



Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Fall 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

It is hard to believe that we are already launching into our second year of GOSOSY! We have had a tremendous beginning and I am thankful to every one of you for your vision and unceasing efforts toward reaching the goals of this consortium. Year 2 will see us revising several new resources as we work through the feedback and important data from our pilot efforts. Thank you to each state that participated in the pilots. Your experiences and input are invaluable as we finish developing our OSY Personal Learning Plan, Goal Setting Facilitator Training, and Mentoring Program. Each group has shown wonderful results and we are excited to get these materials into the hands of all of our consortium member states. What is working well for you in your state? I would love to hear from you. Reach out to me any time at tkalic@embarqmail.com. Thank you!

~ Tracie Kalic, GOSOSY Director

Home Visit Safety

Effective outreach to OSY includes home visits at the point of recruitment and throughout the provision of services. There are many ways to protect your safety when approaching and entering a new place. Consider the following list published by Kansas ID&R of items to include in your vehicle's safety kit:

- Cellular phone with 911 on speed dial
- Phone charger
- Hand sanitizer
- First aid kit
- Disinfectant hand wipes
- Change of clothing
- Clean towels
- Jumper cables
- Extra keys in purse or pocket



And check out these safety apps recommended by the Kansas MEP that could be very helpful as you travel around alone or in pairs to provide services:

- Companion: <http://www.companionapp.io/>
- React Mobile: <https://reactmobile.com>
- Fake a Call: <https://itunes.apple.com/us/app/fake-a-call-free/id323341309?mt=8>
- Fake a Text: <https://itunes.apple.com/us/app/fake-text-free-fake-text-free/id340790528?mt=8>
- Safe Trek: <https://www.safetrekapp.com/>
- Watch Over Me: <http://www.watchovermeapp.com/>
- Kitestring: <https://www.kitestring.io/>
- Spot Crime: <http://www.spotcrime.info/u/>

OSY Success Story: “You Gotta Want It!”

Ricardo was in the Migrant Education Program (MEP) in Nebraska when he started his last year of high school, but dropped out after only a few weeks because he needed to work to support his new family. Though his plan was to save up so he could work and go to school at the same time, family responsibilities caused his education to be put on hold again and again.

Ricardo’s mother pushed him to return to his GED® studies. He first began to study for it in 2013, but he became discouraged and quit his studies. Although Ricardo still wanted to go back to school, it seemed impossible because of demands on his time and energy.

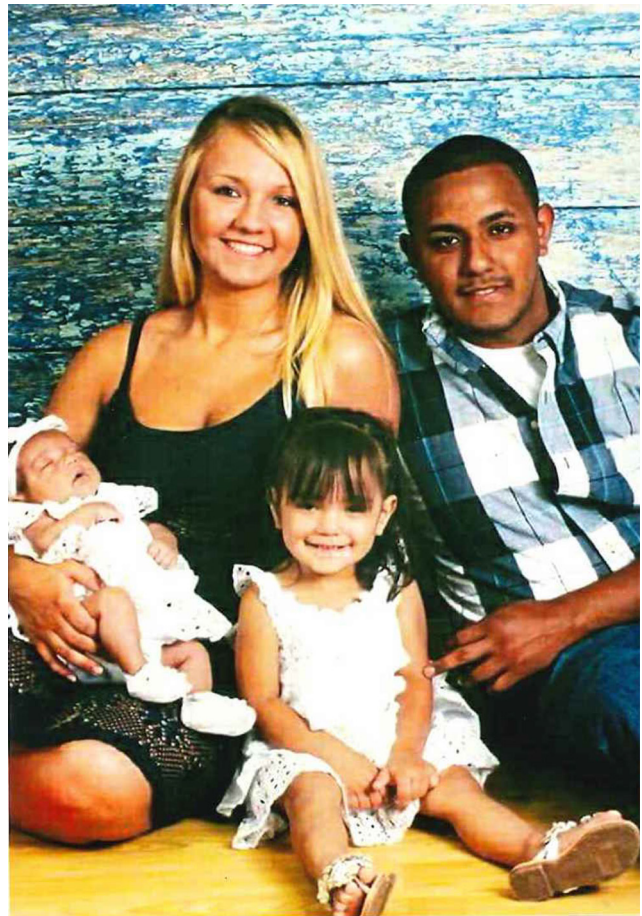
In the spring of 2014, Ricardo’s aunt moved to the area and she became a great source of motivation. An early high school dropout, she had completed her GED® and told him, “I did it, so you can do it too!” She is now employed by a local company helping her with courses at the local community college and she continues to inspire Ricardo.

Seeing his aunt’s success helped Ricardo decide to start again on his GED® studies through the MEP. Central Community College (CCC)’s Adult Basic Education (ABE) program and a local non-profit organization, Hastings Literacy Program, helped with his GED® preparation. After working a full day, Ricardo would attend the evening GED® classes twice a week.

By the end of October 2014, he had passed the GED® Language Arts and Social Studies Tests. Although Ricardo worked until 5:30 p.m., he always made it to his 6:00 p.m. testing appointments about 25 miles away. He admits he was nervous about taking the tests and that there were some questions more difficult to answer

than others. Not wanting to lose time on those questions, he skipped them to continue with easier ones, returning later to the tougher ones. Ricardo advises others, “Try your hardest and don’t let a few hard questions or wrong answers stop you or discourage you.”

More words of advice from this happy and proud new recipient of high school credentials include, “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.”



Goal Setting Facilitator Training Gets Interactive

In August, the North Carolina Migrant Education Program hosted its OSY Institute at Raleigh Wake Tech Community College with almost 30 people attending a workshop focused on GOSOSY's Goal Setting Facilitator Training initiative. The participants came from three different states and had varying backgrounds from university staff, medical clinics, school districts, and MEP volunteers.

Sonja Williams, NC MEP Program Administrator, facilitated the interactive seminar by having each participant make his or her own life mini-book. The book exercise is used during goal setting with OSY to address questions about past hurdles, current victories, and future goals.

Directions for making the simple books are included in the Goal Setting Facilitator Guide. The stated objective is to create an opportunity to help students to reflect on their lives and begin to think about their individual goals by writing them down in their own words or drawings.

Suggested questions to ask for inclusion in the mini-book are:

- What is an obstacle from your past?
- How did you overcome it?
- What are your future goals?
- What steps will it take to reach those goals?
- Where do you see yourself in 5 to 10 years?

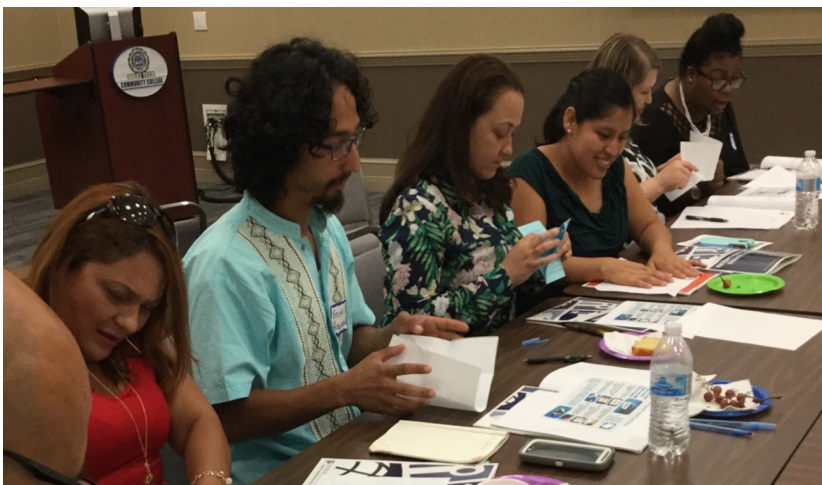
An important piece of advice from Sonja Williams was to share something from your own life to get the conversation started.

“Once you open the door you can begin to really learn more about your students and their goals,” she said. “Showing them your own stories of vulnerability and challenges and successes will help them share theirs.”

In addition to the book project, participants also discussed how to assist students in formulating actual goals, breaking each down into achievable steps, and handling case management. Cultural influence is important to understand as you guide OSY into thinking about the long term instead of focusing on solely the problems they face today.

In the end, participants were freely sharing their thoughts about working with OSY, goal setting in different circumstances, and the value of each individual's dreams.

“You never know,” said James Cal, recruiter/mentor in Rockingham County, “you might be talking to the next greatest leader in the world.”



School District's First Migrant Student Is Also Family's First High School Graduate

Eisenhower Middle/High School, which serves around 550 pupils, sits amid dairy farms on rolling forested hills in rural Warren County, Pennsylvania. There are many migrant out-of-school youth working on the farms in this area.

In early 2012, 16-year-old Rudy Rocael Ramirez Vasquez (Rocky) arrived in the area to work with his parents skinning deer and cattle to prepare hides for export. The idea of Rocky attending school was concerning to the family since he had attended school in Guatemala only through the 4th grade and did not know any English.

In spite of the family's reservations, Pennsylvania Migrant Education Program staff started preparing Rocky for school with weekly lessons on school vocabulary and English-Spanish study books. SOSY (now GOSOSY) English-Spanish packets and CDs for him to practice at home between lessons were provided, as well as a laptop for English skills with Rosetta Stone. After working with MEP staff for three months, Rocky's family decided to enroll him in school.

Rocky was Eisenhower's first migrant student so MEP staff started by meeting with school staff and keeping in contact with the principal to help prepare for his enrollment. Because the family was living in a hunting cabin, MEP worked alongside Homeless Coordinator Brad Whitman (now Migrant Education Program Supervisor) to ensure Rocky's enrollment. The principal, guidance counselor, ESL teacher, Spanish teacher, student, parent, Homeless Coordinator, and MEP staff all attended the initial enrollment meeting which determined Rocky's placement in 9th grade, which classes he would begin, and how much ESL he would receive. Rocky's first day of school was Monday, May 14, 2012.

School staff kept in constant contact with MEP staff who built in-home lessons based upon content the teachers were covering in class. MEP staff assisted Rocky in obtaining his vaccinations through the PA Department of Health so he could contin-

ue in school. As time went on, Rocky made many friends and started singing in the choir. Finally, in 2015, Rocky was ready to graduate, but it was discovered he lacked credits and would have to repeat 12th grade. Rocky was discouraged and considered dropping out so that he could work to help support his family. Fortunately, he was able to find a part-time job after school and continued 12th grade for the 2015-2016 school year.

On June 9, 2016, Rocky received his diploma from Eisenhower. He is the first in his family to obtain his diploma and Eisenhower's first migrant student and graduate. Rocky came from a 4th grade education background at age 16 and was able to graduate high school at 21 years old. He has made his family, Eisenhower Middle/High School, and staff from the Pennsylvania Migrant Education Program very proud.



MEP Recruitment Coordinator Deke Showman with Rocky on graduation day.



GOSOSY State Spotlight: PENNSYLVANIA

Lysandra Alexander • Program Development Coordinator, Department of Education, Curriculum, Assessment & Instruction



► PROGRAM HISTORY

The Pennsylvania Migrant Education Program (MEP) exists to supplement the education of children of migrant workers and migrant out-of-school youth (OSY). PA-MEP is funded through a federal formula-driven allocation for the state and each project area based on child count and mobility factors. PA-MEP serves a varied population of children from birth through age 21 and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP provides a wide range of services such as: supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and efforts to increase parent involvement.

Children and youth are identified and recruited to PA-MEP based on several specific criteria related to recent qualifying moves, age, high school completion, and type of temporary/seasonal work.

► DEMOGRAPHICS

In 2014-2015-

- 5,084 total students enrolled in PA-MEP for at least one day
- 71% school-age
- 19% birth to age 6 (not yet enrolled in K-12)
- 10% OSY
- 73% Hispanic
- 71% primary language Spanish
- 15% primary language Nepali
- 11% primary language other
- 3% primary language English

► ID&R

Identification and recruitment of migrant families and students is challenging. The most obvious way to identify students is mobility, however there are also very detailed and specific considerations needed in order to make an eligibility determination. The federal Office of Migrant Education (OME) at the U.S. Department of Education has put forth regulations and non-regulatory guidance, based on federal statute (Title I, Part C). The federal tool for recruiting a student is the Certificate of Eligibility (COE). Once the COE has been completed, it is reviewed by a quality control committee. Only after determination of eligibility do services begin. Identification and recruitment is usually done by referrals from schools, migrant families, and employers. Recruitment can occur in a variety of places (rural, urban, or suburban) and each presents its own challenges. Collaboration with members of the community is essential in identifying and recruiting migrant children/youth. The burden of certifying that a family is migrant, for the purpose of services, falls on the Pennsylvania Department of Education.

► STAFF

PA-MEP divides Pennsylvania into nine project areas for program implementation and management. Each project area has a manager (three individuals manage more than one project area) who reports to Pennsylvania Department of Education's Bureau of Curriculum, Assessment, and Instruction, as well

State Spotlight: PENNSYLVANIA (continued)

as a staff of individuals handling various aspects of program implementation including student support specialists, data specialists, and recruiters.

► STATE SUPPORT

There is a state director and three program officers overseeing all aspects of the program, including OSY, working at the Pennsylvania Department of Education (PDE). In addition, we have two staff members who work through the Center for Schools and Communities to do Parental Involvement and ID&R components with PDE oversight.

► COLLABORATION

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas reported having 530 partners during the course of the 2014-15 program year. Partner types varied, though the largest numbers of partners were community organizations, businesses, and school districts or other LEAs. Partners contributed in various ways including services for students, parents, or families; facilities; employment verification; referrals; volunteers; or other goods and services.

► PROGRAM DETAILS

Out-of-School Youth Assessment-
As part of participation in the GOSOSY Consortium, PA-MEP is annually asked to provide certain information about its efforts and outcomes in supporting the OSY population. In the past, PA-MEP had limited options for documenting the outcomes of OSY. Using information from the SOSOSY Consortium, state evaluators and PDE collaborated to create an assessment format to gather information about OSY completion of specific lessons and activities contained in a workbook provided to PA-MEP staff. The 2014-15 program year was the second year this tool was used and was to cover students served from May through August 2015. The initiative included a language screener and seven lessons titled For Your Health, Finanza Toolbox, Vermont Mini

Lessons, Math for Living, Parenting, Legal Rights, and Healthy House. A total of 252 OSY (48% of all OSY) participated in the initiative, of which 29 youth (11% of 252) completed a pre-test indicating that they did not need to improve, essentially testing out of the lessons and post-test. A total of 134 youth had both a pre-test and post-test that could be analyzed. Of these 134, 128 made gains according to the assessment results (96%). The most-assessed lessons were Finanza Toolbox and Vermont Mini Lessons. Parenting and Math for Living were assessed least. Additionally, youth completed a language screener that included six components: beginning listening, beginning speaking, intermediate/advanced speaking, beginning literacy, reading, and intermediate/advanced writing. Students received a total score out of 50 possible points and percentage based on these components. A total of 142 OSY had a score for the language screener.

