



# Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Fall 2018

Volume 5, Issue 3

## 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

Our Joint CIG Dissemination Event in September was an overwhelming success thanks to you. Planning the event took months of hard work from many people across all of the CIGs, but the participation of each attendee was the key component. Everywhere I looked there were people actively engaged in the breakout sessions, networking, outreach, and collaboration. I hope that each of you went back to your state programs with new ideas, new contacts, and a refreshed spirit. After spending the week with so many of you in Clearwater, I have no doubt that GOSOSY's fourth year is going to be its best. Do you have questions or suggestions concerning our consortium? I would love to hear from you. Reach me any time at [tkalic@embarqmail.com](mailto:tkalic@embarqmail.com).

~ Tracie Kalic, GOSOSY Director

More than 250 people from 35 states attended the 2018 Joint CIG DE in September. Presenters offered more than 60 breakout sessions covering subjects from identification and recruitment strategies to instructional resources to the important concept of mental health and self-care. One very special highlight was the hour our keynote speaker, John Quiñones, spent with the nine OSY in attendance. See page 2 for more of the story.



Front (l to r): Erick Gonzalez (MA), Juan Bautista (NC), Mirna Rivera-Topke (FL), Hunter Ogletree (NC), Bernardo Lopez from New Mexico (NM)

Back (l to r): Evelyn Valdez Gonzalez (NC), Joshua Moreno (FL OSY), Mel Sanchez-Ramos (FL OSY) with daughter, Reni Sanchez-Ramos (FL OSY), Paulin Conde (KS), Grecia Guttierrez-Orona (KS OSY), John Quiñones, Jesus Martinez (NC OSY), Edgar Alexis Rico Rico (NC OSY), Gerson Lopez Garcia (NC OSY), Jose Alberto Gonzalez Conchola (NC OSY), Vanessa Garcia (NC), Areli Perez (NC), Jose Santiago Mattis (NC OSY)

## OSY Attendees Put Faces to the Issue at Dissemination Event

Nine OSY from three different states joined us during the 2018 Joint CIG Dissemination Event in September. The students spent time together working with their chaperones and other MEP staff on goal setting and public speaking. Erick Gonzalez (MA) served as OSY Coordinator and oversaw all of their activities, making sure the OSY felt comfortable and confident in their participation. It wasn't all work for the OSY, however. They had plenty of time to visit the beach, shop, eat out on the town, and enjoy the resort.

Prior to the event's keynote speech, special guest John Quiñones joined the OSY in a private room to speak to them about his own experiences growing up in the Latino community in San Antonio, Texas. Mr. Quiñones spoke primarily in Spanish as the students engaged him with questions about his background as a migrant farmworker with his family when he was an early teen. They also offered comments about their own lives and aspirations.

"Don't ever lose sight of what you want to become," Mr. Quiñones told the OSY as he relayed his journey to become an award-winning journalist and host of ABC's reality newsmagazine show *What Would You Do?*

"I had people in my life who didn't believe in me, but I believed in myself," he added. "I knew what I wanted to do and figured out what it would take to get there." The next day all nine students participated in the OSY Panel during the event's Closing Session. The students sat together at a head table on the stage where they answered several questions from the moderators and also the audience.

"Sometimes I have wanted to quit, but we have excellent teachers who continue to show up and encourage us to continue," said one student on the panel.

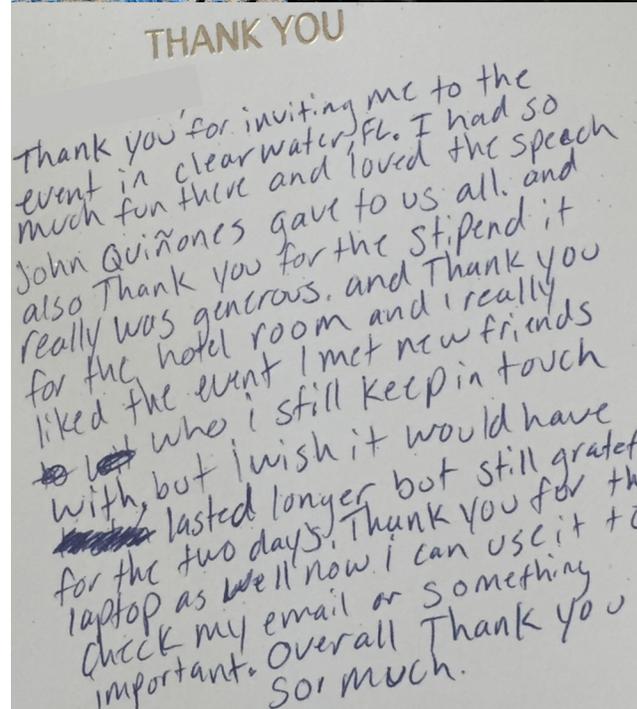
Several audience members took the opportunity to express how valuable it was to have OSY participate and how admirable each of their stories were.

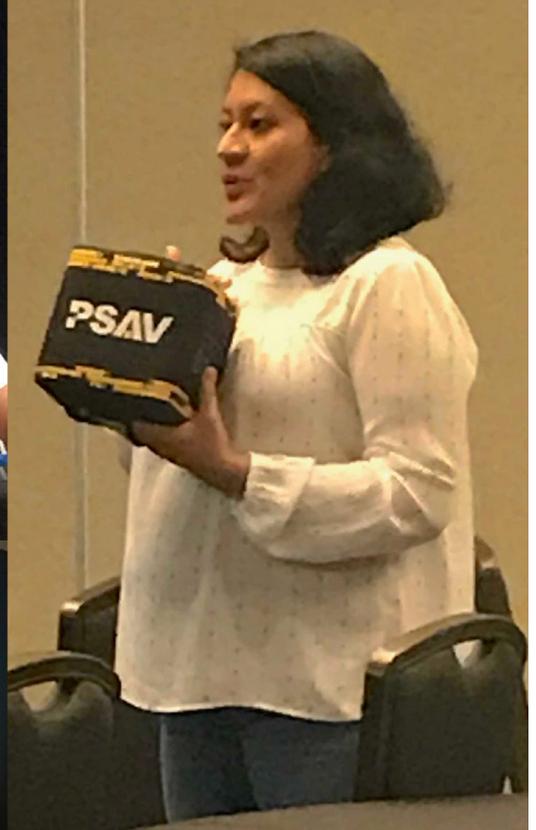
When asked what she would say to other migrant workers who may be considering the Migrant Education Program, a student replied, "Others should take advantage of this opportunity. It is very important to receive help. We have been lucky. It has been a true blessing."

At the end of the panel discussion, the OSY were surprised with a special gift courtesy of a donation from a generous, anonymous donor. Each student went home with his/her own Chromebook giving them full access to the internet and online resources available as they continue their educations.

The OSY who attended the event included Grecia Gutierrez-Orona from Kansas; Joshua Moreno, Mel Sanchez-Ramos, and Reni Sanchez-Ramos from Florida; and Jose Alberto Santiago Mattias, Jesus Martinez, Edgar Alexis Rico, Jose Ricardo Gonzalez Canchola, and Gerson Efrain Lopez Garcia from North Carolina. Chaperones were Paulin Conde (KS), Mirna Rivera-Topke (FL), Juan Bautiste (NC), and OSY Coordinator Erick Gonzalez (MA).

Thank you to those who worked directly with the OSY for making the event such a wonderful success for our students and ensuring that everyone attending had the opportunity to hear their valuable perspectives and experiences.





# GOSOSY State Spotlight: NEBRASKA

Sue Henry • *State MEP Director*



The Migrant Education Program began operating in the state of Nebraska shortly after the authorization of the Elementary and Secondary Education Act in the mid 60s. For years, the program primarily provided summer services from sun up to sun down for the children of hundreds of seasonal farmworkers who migrated with their families to the western part of the state to work in the sugar beet and bean fields. Over time, and with changes to qualifying work and eligibility within the migrant program, work expanded across the state and migrant workers were working in seasonal and temporary jobs across the state that qualified their children for migrant program services. With these changes, the organization of the migrant program grew to include not only district but regional programs to reach school age children as well as out-of-school age children.

The Nebraska Migrant Education Program (MEP) is administered at the state level and sub grants to 14 LEA/LOAs. The Nebraska plan to identify and serve migrant children and youth is organized in five regions. The regions serve the state with regional and project recruiters to identify and meet the needs of migrant children on a statewide basis.

The NE MEP has consistently identified approximately 5,000 eligible migrant children and youth over the last five years. Of the 5,122 migrant students identified in 2016-17, 389 were OSY. The top three categories of race and ethnicity for migrant families include Latino/Hispanic, followed by Asian, and then white. Mexico and Thailand are the most common countries of origin outside of the United States and the top five states that MEP families arrive from are

Texas, California, Colorado, Florida and Kansas. Interstate coordination between Nebraska as receiving state and Texas as sending state provided continual support in assisting OSY to meet their goal through their OSY action plan. ID&R interstate coordination between Kansas and Nebraska MEP led to successful recruiting of hard-to-reach OSY and families residing along the border in rural Nebraska.

Through the implementation of the Nebraska ID&R plan, we strive to provide support and resources to strengthen and enhance the identification and recruitment process and to fully comply with all federal laws and regulations pertaining to the identification and recruitment of migrant children in Nebraska.

The Nebraska MEP has established the following goals to ensure the proper and timely identification of eligible migrant children through an active statewide ID&R process:

1. Ensure quality and consistency through training recruiters on how to identify and recruit migrant children and make appropriate eligibility determinations.
2. Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their progress.
3. Implement quality control procedures to ensure the reasonable accuracy of eligibility determinations.
4. Promote interstate and intrastate coordination through collaborative efforts.

The state ID&R plan includes 10 district and four regional recruiters who conduct ID&R activities on a statewide basis. There are five statewide centers divided into regions. The centers serve the state with regional recruiters collaborating with project recruiters and community and district liaisons. Ninety percent of Nebraska recruiters scored at the Mastery level in completing the ID&R Competency Assessment.

## State Spotlight: NEBRASKA (continued)

Services provided to the OSY in the program include home-based GED tutoring through coordination with community agencies, technology needed to learn English through self-paced interactive lessons, on-site weekly classes to work on English skills, and support services like hygiene kits, transportation, interpreter support, studying for driver license tests, and assistance in registering/interview and testing process for GED classes.



*Nebraska recruiters interviewing OSY residing in southwest Nebraska and working at a dairy.*

Sue Henry has worked for the Migrant Education Program at the local level for approximately 10 years as a paraprofessional, recruiter and program coordinator prior to her MEP State Director position at the Nebraska Department of Education for the past 14 years.

Benjamin Zink, NDE MEP, provides the projects with support with implementation of the Continuous Improvement Cycle.

Danielle Waite serves as the MEP statewide data analyst and is responsible for data training, collection

and reporting. Danielle is the Nebraska representative on the IRRC TST committee.

Veronica Estevez serves as the Nebraska MEP Parent Advisory Council Coordinator and Family and Community Engagement activities. In addition, Veronica is responsible for statewide ID&R quality control activities. Veronica has represented Nebraska by serving on ID&R interstate coordination re-interview teams.

Veronica Hill serves as the Nebraska GOSOSY representative on the TST. This is her first year and I know she will serve us well and support the Nebraska MEP with efforts to increase services to OSY residing in Nebraska.



1. *H2A crew chief, Aida Olivas, MEP recruiter, and community agencies (Proteus, Department of Labor, Appleseed, etc.) provide food, safety training, and other resources to seasonal farmworkers which include OSY in central Nebraska.*
2. *OSY receiving GOSOSY English Lessons.*

## Mental Health Lessons Update: Audio Enhancements Released

We hope that you are now using GOSOSY's Mental Health Lessons on Stress, Mental Health, Alcohol, Anxiety, and Depression. These everyday topics affect each of us and everyone we know. Everyone can use more tools to successfully improve the way we cope with life.

That's why GOSOSY is pleased to announce four new electronic enhancements focused on mental health issues facing many Out-of-School Youth (OSY). OSY face unique challenges that can affect their mental health. The new materials are designed to help students talk about mental health issues.

The audio enhancements complement the Mental Health Life Skills lessons developed in 2017 by the National PASS Center and the National Center for Farmworker Health, Inc. Catherine Porter of the Adult Learning Resource Center in Illinois oversaw the development of the new lessons and introduced them to the field in September at the Joint CIG Dissemination Event. Lora Thomas, Executive Director of NAMI Illinois (National Alliance on Mental Illness), co-presented the new materials with Catherine and also helped develop the 2017 lessons.

The electronic enhancements, MP3 audio lessons, correspond to four of the 2017 lessons:

1. *Let's Talk About Mental Health*
2. *Let's Talk About Stress*
3. *Let's Talk About Alcohol*
4. *Let's Talk About Depression*

Lora and Catherine suggest that teachers begin with *Let's Talk About Stress* since stress is a common mental health issue and OSY may find it easier to talk about stress than some of the topics raised in other lessons.

As a reminder, each of the five lessons are self-contained—including messages for instructors, lesson plans, pre- and post-assessments, vocabulary, reading passages, listening opportunities, and skills practice worksheets, supported by answer keys. And now, the electronic enhancements to support four of the print lessons.

This new audio tool is intentionally designed to complement the print-based plans, providing OSY participants with new opportunities to talk about mental health, develop listening and speaking skills through practice, and self-study in an easy to use format.

Each MP3 audio lesson has a targeted message to reinforce the importance of talking about mental health concerns and seeking help when needed. They then offer the opportunity for vocabulary practice that supports the content of each plan. The practice ranges from simple repetition to a range of conversation activities.

All materials and the MP3 files can be found on [www.osymigrant.org](http://www.osymigrant.org). Although fairly new, materials have been tested and the response is encouraging. Testimonials reinforce the intended use of the audio enhancements: "I liked how I was able to download the file so that I could pull it up later. This was helpful considering the area we were in had no internet availability." "The duration of the file was good too; just enough time for students to practice what they learned." "Although I sat with students through the activity, they could have done it independently or as a group without assistance."

Each lesson is about 18 minutes long and can be used in a variety of ways including classroom settings, individual tutoring sessions, and student self-study. The target audience are OSY who speak Spanish as their first language and are at beginning and intermediate levels of English.

In addition to the MP3 files, three additional resources are available for each lesson: a Teacher Guide, a Lesson Script (for teachers), and a Pocket Guide (for students). More information about how to use the new electronic enhancements can be found in the Teacher Guide.

These tools make it easier than ever to jump into the conversation about improving mental health. Check them out and let us know what you think. We would love on-going feedback on your experience with the entire series of mental health lesson plans, including suggestions about your needs for additional tools. You're making a difference... let's keep the conversation going.

Catherine Porter – [cporter@cnrmail.org](mailto:cporter@cnrmail.org)  
Lora Thomas - [LoraT1@outlook.com](mailto:LoraT1@outlook.com)



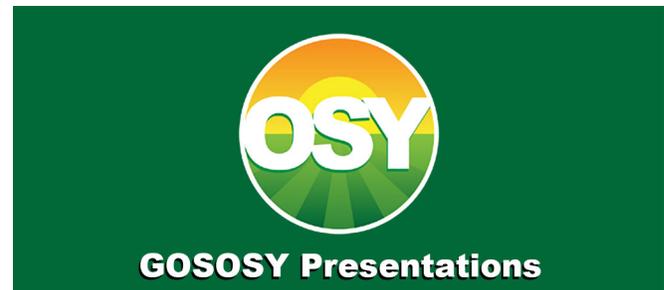
## Joint CIG Dissemination Event Highlights

Our collaborative event in Florida in September included important information and valuable networking and we want to be certain everyone has the opportunity to access it all. Anyone, including those who were unable to attend, can find each presentation and all materials/resources archived via a link on the [www.osymigrant.org](http://www.osymigrant.org) homepage.

Our breakout sessions were well-attended and received glowing evaluations from all who participated. Topics included the following:



- Agriculture = Change - Tracking Key Agriculture Trends
- Be Prepared for Anything – Real-Life Recruiting Scenarios
- Data Tools to Assist in your ID&R Efforts
- Effective Tools and Strategies for Improving ID&R Efforts
- ESSA Eligibility Explained – Key Insights
- IRRC ID&R Competency Skills Assessment
- Motivational Interviewing
- New Technologies, New Challenges – Securing Migrant Data in the Internet Era
- Perspectives on Community Outreach Recruitment Efforts (CORE)
- Planning Effective Recruitment Efforts and Activities
- Ready, Set, Go! Planning Recruitment Activities and Creating Your Elevator Pitch
- Safety in the Fields – How to Support Yourself and Your Female Colleagues
- Sometimes I Feel Like I Am in Over My Head
- Targeted Response to ID&R – Focused Interstate Coordination
- Teaching Self-Advocacy
- The Implementation of ESSA in NYS
- The Ripple Effects of Culture
- Training Essentials for Quality Control and Understanding Regulations
- Training the Effective Recruiter
- Where are They? Field-Based ID&R of OSY



- Implementing the OSY Instructional Action Plan
- Human Trafficking: What Is It? Where Is It Happening? What Can I Do to Stop It?
- Introduction to Goal Setting Materials – Parts 1 and 2
- Navigating the Free Materials and Resources on the GOSOSY Website
- Why Mental Health Matters and ACEs – What Can We Do? – Parts 1 and 2
- Where Are They? Field-Based ID&R of OSY
- Immigration Issues – Safety Planning and Advocacy Updates
- Same Goal, Different Methods – How to Differentiate Instruction for OSY
- MEP and HEP – Partnering for Migrant Student Success
- Introducing the Unique Needs of OSY to Community Partners
- Bridging the Gap from Recruitment to Services
- Mental Health Matters
- Technology Today – Using Online Resources
- Identifying and Addressing the Needs of OSY – Working with ELL
- What Do H2A Workers Need from the MEP
- Leveraging Resources, Relationships and Creativity
- Moving Data to Services – Using MSIX

## Joint CIG Dissemination Event Highlights (continued)



### Preschool Initiative Presentations

- Adaptive Online Programs STRIDE
- Idaho/Maine IGDIs
- Florida PreK Task Force
- Family Literacy
- Migrant Families Engage Through APTT for Preschool Students
- PI Binational ECE
- PI Lesson Plans
- Project Construct



The Networking Sessions drew many participants to discuss four main topics:

1. Changing Landscape: How are the Needs of Migrant Students Changing?
2. Trauma in the Lives of Migrant Students: What are the Impacts and How Can We Help?
3. Student Motivation: How Can Educators Help Migrant Children and Youth Learn Self-Motivation?
4. Gathering Data on Non-School Age Migrant Students: What are the Data Needs and Data Challenges?

The Keynote Luncheon address from John Quiñones was riveting and the audience was thrilled to each receive a copy of his book *What Would You Do?* Though Quiñones had to leave directly for the airport, he commented later that same evening on the CIGDE2018 Instagram page:



**johnquinones** Great being with you all! Thank you for the work you do on behalf of migrant Farmworker students!!! True heroes.



We went out with a bang with our Closing Session that included the OSY Panel (see page 2) and a very motivating presentation by Dr. Mona M. Johnson focused on pursuing wellness in the workplace. Dr. Johnson talked pointedly about how the trauma of the students with whom we work daily can take a secondary toll on practitioners. It is vitally important to care for ourselves so that we may continue to do our best work for those around us. “Compassion fatigue” is a true problem and everyone should guard against it with strong self-care habits. Dr. Johnson’s advice boiled down to how imperative it is to find balance and make sure your needs are met in a healthy way. As a sweet reminder of the importance of loving ourselves, small glass hearts were given to each audience member. Take care of your own heart and you will continue doing your good work for many years to come.