rights Practice Group (Legal Assistance), and the Migrant and Seasonal Head Start Project are key to our collaborative efforts.



Sembrando Metas, Cosechando Sueños

(Planting Goals, Harvesting Dreams):

Three Stories of the Value of Goal Setting with North Carolina MEP Students

Sonja Williams • *MEP Program Administrator, North Carolina*

North Carolina has been one of the leaders in instituting the GOSOSY Goal Setting project. This past year has seen several students buy in to the idea of discussing goals and the necessary steps to reach them. As the following three stories illustrate, each person brings a different approach to the process of goal setting and their outcomes highlight how a simple idea can affect someone's future in a very big way.

In The Mountains

German shyly brought out his goal-setting book when we were talking. He opened each of the pages and told me that he and his mentor had worked together on their books, beginning with the first page that inquired about a difficult event. He told me there were many difficult events in his life, but one that was most hard was being away from his family. I asked him if it was hard to discuss painful memories, and he said that he knew he could survive them. His journey of self-discovery began with a reflection on how his past made him.

That's really what the GOSOSY Goal Setting materials are about. They help a student move from thinking about past experiences to translating them into future actions. German said that the process helped him get a focus; he knew now that he wanted to start his own business—maybe a restaurant, maybe another kind of retail store.

"But it isn't that easy—I have to do many things before that. I have to learn more math and how to read better."

In The Piedmont

Daniel is a 12th grader. He wants to go to college. He wants to study physical therapy. I asked him where this goal came from, and he told me, "I had clubbed feet when I was born, and no one thought I would ever walk. A physical therapist helped me walk, and run, and even jump. I want to do that for other kids." Daniel knew that the road to a PT degree is long, but he used a paper to

write out the steps along the way—taking the SAT, applying to community college PT assistant program, looking for scholarships, starting school, and becoming a PT assistant to get the money needed to go on to get his PT degree. He had worked on these steps with his MEP recruiter and a mentor, and he knew he could do them.

He is now at the community college in his county, taking the first courses in the PT Assistant's Program.

Down East

At a recent Parent Advisory Council meeting, the members were asked how they could use the techniques of writing goals, breaking them down into steps, and sharing them with others. The meeting was focused on issues facing MEP families and suggestions of how the MEP could help with both academic and supportive services. The suggestions came fast and furiously.

Maria is a member of the PAC whose daughter is suffering from depression resulting in several hospitalizations. She talked several times during the meeting about her daughter and about the need for more social-emotional support for migratory students. At the end of the meeting, she pulled me aside. She said, "I want to use this goal setting with my daughter; she thinks that her dreams are so far away. I can help her find the steps to get to those dreams."

As I have crossed this state, I have seen the power of learning to set goals for OSY, for high school students, and for parents. This powerful approach moves us away from a deficit mentality, where we always seek out gaps and holes, so that we can see beyond to meet needs and mend. It creates in our students and in us a vision of strength, hope, and possibility. It builds upon the enormous strength, talent, and ability of our students. It is indeed like watching a plant grow from a seed; all we do is plant the seed, and watch in wonder as it becomes a beautiful, strong tree.

State Steering Team Committee Updates

State Steering Team Committee Updates

The GOSOSY State Steering Team met on October 18, 2017, in Clearwater, FL, prior to the Interstate Migrant Education Council (IMEC) Global Symposium. Representatives from the member states spent the morning discussing this year's accomplishments and planning for Year 3. Among other details, the group:

- Reviewed work from each Technical Support Team (TST) Work Group.
- Reviewed data from Year 2.
- Discussed the work to be done in Year 3 and approved a budget.
- Discussed the overview of the next iteration of the OSY Consortium.

Interstate Migrant Education Council Looks at the Big Picture of the Future of Migrant Education at Second National Symposium

Representatives from 32 states spent two days in Clearwater, FL, recently discussing what is happening in their own states and what they expect to see for the future of migrant education in America.

Featured speakers included:

- Dr. Phillip Martin, University of California Davis, speaking on "Overview of Worker/Farmworker Supply and Demand"
- Mrs. Lisa Gillette, acting director of the Office of Migrant Education, speaking on "Comments on Current Trends in Migrant Education Programs"
- Mr. Chris Minnich (executive director of Council of Chief State School Officers), Dr. Pedro Rivera (Pennsylvania Secretary of Education), and Dr. Matthew Blomstedt (Nebraska Commissioner of Education) speaking on "Overview of the Political Climate as We Move Forward with ESSA"

After each session, attendees broke into 15 small groups to discuss specific prompts centered around the topics. All of the answers were compiled and will

be synthesized and released by IMEC soon to better inform the conversation about migrant education moving forward.

The keynote speaker was National Public Radio's Claudio Sanchez. He spoke about a story he is currently putting together that will spotlight migrant education. He spent much of his time interacting directly with attendees asking for insight into the MEP world and how he should pursue his story. Mr. Sanchez later joined Oscar Gonzales (President Obama's appointee at the U.S. Department of Agriculture Farm Service Agency) and José Villa (Chief Executive Officer of East Coast Migrant Head Start) for a town hall session covering even more topics of interest to include the current political climate and early education.



Mr. Claudio Sanchez listens to a story from Jose Reyes-Lua, Statewide Migrant Education Recruitment Coordinator in Pennsylvania.



Dr. Phillip Martin addresses the IMEC conference room about migration trends he has studied.