



iSOSY

Instructional Services for Out-of-School and Secondary Youth

iSOSY Newsletter • Winter 2020

Volume 1, Issue 1

Director's Message

In a year full of uncertainties and challenges, it has been a special pleasure in 2020 to celebrate the genesis of the iSOSY Consortium. Our 18 member states got right to work in October, meeting virtually and working remotely, and have already begun building on the good work of the previous OSY Consortia. I am very excited about the direction we are headed and what I am confident we will achieve over the next few years. If the levels of enthusiasm, creativity, and productivity already shown are any indication, we are poised to accomplish great things on behalf of out-of-school youth (OSY) and at-risk secondary students across the country. They are, after all, the reason we go to work each day.

My sincere wish is to meet each one of you face-to-face before the end of 2021; but know that you are daily in my thoughts no matter how many miles separate us. I am always pleased to hear your questions, suggestions, and feedback as we proceed with the great task of accomplishing the objectives outlined for this consortium. Please reach out to me any time at tkalic@embarqmail.com with your questions, suggestions, and stories.

~ Tracie Kalic, iSOSY Director



You'll be the first to know when you receive our Constant Contact email blasts as a way to keep up to date on new developments, upcoming opportunities, and things of interest in the iSOSY community.

If you have not already received our "In the Field" announcements in your inbox, please email SusannaBartee@gmail.com to make certain you are on the list. If you know someone who would be interested in the information, have them send an email to the above address as well. If you have a server that does not allow Constant Contact emails, let us know and we will send you a direct link so you will not miss a thing!

Member States:

Kansas
(Lead State)

Alabama

Arizona

Georgia

Illinois

Indiana

Iowa

Louisiana

Massachusetts

Michigan

Mississippi

Nebraska

New Mexico

New York

North Carolina

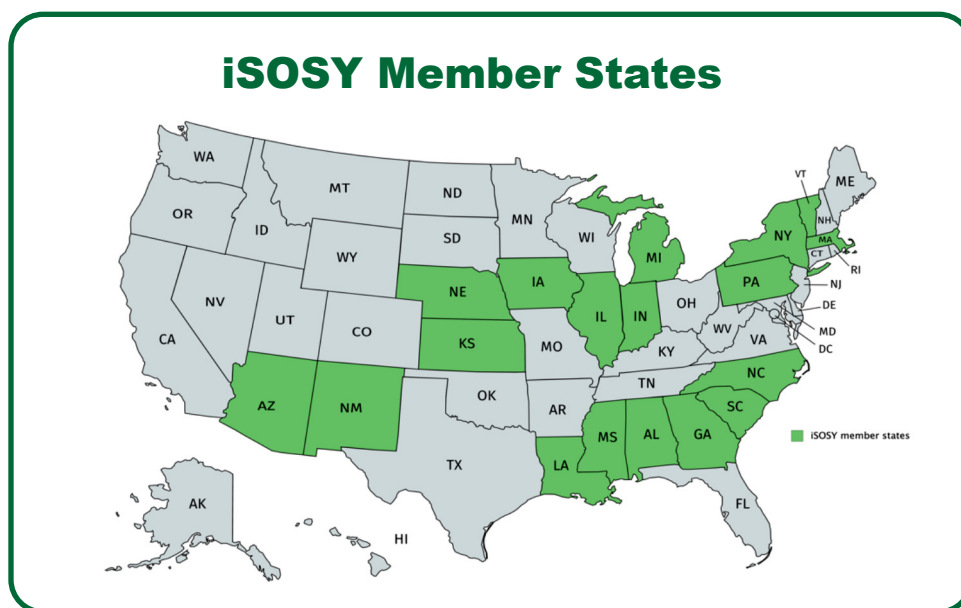
Pennsylvania

South Carolina

Vermont

Getting To Know iSOSY

The Instructional Services for Out-of-School Youth and Secondary Students (iSOSY) Consortium is the fifth iteration of the Office of Migrant Education-funded Migrant Education Program Consortium Incentive Grant for OSY. The grants are authorized by section 1308(d) of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2015 (ESSA). Through this program, the Department provides financial incentives to State Education Agencies (SEAs) to participate in high quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.

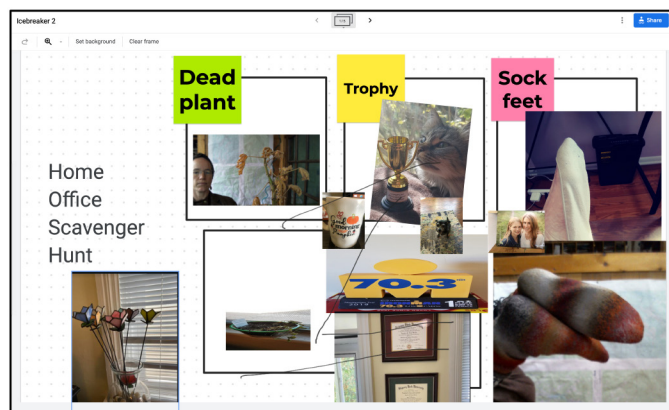


Over the years, the OSY Consortium has developed dozens of resources with the help of the Technical Support Teams and State Steering Teams. These tools, along with others vetted by the teams, have been made available nationwide at no cost via the OSY Consortium website (www.osymigrant.org). As a result, thousands of migratory students have benefited and realized greater success in their academic lives, their personal lives, and their ability to set goals and achieve bigger things than they believed they could.

The work of iSOSY will continue to support these same objectives, while adding some focus specifically to those secondary students who are at risk of dropping out of school. The belief is that tools similar to those used successfully to help OSY return to school or accomplish equivalency degrees also will assist at-risk students to stay in school and realize their potential. All migratory students are deserving of the chance to set and achieve personal goals and iSOSY is determined to reach as many of them as possible.

The First iSOSY TST Meeting

The first meeting of the iSOSY Technical Support Team (TST) took place over three days in October via the ZOOM platform. Since travel was suspended due to the COVID-19 pandemic, members had to network and participate virtually instead of the usual in-person meeting that offers plenty of face-to-face collaboration. While this could have resulted in a stilted, slow-moving effort, the participants began cooperating and engaging from the very first moment and accomplished a long list of objectives. The entire group will convene again at the end of January. The work groups continue to meet individually to collaborate on their projects.



*Where there is a will there is a way!
For an icebreaker, TST members got to know each other
a little better with a virtual home office scavenger hunt.*

There are six work groups for Year 1, each focused on specific objectives outlined in the iSOSY project Fidelity of Implementation Index (FII):

1. **Pathways** - FII indicators: 1.6, 1.7, 1.8, and 1.14
 - **1.6** Develop Pathways Guide to HSED and credentials that includes information about prerequisite skills and assessments (instructor version).
 - **1.7** Prepare guide for students on a pathway to HSED exams that includes information about benefits of an HSED, resources, and direction to instruction.
 - **1.8** Prepare guide for students on a pathway to credential programs that includes benefits of various programs (including FSCC programs), resources, and direction to instruction.
 - **1.14** Develop training materials/webinars on pathways to HSED and credentials.
2. **Curriculum** - FII indicators: 1.5
 - **1.5** Prepare initial catalog of lessons for wide array of academic backgrounds and identify assessment and instructional materials appropriate for various pathways and methods of instruction including asynchronous, synchronous, and summer.

The First iSOSY TST Meeting (continued)

2. **Curriculum** - FII indicators: 1.5 (*continued*)
 - Finalize English for Daily Life revisions and lesson plans.
 - Review English Language Screener feedback and make recommendations for revisions.
 - Develop Life Skills lesson on COVID-19.

3. **Professional Learning** - FII indicators: 1.5
 - **1.16** Develop training materials for distance education (how to use virtual learning tools for students and service providers).

4. **Career Awareness and Goal Setting** - FII indicators: 1.9
 - **1.9** Develop goal setting and career awareness materials (include materials to assess progress or attainment of lesson objectives).

5. **Personal Wellness** - FII indicators: 1.10 and 1.17
 - **1.10** Develop materials to enhance personal wellness (include materials to assess progress or attainment of lesson objectives).
 - **1.17** Develop training materials regarding the impact of trauma.

6. **Technology and Student Portal** - FII indicators: 1.11 and 1.12
 - **1.11** Plan and design student portal with resources that can be used with and without instructional support and options for synchronous and asynchronous instruction.
 - **1.12** Create a plan and processes for transferring Learning Plans state to state.



The contents of this newsletter were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Journey To Personal Wellness

Several years ago, the OSY Consortium identified the need to prioritize the mental health and personal wellbeing of migratory students, their families, and the service providers who work with them. Out of that emphasis grew a literature review focused on the effects of Adverse Childhood Experiences (ACEs) specifically in the migratory community; a series of lessons focused on important subjects including mental health, alcoholism, anxiety, depression, and stress; and the recent launch of a Personal Wellness Training Package – a comprehensive resource that offers members of the MEP community the tools to understand and then impart the basics of personal wellness and best practices of dealing with the impacts of trauma.



Consultant Lora Thomas, formerly of the National Alliance on Mental Health (NAMI) in Illinois, joined the consortium's efforts in 2017 and has been an invaluable resource. Ms. Thomas was instrumental in bringing to fruition the training package after more than two years of researching, planning, and development. Her

emphasis on best practices and simple, hands-on activities gives service providers the tools they need to confidently support their migratory students and families.

“Mental health/mental wellness is important at every stage of life,” Ms. Thomas said. “From childhood to adolescence and through adulthood it affects our overall thinking, mood, and behavior. We’re all impacted by the degree of our mental health – especially during this stressful time of the COVID pandemic where uncertainty is our default way of thinking.”

Stress, isolation, and more solo time than ever before impacts how we think, feel, and act. Mental health is a critical part of overall health, Ms. Thomas pointed out, yet it is often the last thing we want to think about or discuss. “Although stigma still sometimes surrounds mental health challenges preventing too many from seeking treatment, change is afoot. Amid the chaos of the pandemic, we’ve come to realize that it’s okay not to be okay and embrace the realization that we need to talk about it.”

Talking about mental health helps us improve and deepen our connections, relationships, and communities by addressing our stresses, fears, hopes, and dreams. Conversations normalize our feelings and our thinking. It is also often those very conversations that pave the way for those seeking additional supports, coping strategies, or new paths toward recovery. “Keep talking!” Ms. Thomas urged.

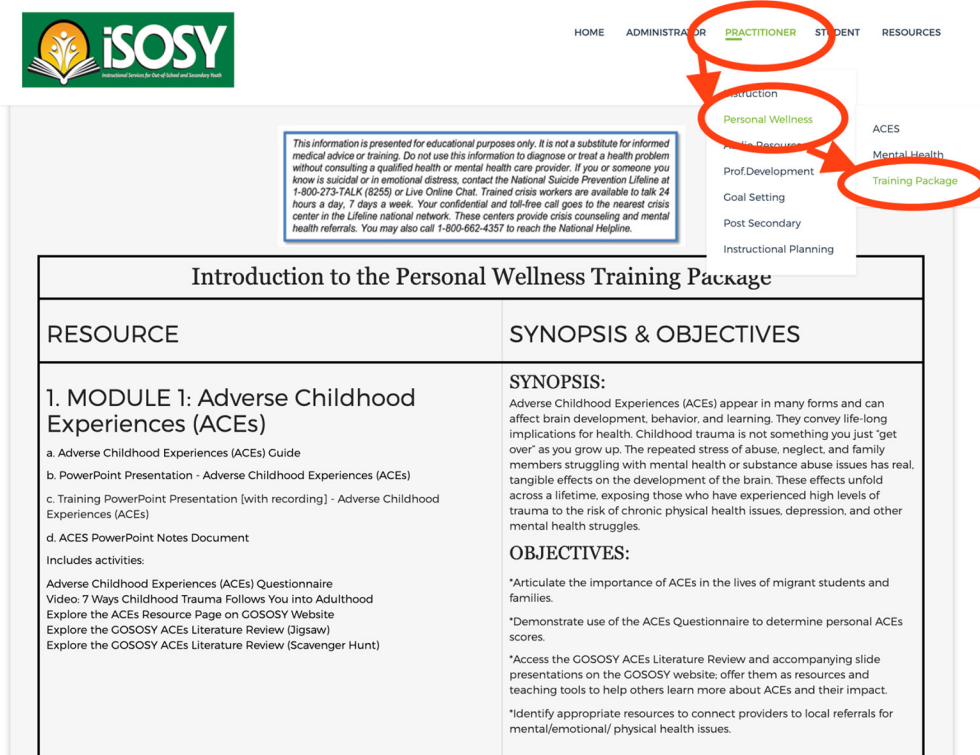
Her insistence on the importance of self-care resulted in what may be the most important module in the package – how to take care of yourself so that you may continue to take care of others.

“Caring is important. It’s what makes us good at what we do. It’s who we are. There is, however, a cost to caring, so you’ll want to ensure your batteries are always appropriately charged and that you remain your own top priority. That will en-

Journey To Personal Wellness (continued)

able you to continue to care,” she explained. Ms. Thomas reminds all service providers to adopt and implement strategies that address physical, emotional, intellectual, and psychological needs. Build a wholistic self-care action plan that is uniquely your own that also addresses and balances your life, including social, financial, and spiritual self-care.

“It’s an investment in yourself,” she stated. “You are so worth it.”



The screenshot shows the iSOSY website interface. The navigation menu includes: HOME, ADMINISTRATOR, PRACTITIONER, STUDENT, and RESOURCES. The 'PRACTITIONER' link is circled in red. Below the navigation menu, a dropdown menu is visible with options: Instruction, Personal Wellness, Prof. Development, Goal Setting, Post Secondary, and Instructional Planning. The 'Personal Wellness' option is circled in red, and its sub-menu, which includes 'Training Package', is also circled in red. The main content area displays a table titled 'Introduction to the Personal Wellness Training Package'.

RESOURCE	SYNOPSIS & OBJECTIVES
<p>1. MODULE 1: Adverse Childhood Experiences (ACEs)</p> <p>a. Adverse Childhood Experiences (ACEs) Guide</p> <p>b. PowerPoint Presentation - Adverse Childhood Experiences (ACEs)</p> <p>c. Training PowerPoint Presentation [with recording] - Adverse Childhood Experiences (ACEs)</p> <p>d. ACEs PowerPoint Notes Document</p> <p>Includes activities:</p> <p>Adverse Childhood Experiences (ACEs) Questionnaire Video: 7 Ways Childhood Trauma Follows You into Adulthood Explore the ACEs Resource Page on GOSOSY Website Explore the GOSOSY ACEs Literature Review (Jigsaw) Explore the GOSOSY ACEs Literature Review (Scavenger Hunt)</p>	<p>SYNOPSIS:</p> <p>Adverse Childhood Experiences (ACEs) appear in many forms and can affect brain development, behavior, and learning. They convey life-long implications for health. Childhood trauma is not something you just ‘get over’ as you grow up. The repeated stress of abuse, neglect, and family members struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain. These effects unfold across a lifetime, exposing those who have experienced high levels of trauma to the risk of chronic physical health issues, depression, and other mental health struggles.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> *Articulate the importance of ACEs in the lives of migrant students and families. *Demonstrate use of the ACEs Questionnaire to determine personal ACEs scores. *Access the GOSOSY ACEs Literature Review and accompanying slide presentations on the GOSOSY website; offer them as resources and teaching tools to help others learn more about ACEs and their impact. *Identify appropriate resources to connect providers to local referrals for mental/emotional/ physical health issues.

The Personal Wellness Training Package can be found on the iSOSY website (<https://www.osymigrant.org/Newsite/educat/PersonalWellness.html>) and includes the following modules:



1. Adverse Childhood Experiences (ACEs)
2. Trauma
3. Cultural Responsiveness
4. Resilience
5. Mindfulness
6. Self-Care
7. Trauma-Informed Best Practices
8. Suicide Prevention (in progress to be available in 2021)

Each module contains a written guide, a training PowerPoint with notes, and printable PDFs of every activity included. A pre-recorded version of the training PowerPoint will be available for each module soon. Also included in the personal wellness materials are state-specific resource guides.

GOSOSY State Spotlight: ARIZONA

Laura Alvarez • *Director of Special Populations*

The Migrant Education Program serves close to 300,000 individuals nationwide each year. The Arizona MEP ranks sixth in the nation in size, with higher counts of identified migratory children and youth than all neighboring states besides California.



The goal of the Migrant Education Program is to assist all migratory students and youth in meeting challenging academic standards and achieving graduation from high school (or GED) with an education that prepares them for responsible citizenship, further learning, and productive employment.

► DEMOGRAPHICS

In 2019-2020, Arizona reported 11,060 eligible migrant children including:

- 409 OSY
- 1,081 Preschool
- 4,203 K-6
- 4,866 7-12
- 3,509 English Language Learners

► ID&R

Led by the State ID&R Coordinator, 23 recruiters manage ID&R at the district and regional levels for the Arizona MEP's 19 subgrantees, which include three multidistrict regional subgrantees (consortia) and 16 single-district subgrantees. Recruiters are under direct supervision of a district-level director, which is often a federal grants director, and receive ID&R training and support from the State ID&R Coordinator. This training includes two annual boot camp events and monthly webinars. In 2019-2020, statewide ID&R training and practice focused on best practices in field-based recruiting, identifying and recruiting H-2A workers, and eligibility training centered around qualifying migratory worker and moves that result in a new QAD. Despite the pandemic, Ari-

zona MEP recruiters worked diligently to stay in touch with families and employers, identifying over 11,000 children and youth in 2019-2020, a new record for the state.

► STAFF

The Arizona Migrant Education Program team includes:

- Laura Alvarez, *State Director of Special Populations*
- Merriam Massey, *State ID&R Coordinator*
- Patrick Bohanan, *State Data Specialist*
- Lea Bryant, *Grants & Family Engagement Specialist*
- Nicole Peterson, *Early Childhood Education Specialist*

Our team provides support to our LEAs and community partners by offering technical assistance and monthly webinars.

► COLLABORATION

The Arizona MEP makes collaboration a priority. Whether it is with community agencies, other state MEPs, school-based programs, or agricultural employers and organizations, each collaborative partnership we form and nurture improves our service to migratory families and youth and strengthens our community at the state and local levels. Our valued partnerships include:

- Our staff participate in Technical Support Teams of IDRC and iSOSY to develop resources for recruiters and OSY.
- MEP recruiters throughout the state visit fields with the Migrant and Seasonal Farmworker program through the Arizona Department of Economic Security's Arizona @ Work program.
- Agencies such as Adelante Healthcare, Sunset Community Health Center, Southwest Human Development, and various high school equivalency (HEP) programs are invited to participate in our statewide trainings so our staff becomes familiar with these partners. Recruiters have participated in free health clinics and other events these partners host, and they have attended our parent meetings.
- We hosted out-of-state recruiters as part of a TRI Team training in field-based ID&R.
- We invite the Homeless / McKinney-Vento and Foster Care Education program coordinators to provide training to our staff about identifying and referring eligible students for all the services to which they are entitled.
- We routinely co-host SMPAC and ASU MEP Day events with the Arizona State University CAMP program.

State Spotlight: ARIZONA (continued)

► AGRICULTURE

Despite its arid climate, Arizona has played a key role in agriculture in the U.S. since the state's early days, when agriculture accounted for three of the "five C's" that were the building blocks of the state's economy. These 5 C's – cattle, copper, climate, cotton, and citrus – are featured on the state's seal. While citrus and cotton production are in decline, production of many other commodities such as dairy, alfalfa, leafy greens, pistachios, pecans, and dates is on the rise. In fact, in 2019, agriculture cash receipts totaled a record high at \$5.04 billion, 21 percent higher than in 2018. Arizona ranks second in the nation in the production of lemons, broccoli, cabbage, cantaloupe, cauliflower, and lettuce, and ranks among the top five states in the nation producing pima cotton, durum wheat, and pecans. Yuma, Arizona, where the majority of the state's migratory children and youth are identified, is the winter lettuce capital of the world.

► FAMILY ENGAGEMENT

For Arizona migratory families, 2020 has been a challenging year, especially when it comes to virtual learning. Our local MEP projects have continued to provide virtual local PAC meetings to keep families updated on announcements and provide training on maximizing virtual learning and staying connected with teachers. During virtual parent meetings, local health care centers like Adelante present about their services. Some of our local projects have partnered with local food banks to provide food boxes during the pandemic.

Our two annual State Migrant Parent Advisory Council meetings (SMPAC) are typically held in person. Another recorded webinar focuses on family learning. Our last SMPAC was virtual due to the pandemic. During the meeting, parent officers had a chance to share about their struggles keeping kids focused in school, internet connectivity issues, and supporting their children's education in general. One of our state's CAMP programs typically co-hosts the event and shares information about their children's options after high school.

► SUCCESS STORIES



Raul Hernandez Sosa
Gadsden Elementary School District
Southwest Junior High School
8th Grade Valedictorian 2019-2020

"Hello there, my name is Raul Hernandez and up until recently I was an eighth-grader attending the Gadsden #32 district. As I am about to enter high school, I cannot help but reflect on the past, specifically on my stay at Southwest

Junior High. While there I tried to take full advantage of the opportunities presented to me, with participating in college courses being a major chance for me to get ahead. It was here that I must give a huge thank you to the migrant program. Without them, my family and I would have had a much harder time being able to afford said college courses.

Studying under the ACT program while also receiving tutelage from college professors was not only excellent for my academic development, but it showed me discipline and what to expect from a college workflow. I graduated as valedictorian of my class and managed to get A's in all three college courses taken (mat 81, mat 121, mat 187). It would be disingenuous for me to say I did this alone, as my teachers and family helped me an incredible amount. Along with them, the financial aid received from both the Arizona Western College foundation and the migrant program made the entire operation possible in the first place. I will attempt to continue on this path and try to use education and its many facets to achieve success."

Raul's mother was ecstatic, shedding tears of joy when she found out that Raul was the valedictorian for Southwest Junior High 8th Grade Class. Due to the migratory lifestyle of his family, Raul's dad was unable to share this moment with the rest of the family since he was working in Salinas, CA. Dad missed his son's valedictorian speech on live video, and did not share the 8th grade drive-through promotion with Raul. Not having his father present is what Raul missed the most.



Diana Ochoa
Yuma Union High School District
2019 Albert Lee Wright Jr.
Memorial Scholarship Recipient

Diana has a compelling story that highlights her family's work in agriculture, her excellent academic record, and her persistence in overcoming the many obstacles which have confronted her in her young life.

In September 2020, crews from NBC and Noticias Telemundo visited two of our programs in Yuma County to learn firsthand about the program and our students and to share their stories.

The report is found online at <https://www.today.com/video/video/new-program-is-working-to-get-migratory-children-into-classrooms-92307013648><https://www.today.com/video/video/new-program-is-working-to-get-migratory-children-into-classrooms-92307013648>.