

SOSY Quarterly Newsletter

SOSY Consortium
Incentive Grant

Participating States

Colorado
Florida
Idaho
Illinois
Kansas
Maryland
Massachusetts
Minnesota
Mississippi
Montana
Nebraska
New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
South Carolina
Tennessee
Vermont
Washington
Wisconsin

Partner States

Alaska
Arkansas
California
Indiana
Kentucky
Missouri
Texas



Solutions for Out-of-School Youth

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Director's Note

I am happy to report that the SOSY Consortium is moving in the right direction and on target to meet its objectives. The hard work of the Technical Support Team is part of the reason for this accomplishment. A special thank you goes out to the TST who give tirelessly of their time, talent, and expertise. The SOSY Consortium also had its annual State Steering Team meeting in New Orleans: please see the article below for more information.

Several states have submitted articles for this quarter's newsletter. If your state is interested in submitting an article about how your state is providing services to OSY, or other related topics, please e-mail me your suggestions.

And one final note, please remember that technical assistance is available upon request. The SOSY Response Team, comprised of members of the Technical Support Team, is available to provide technical assistance upon request to assist states with their OSY needs. If you would like more information, please contact me at tkalic@embarqmail.com. Thank you for your continued hard work and support of Out-of-School Youth.

State Steering Team Meeting in New Orleans

The State Steering Team of the SOSY Consortium met during the NASDME Conference in New Orleans on May 3, 2011. There were 32 people in attendance. All consortium SOSY state MEP directors and/or their representatives participated. Also in attendance: Bob Lynch (National PASS Center), Pat Meyertholen (OME), Susan Durón (META Associates). Norma Cregan (Kansas, Lead State) convened the luncheon meeting at 12:00 noon, welcomed everyone to the State Steering Team (SST) meeting, and asked the participants to introduce themselves. Introductions included representatives from CA, CO, FL, ID, IL, KY, KS, MD, MA, MN, MS, MT, NE, NH, NJ, NC, NY, PA, SC, TN, VT, WA, and WI.

Susan Durón opened the meeting with a discussion of the SOSY evaluation and data requirements. The Interim Annual Performance Report is due June 8, 2011, and state directors were informed of what they need to have submitted.

Tracie Kalic reported on the work of the Technical Support Team: the TST is divided into 4 work groups: ID&R, Training, Technical Assistance, and Curriculum and Material Development. Tracie updated the SST on the work of each individual work group. Some highlights included:

- Successful Practices form for website submission
- SOSY education resource rubric
- ID&R strategies document\
- Training of Trainers Manual

Bob Lynch, NPC and Brenda Pessin, (IL) provided a Curriculum Committee report. The report contained a list of all curricular items and other materials that are currently being developed. For more information, please see the meeting notes on the OSY website.

The SST also approved combining the SOSY Dissemination Event and the Training of Trainers professional development to be held September, 2012. Tracie asked those interested in serving on the Planning Committee to contact her. Finally, Norma Cregan (KS) presented the Consortium budget for next year. Thank you to all who attended and for your continued support.

Partner Organizations: National Center for Farmworker Help (NCFH), Adult Learning Resource Center (ALRC), the National PASS Center (NPC), and the National HEP/CAMP Association

Objectives of the SOSY Consortium Incentive Grant

1. Each year of the project, increase the number of OSY identified and recruited
2. Each year of the project, serve a larger number of OSY (includes OSY who are recovered from drop out, enrolled in programs leading to graduation, GED, and/or pursuing identified education or career goals.
3. Between the beginning and end of the project, increase the number of OSY who meet performance standards on state-identified achievement assessments or identified education or career goals.

The OSY Consortium builds capacity in states to identify, recruit, assess needs and deliver services to migrant, secondary-aged out-of-school youth.

For information, visit our website at:
www.osymigrant.org or
 contact Tracie Kalic at
tkalic@embarqmail.com

Technical Support Team Meeting

The Technical Support Team (TST) held its second meeting in Clearwater, FL on April 12-13, 2011. It was a productive meeting with 22 people in attendance, representing 18 states. Agenda items included: reviewing a newly developed ID&R strategies document and several new curricular materials, addressing the Fidelity Implementation Index, and updating work group action plans.

Team members included: Emily Hoffman (MA), Bruce Wright (SC), Mike Rea (MT), Sonja Williams (NC), Lupe Ledesma (WA), Kelsey Williams (ID), Barbie Patch (NH), Dee Condon (NE), Kiowa Rogers (NE), Brenda Pessin (IL), Cindy Bartelsmeyer (KS), Jessie McKenzie (MS), Andrea Carter (KY), Danielle Anderson-Thomas (NJ), Jorge Echegaray (FL), Ray Melecio (FL), TJ Sparling (NY), Bob Lynch (NPC), Sarah Mullin (IN), Oscar Campos (CA), Rosa Coronado (CA), and Erin Shea (VT). Monthly conference calls will continue until the next face-to-face meeting scheduled for October 12-13. The meeting notes are posted on the website.



Sarah Mullin (IN), Ray Melecio (FL), Barbie Patch (NH), Bruce Wright (SC) and Kiowa Rogers (NE) at the TST Meeting.

An Example of Collaboration: NJ Migrant and Homeless Programs

The collaboration between the New Jersey Department of Education's Migrant Education Program and Homeless Education Program could best be described as seamless. Most of the thirty plus instructional and supportive services, ranging from counseling and intervention services to tutorial and summer recreational camp programs are available to both New Jersey's migrant and McKinney-Vento eligible students. In large part, the highly successful collaboration between the two programs may be attributed to the fact that both of New Jersey's regional MEPs are also McKinney-Vento subgrants. While each of the programs have separate staff persons working in them, a great deal of effort is placed on "cross training" between programs; ensuring that MEP staff possess a thorough understanding of McKinney-Vento regulations and that also McKinney-Vento staff possess a thorough understanding of MEP regulations. Consequently, the project directors, and their respective program staff; are knowledgeable of those migrant children and youth who are also McKinney-Vento eligible because they lack a fixed, regular and adequate primary nighttime residence. This knowledge proves invaluable, and assists program staff in identifying what services might be of benefit to migrant and McKinney-Vento eligible children/youth and their families.

Specific examples of coordination between New Jersey's Migrant Education and McKinney-Vento Education for Homeless Children and Youth Programs and services to New Jersey's migrant and McKinney-Vento eligible students are as follows:

- Immediate enrollment in school, as required by McKinney-Vento legislation;
- Attendance in the same summer camp and summer after care/ school programs;
- Sharing of many of the same instructional materials designed specifically for highly mobile populations;
- Instructional services in both language arts and mathematics during the summer months;
- School counseling and supportive services during the summer months; and
- Vision screenings, and as needed, eyeglasses, through an agreement with the Commission for the Blind and Visually Impaired and LensCrafters. **Continued on Page 3. See NJ Collaboration**



TST Members: Jorge Echargary (FL), Andrea Carter (KY), Rosa Coronado (CA) and Erin Shea (VT) hard at work on their action

Continued from previous page: NJ Collaboration

Services specific to the OSY population include:

- Provision of emergency services, i.e. emergency shelter, food and clothing;
- Health and dental care services, i.e. screenings and referrals for follow up care;
- Instructional services at satellite locations, i.e. farms, buses and camps; and
- Recreational and social activities, i.e. athletic and sporting events, cook-outs, meetings.

Danielle Anderson-Thomas, NJ Migrant Coordinator

A New State's Perspective on SOSY

In Mississippi, the Out-of-School Youth population is small compared to many other states, but represents a large percentage of our total migrant student population. We work with around 50 – 250 OSY per year. These students come to Mississippi to work in poultry processing, sweet potatoes, corn, soybean and catfish farming, among other activities. Having employed a number of successful innovative recruiting techniques to help us find more OSY throughout the state, we now find ourselves in a position to build our capacity to serve this very unique population. We've spent a lot of time gathering accurate data on the needs and academic levels of our students, developing and gathering resources that will appropriately meet those needs, and training our staff to deliver educational services to the OSY.

Becoming a member state of the SOSY Consortium this year has greatly enhanced our efforts to serve our students. Specifically, the SOSY-developed OSY Profile has been instrumental in aiding our data collection and

Further, the emphasis that the SOSY has put on coming up with some standardized means of data collection, management and service prescriptions has really given us ideas on how to improve our current data systems. Also, through the SOSY website we've gained access to dozens of valuable instructional materials that help us design services around ESL, literacy, pre-GED math skills, job training and life skills. The members of the SOSY TST have provided invaluable expertise and experience that help us decide how to differentiate between and use the multitude of instructional resources available. In general, being "at the table" with the members of the SOSY TST has provided Mississippi with the opportunity to learn from years and years of experience working with OSY and also to be a part of what seems to be a revolutionary development in Migrant Education!

Jessie McKenzie, Parent Involvement Coordinator, Mississippi Migrant Education Service Center

Migrant OSY Role Models

Under the leadership of the Idaho Migrant Education Program and Kelsey Williams, Idaho OSY Coordinator, a role model profile has been developed. The Idaho MEP has provided a role model example for states to follow: Miguel Juarez, a migrant student, while not an OSY, faced many struggles in his attempt to graduate high school.

The role model should be current or former OSY migrant students who have obtained educational or career success, and selected role models will be featured on the SOSY Web site. SOSY would like to invite submissions from all Consortium states. We have added a link labeled "Role Models" which will feature a variety of success stories from our Migrant Out-of-School Youth. We encourage you to submit success stories from OSY in your state. If you have worked with a Migrant youth who has had success, submit a profile sheet to be published. To obtain a profile sheet, please visit our website: www.osymigrant.org

To learn more about the accomplishments of Miguel Juarez from Idaho, visit our website.



How CA Coordinates to Provide Effective Services for OSY Rosa Coronado, Director II, MEP, Region XVI

Those of us in the Migrant Education Program (MEP) have long known the power of collaboration and networking when it comes to providing the most effective and efficient services. Nowhere is it more appropriate and necessary than when serving Migrant Out of School Youth (OSY), particularly in a state with over 11,000 identified OSY. During a time of declining enrollment and dwindling resources, it behooves our program to identify partners in the community who have a vested interest in ensuring OSY succeed. Collaborating makes certain duplication of resources does not occur, but more importantly by developing a network of supports, MEP increases the number of partners in the community responsible for the accomplishments of OSY. Community agencies can often provide for students' unmet basic needs, which, if not addressed, can often create obstacles and barriers to their educational goal.

Collaborators in California can be broken down into three significant groups; Educational, Vocational and Community Service Agencies (e.g. health and social services). We believe that a close knit relationship with educational and community organizations will assist in meeting the mission of the MEP and provide OSY with an abundance of resources geared to meet their individual needs.

Instructionally, the collaboration with educational agencies is extremely critical. Educational partners include local schools and school districts such as adult education programs, county offices of education, colleges, universities, other MEP regions and other federal categorical programs such as the High School Equivalency Programs (HEP) and the College Assistance Migrant Program (CAMP). Other important collaborators, such as the Alisal Healthy Start Family Resource Center (AFRC), provide valuable instructional services to the Out of School Youth Population. In 2009-10, the Monterey County Office of Education (MCOE), MEP Region XVI, established a formal collaboration with the AFRC for the purpose of establishing a young adult education program named "Proyecto Libertad." The mutual goal of the AFRC and the Region XVI is to improve the education, health and social skills outcomes of OSY. We collectively achieve this goal through the implementation of "Proyecto Libertad."

Together the region and AFRC coordinate a Plaza Comunitaria adult education program, a computer literacy program and the reporting and documentation of OSY progress. MEP ensures student recruitment, transportation if needed, and on-going student support and motivation.

CAMP at California State University Fresno (CSUF) also plays a critical role in the delivery of services across the state. Over the last four years CSUF CAMP has been working with multiple regions across California in the planning, implementation and evaluation of OSY programs. To date they have partnered with Fresno County Office of Education (FCOE), MEP Region IV, Kern County Office of Education (KCOE), MEP Region V, MCOE MEP Region XVI, Santa Barbara County Office of Education (SBCOE), MEP Region XVIII and San Diego County Office of Education (SDCOE), MEP Region IX, in the delivery of OSY services. Another key partnership in California is with the federally funded HEP. KCOE, Region V, works closely with the California State University of Bakersfield (CSUB) to assist OSY in obtaining their GED. CSUB HEP provides year-round GED instruction in the farming communities of Arvin, Lamont, McFarland, and Wasco, as well as a summer residential programs on the CSUB campus. The program provides support service, career and academic counseling, as well as academic assessment and placement. KCOE Region V provides for the identification, recruitment, referral and follow up of OSY to assist

with their participation in CSUB HEP. Graduates are then given assistance with admissions to local community colleges, CSUB, and occupational training programs.

Los Angeles County Office of Education (LACOE), MEP Region X, also partners with their local HEP. Project Avanzando (Spanish for "Advancing") is a collaborative initiative for migrant and seasonal agricultural workers, providing GED (High School Equivalency) instruction in the Los Angeles Metropolitan Area. A full array of support services are offered, including:

- Personalized instruction in small groups and individualized tutoring
- Free on-site childcare and transportation
- Transition to College and Career counseling and mentoring
- Life Skills Workshops and family counseling with special support for women
- GED classes in Spanish and ESL instruction
- Computer and Internet training, and online options for GED study
- Nighttime classes to best accommodate participants' schedules

Project Avanzando is specifically tailored for seasonal agricultural workers and their eligible family members, enabling them to successfully complete the program and enhance their career and life prospects.

Within the health component of MEP, some regions have established collaborations with a variety of public and private health providers. The essence of these relationships is to ensure MEP students including OSY, take advantage of free or reduced-cost services. Typical health services include dental and vision screenings, dental, medical and vision clinics, physical exams, diabetes exams, and preventative education.

SDCOE, MEP Region IX, collaborates with North County Health Services to provide dental and medical screenings, sexually transmitted disease (STD) prevention, and preventative health education in the field and on a referral basis. For almost 40 years, North County Health Services has provided primary health care services to a needy population in north San Diego County. Today, with 11 centers, 10 WIC offices, 2 mobile clinics, an HIV/AIDS Community Case Management office, and 3 dental offices, North County Health Services is a critical community resource for OSY. The University of Southern California's (USC) Mobile Dental Clinic is an important resource in addressing the oral health needs of OSY. The program's focus is to serve the dental needs of migrant workers in Central and Southern California. Migrant Students receive free dental services during a weeklong clinic where up to five trailers are set up in a predetermined location (typically a school site). Dentists perform services varying from simple fillings to tooth extraction for patients between the ages of 5 and 20 allowing for inclusion of OSY. According to USC, the ultimate goal is to teach students, OSY and their families how to avoid problems in the future. SDCOE, MEP Region IX, and KCOE, MEP Region V, work closely with the USC Mobile Dental Clinic to maximize dental services for OSY.

The success of our OSY depends on collaborations and networks such as the ones described above. Regions in California have worked together across the state building, fostering and nurturing these essential relationships in an effort to create and implement appropriate services, deliver, share information and resources, and collectively develop curriculum and instructional materials.