



Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Summer 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's summer vacation for some, but I know that those who work in the migrant education community never really rest. There is always so much to be done as we continue to work to identify our students and get them headed toward their goals as quickly and efficiently as possible. We have new programs, updated curricula and digital resources, recent additions to our state staffs, and our target audience is always changing! How do we maintain the energy and focus that our jobs require without burning out? It is an issue we are looking at closely. Working with students who have experienced substantial trauma can put providers at risk for their own secondary traumatic stress. Do you have insights and ideas about how GOSOSY can serve our member and partners states on this topic or any others? I would love to hear from you. Reach out to me any time at tkalic@embarqmail.com.

Thank you! ~ *Tracie Kalic, GOSOSY Director*



High School Equivalency: what's in a name?

You may notice that all of GOSOSY's forms and materials are being updated to include the term HSED instead of GED®, a registered trademark of the American Council on Education. For many OSY, a high school equivalency degree/certificate is the perfect avenue for them to reach their academic goals. Keeping the different opportunities straight can be confusing:

GED® (General Education Development)	Four tests: reading, math, science, social studies
HSED (High School Equivalency Diploma)	Four GED® tests plus a unit on career awareness, employability, civics, and health
HiSET (High School Equivalency Test)	Promoted as an accessible and affordable alternative to the GED®; available in many states
HEP (High School Equivalency Program)	"Helps migratory and seasonal farmworkers [or children of such] who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma."

The GED® website states the following: "To date, there have been four generations of the GED® test... While the academic content areas in which candidates are assessed—English language arts (reading/writing), social studies, science, and mathematics—have not changed, the priorities and assumptions by which proficiency in these areas is assessed have evolved. Since the GED® test assesses academic skills and knowledge typically developed in a four-year high school education program, it is of utmost importance to GED Testing Service that the GED® test continues to evolve as secondary education evolves."



Seven Ways Your Job Can Make You Happy

In 2007, the University of Chicago's Divinity School conducted an extensive study on job satisfaction. Education administrators and teachers were among those top professions in which more than 60 percent of respondents reported being very satisfied. It turns out how you feel about your work has a significant impact on your overall happiness.

So what makes the happiest workers so content? Rev. Cynthia Lindner explains, “[The] congruence of belief, values, and actions in one’s daily work can be immensely satisfying.”

Nancy Levit, co-author of *The Happy Lawyer*, hones in on seven things your job needs to offer in order to maximize that congruence and your happiness.

1. **A degree of control:** If you have some input into your daily to-do list and how to reach your targets, you feel more invested in the job.
2. **Good work-life balance:** Happiness comes from balance – work hard, play hard, rest hard. Every day.
3. **Alignment with values:** If you spend your work hours toiling for something you really believe in, it will feel less like work and more like a worthy endeavor.
4. **Quality of relationships:** You ought to like the people you work around in order to be your happiest.
5. **Opportunity for flow experiences:** The deepest job satisfaction comes from a perfect alignment of challenge and ability. Too little challenge and you’re bored. Too much and you’re overwhelmed and ineffective.
6. **Doing good work:** Is your job actually making someone else’s life better? Good! You’re going to be happier.
7. **Resilience:** You change, your job changes, everything changes. If your workplace offers a supportive place to grow with all of that, your odds of being happy on the job just went through the roof.



Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
~ Pharrell Williams, 2013 hit "Happy"

How To Spot Job Burnout

According to the Mayo Clinic, job burnout is a special kind of stress. Here's what to look for:

- Have you become cynical or critical at work?
- Do you drag yourself to work and have trouble getting started once you arrive?
- Have you become irritable or impatient with co-workers, students or others?
- Do you lack the energy to be consistently productive?
- Do you lack satisfaction from your achievements?
- Do you feel disillusioned about your job?
- Are you using food, drugs or alcohol to feel better, or to simply not feel?
- Have your sleep habits or appetite changed?
- Are you troubled by unexplained headaches, backaches or other physical complaints?

If you notice any of the above symptoms, don't hesitate to talk to your supervisor or doctor.



Pennsylvania MEP Targets Migrant Health and Wellness

Like other Migrant Education Programs, Pennsylvania's recognizes that health is a key component of a youth's ability to learn and thrive. The state's Service Delivery Plan has two specific objectives focused on health:

Health Objective 7A: *By the end of 2016-17, 50 percent of out-of-school youth will report that they know where to obtain primary care services.*

Health Objective 7B: *By the end of 2016-17, 40 percent of migrant parents and 50 percent of out-of-school youth will report that language and cultural barriers impede their access to health care.*

In order to achieve these stated goals, different regions of the state are working on several health and wellness initiatives:

Project Area 7 – Northwest Tri-County IU has been partnering with health agencies to provide opportunities to rural OSY in need of health assistance. One of them, Keystone Health's Farm-worker Program, provides blood pressure and diabetes tests and offers heart and lung screenings to OSY at farms and camps throughout the region. Project Area 7 has also partnered with the State Health Departments in Crawford and Lawrence Counties. The Crawford County State Health Department visited a dairy camp with MEP staff and provided TDaP (tetanus, diphtheria, and pertussis) vaccinations to migrant workers. The Lawrence County State Health Department assisted with school vaccinations in Ellwood City and also offers TDaP vaccines to migrant OSY.

Project Area 5 : Berks County – Millersville University has hosted Health/Resource Fair and Workshops sponsored by the MEP and Philadelphia Mexican Consulate. Events included a light dinner and distribution of food from the Berks County Food Bank, a workshop on school issues, a session for elementary children present in math/English Instruction, a session for preschool children present with LEGO Curriculum, administration of placement tests for ESL 1/ESL 2, and parental/OSY classes in partnership with the local school district. Walgreen's (through contacts with the Mexican Consulate) administered 29 flu shots. Berks County Deaf and Hard of Hearing administered 15 hearing screenings. The Mexican Consulate of Philadelphia "Ventanilla De Salud" health office administered 22 blood pressure and body mass screenings. Vision Resource Center administered 60 vision tests/screenings. The Mexican Consulate provided snacks and refreshments for the participants.

Project Area 4: Lancaster County - Millersville University hosted a Health Fair at the home of one of the migrant referring crew leaders. There were portable facilities for the doctor from Keystone Migrant Farmers Health Services, who provided health screenings for all in attendance. The program distributed food from a food bank in the region. There was a festive environment (music, empanadas, hot dogs, drinks etc.). Vouchers were provided for follow up clinic visits with the doctor's referral with over 30 individuals referred for free clinic visits. The tents, tables, chairs, banners, food items, and preparation were provided by local MEP staff. The afternoon event ended well into the night with the doctor seeing the final patients and writing prescriptions with the use of several flashlights/lamps.

Take Charge – Nebraska Pilots a Mentor Program

The GOSOSY Mentor Program is in its pilot phase and participating states reveal it is already proving to be a wonderful addition to the OSY toolbox. Nebraska is one of the participating pilot states and offered a behind-the-scenes look at how the program is evolving in their state.

Kiowa Rogers, regional Migrant Education Director at ESU 13 in western Nebraska, explains that the MEP staff has always had the goal of seeing OSYs graduate with high school diplomas or HSEDs, and they have seen several successes, especially when recruiters doubled as OSY service providers. In the quest to see even more graduates, the staff initially thought a generalized vision and additional full-time staff would yield the results they hoped to see.

“But after a couple of months, we realized that there were much deeper issues affecting our OSY than a shortage of MEP staff time,” Kiowa explains. “And our vision wasn’t always the OSY vision. We experienced a rapid succession of OSY signing up for credit accrual and HSED programs, and then a disappointing decline in participation. Something was missing. Vision and time weren’t enough. We realized that we needed something new, although we didn’t know what it was, so we took the opportunity [to participate in the pilot]. I’m thankful we did.”

Tyson Schmunk began work as a Nebraska Youth Advocate in January. He tells a story that illuminates how a mentoring model can flip the way staff think about serving OSY.

“With one particular OSY we jumped straight into schoolwork. She was so close to graduation with only two high school classes to complete online. She had a computer and internet connection, and the school she dropped out of was paying for the two courses. She lived at home with parents who also wanted her to complete high school. She had a MEP Youth Advocate to help and, when she worked with me she

was able to complete lessons with 80% or higher. In our view, she had everything going for her. Yet she avoided us and didn’t complete the work. We wondered what was missing and the school psychologist helped us come to the realization that we had never asked this OSY about her dreams, hopes, and plans for her life. We had simply asked her if she would like help completing high school. When the opportunity came to join the GOSOSY mentoring pilot, we viewed it as an opportunity to let the OSY decide the direction they want to take their lives and for us to support that. Maybe this OSY wasn’t quite ready for school? Maybe she wants a more stable work life, or home life? We started to view OSY as people with needs beyond education. Maybe if we respect that, their education will fall into place.”

Nebraska has named its mentoring program “Take Charge” in the hopes of boosting OSY self-confidence. Initial questions from OSY reveal some of their uneasiness with committing to a formal program, but both Kiowa and Tyson urge providers to emphasize that the program truly puts the OSY in charge of how it goes. Remember that the program can be tailored to each individual OSY and his/her specific needs and goals.

“We wanted to show OSY we were there to support them in what they wanted to do, not tell them what we wanted them to do and so we chose a name to reflect that mission,” explains Tyson. “We wanted them to ‘Take Charge’ of their life, and we’ll support it in any way we can. If we can support them in taking charge of their lives and futures, we’ve given them a lifelong gift, rather than just temporary support services.”

A surprising benefit of the mentoring model is the way it has made providers’ jobs both easier and more fun. The built-in structure of the program has made it easier to see the OSY more often and with a purpose in mind.

Take Charge – Nebraska Pilots a Mentor Program (continued)

“It’s also helped me build better rapport with my OSY,” Tyson says. “They see me as an equal or friend – someone they trust.”

Though Kiowa realizes that it is still early to label the pilot program an official success, she has been surprised at the overwhelmingly positive response from the state’s OSY.

“With ‘Take Charge’ the OSY are excited to meet to work on their future,” she says. “One OSY has finished his high school diploma. Others have set great goals that reach farther than high school completion such as becoming an EMT and starting a business. ‘Take Charge’ has changed the way we see the OSY, and the way they see themselves and us. We have learned that our OSY are young adults with amazing potential and ‘Take Charge’ has helped us work on developing that potential with OSY.”

The MEP program goals have shifted from doing whatever it takes to help OSY complete high school or HSED as quickly as possible to discovering each OSY’s unique potential and helping them prepare

to reach that potential, with high school or HSED completion being just one step in that journey. Mentoring is showing staff that OSY are capable of much more than simply obtaining a degree or equivalency.

An enormous benefit has proven to be the re-thinking of how providers spend time with OSY. Tyson has a student pursuing his HSED who needs little to no academic assistance. But through “Take Charge” he articulated the goal of having his own roofing and siding company. Now he and Tyson spend their time together setting up a business plan for his future business, already named “Storm Roofing”. They research taxes and how to pay employees, how to target potential customers, and advertising.

“If I had come to him to help with HSED, he wouldn’t have been motivated or interested,” says Tyson. “But because I came to him to help him develop his future, he now sees his HSED as a small step in the grand scheme of his life, and it has given him a reason to complete it. I believe he is firmly ‘Taking Charge’ of his future.”



GOSOSY State Spotlight: KENTUCKY

Heather Rhorer • *Migrant State Director*, Christina Benassi • *ID&R Coordinator*



► PROGRAM HISTORY

Approximately 69.8% of Kentucky's MEP families qualify based upon work in tobacco. Work begins in late February preparing greenhouses, plants are set into the ground in the late spring, and labor intensive care takes place from June through September when harvesting usually begins. While working with tobacco, the worker must ensure that weeds are removed and that the tobacco flower is removed in order for the tobacco leaves to thrive. There are two main types of tobacco in Kentucky, burley and dark fire. Burley tobacco cures naturally by hanging; dark fire tobacco is cured by smoke from intentional fires within the barn. The Dark Fire Tobacco typically grows in the western part of the state. This type of tobacco includes an extra processing step called "oiling tobacco." This is a process that typically occurs during the summer after topping tobacco.

The state has experienced a shift in population over the past several years. Historically, the work was performed in the northeastern part of the state on large farms. However, after the 2008 tobacco buy-out, the majority of the work has shifted to the central Blue-grass Region of the state.

► DEMOGRAPHICS

According to the 2014-2015 CSPR

- a. 4,007 of total students
- b. 765 0-5 not in school
- c. 1,526 K-5
- d. 471 middle school
- e. 425 HS
- f. 1,040 OSY
- g. 1,703 students served in summer
- h. The majority of OSY (76%) last attended high school
- i. 73% of OSY are 19 years of age or older
- j. OSY report that their access to transportation is increasing, with most having access to transportation (67% in 2014)
- k. The percent of OSY who are English language proficient declined from 2013 to 2014, from 15% to 11%
- l. 74% of our children are Hispanic and 25% are white

► ID&R

There are approximately 80-100 recruiters statewide. Each MEP employs at least one person to recruit, and there are six regional recruiters and five state recruiters. Each year the KDE organizes a recruitment sweep where recruiters from all levels across the state come together to focus recruitment efforts on a few select districts. This is a professional development opportunity for new recruiters, an opportunity for experienced recruiters to see different recruitment techniques, and for the area to be fully vetted. Most regions perform mini-recruitment sweeps throughout the year as well.

The KDE also provides training opportunities for our recruiters at the annual Fall Academy held each year around September. The State ID&R Coordinator trains new recruiters with two years or less experience separately from the more experienced recruiters. All recruiters receive training concerning eligibility requirements, COE comments, recruiting tips, and more. This has been a great training session for all those involved.

State Spotlight: KENTUCKY (continued)

► STAFF

The state is divided into five regions, with each supported by a regional service center. The regional service centers directly serve 18-41 districts each, as well as provide technical assistance, training, leadership and support to stand-alone, non-stand-alone and consortium MEPs within their areas. Each service center provides a summer camp for secondary students focused on leadership and college and/or career readiness skills. One camp this year hosted over 100 students in the 7th – 9th grades.

In addition to the five regional service centers, the Kentucky Department of Education funds 36 MEPs (some of which provide services to more than one school district). These programs serve 42.5% of the MEP children during the summer. Districts range in size from 40 - 300+ children. All districts implement a summer program that spans at least four weeks, meeting three or more times per week and offering at least 80 hours of instruction. Most also offer special classes on Sundays for OSY throughout the summer. The percent of migrant children receiving summer services has steadily increased annually over the past six years.

► STATE SUPPORT

The state MEP staff consists of the State Director and the State ID&R Coordinator. The Migrant State Director has been working with the Kentucky Migrant program for seven years. She started out as a regional recruiter and data clerk in the Southern region. Since then she has worked as a recruiter, advocate and program coordinator for the Clark County MEP, and a program consultant for the Kentucky Department of Education. She is about to celebrate her first anniversary as the State Director.

The State ID&R Coordinator has a background in Elementary Education. She taught five years in grades K, 1st, and 3rd. She has been the ID&R Coordinator with the Kentucky Department of Education for over five years. She has standardized recruitment training

across the state and is working to standardize effective year-round recruitment planning.

► COLLABORATION

The KYMEP collaborates with many different agencies and community partners across the state. The University of Kentucky Community Extension Office is one of our biggest partners. Districts work with the Ag Extension offices to locate farms, plan summer programming, offer PAC and parent involvement meetings, offer classes to OSY and much more.

Local adult education programs also work with some of our MEPs to offer Adult ESL. The Todd County MEP collaborates with the local Nutrition Education Program, Adult Education Program, and church to offer a weekly night for migrant families and OSY to get together. They offer homework help, English Classes, a class on nutrition and a meal that the children help prepare. This is an opportunity for OSY and families to build relationships and improve community involvement.

► PROGRAM DETAILS

- Of the 228 students who received life skills lessons, 202 (89%) demonstrated a 20% gain on the pre-post assessments associated with each lesson.
- 3% of OSY were enrolled in programs that lead to either a HSED or HS Diploma.
- Most requested services on Needs Assessment: ESL (27%) and Life Skills (11%).



OSY Success Story: Luis



The decision to come to the United States and leave Venezuela was not an easy one.

But in Luis' words, "My country's situation is not good these days. If you are not from a well-off family your life's goals and ambitions are limited. The United States is known as the 'The Country of Opportunities'. I knew it was not going to be easy to come to a new world. It takes a lot of courage. But I knew that I wanted a better future for myself and my mom."

Luis and his mother, Luz, came to Lexington, KY, in August of 2015 from Venezuela. The Fayette County Migrant Program enrolled Luis as an OSY as Luis obtained work cutting and loading tobacco alongside his mother. The work was hard but provided for them. In January 2016, the family moved from Fayette County to Madison County and he was qualified on continuation of eligibility. The GOSOSY OSY Student Profile was completed and discussed with Luis. The profile targeted his interest in "earning a diploma" by May of 2016. Luis enrolled in Madison Central as a high school senior and his counselor, Brenda Thompson, migrant advocate Rona Comley, and others discussed the graduation plan for Luis. To graduate in five short months he needed to take five credit recovery classes in addition to his regular classes. It was a monumental task but Luis was up for the challenge. Fortunately, Luis had his transcript from Venezuela that was helpful in satisfying graduation requirements.

Migrant staff met with Luis from January through May to help reduce barriers and set benchmarks as the graduation date approached.

Luis stated, "The migrant program provided me with school supplies, an iPad and more. No one can imagine how hard it is until you live it. In addition to the new language, you face a different environment, different situations and different people. It is impossible to explain in words. It requires much effort and dedication to adapt to a new life. The migrant program's support and guidance encouraged me to not fail but take advantage."

During Luis' spring semester in high school he maintained a 3.5 GPA, completed his credit recovery classes, and attended a workshop presented by Keith Ritchie from Kentucky Higher Education Assistance Authority. Luis met with Liliana Gomez, the Latino Recruitment Specialist at Eastern Kentucky University, to learn more about applying to college. Luis learned that he would not qualify for financial aid at this time so he was discouraged when he spoke with migrant staff.

Luis told us, "I did not realize that graduating from high school and applying to college could be so hard. My biggest dream is to become an electrical engineer."

Migrant staff and others continued to support and encourage Luis. He applied and was accepted into Bluegrass Community and Technical College in Lexington. Luis also applied for two migrant scholarships. His first ACT composite score was 21. Luis' discouragement faded away and was replaced with college dreams and goals. On May 21, 2016, Luis graduated with distinction from Madison Central High School. "With God's help, my mother's support and my dedication I will become an electrical engineer. This is the land of opportunity. The life you dream of is possible. The fight depends on you."

OSY Success Story: Juan



Juan arrived in Kentucky from Guatemala in September 2013 at the age of 16 to live with his father. He arrived with no English language skills. It was never Juan's intention to go to school—only to work and send money back to his family, but with the help of a family friend, Juan enrolled in Glasgow High School as a 9th grader. He missed the latter part of the school year because he moved to work in chicken houses and that is when the Migrant Education Program enrolled him as an OSY. With the help of the MEP, Juan completed some credit recovery work and re-enrolled in school at Barren County for the next school year as a 10th grader.

Juan's plan was to drop out of school at age 18 in December of 2014, but the MEP staff encouraged him to stick with it. He worked to improve his English so as to be permitted to take classes at the vocational school. During the 2015-16 school year, the MEP advocate worked with the counselors at the high school and, after many phone calls to Guatemala to clarify classes already taken, Juan was promoted to a senior from a junior mid-year. In order to fulfill graduation requirements in one semester, Juan had to tackle a formidable schedule: English III, English IV, Biology, and Algebra II all at the same time.

During this time, Juan was living and working part-time on a dairy farm with a group of farmhands. His father moved in and out and was not present for the most part. Juan supported himself and had very little access to transportation. Juan often expressed his discomfort at attending a school with very little diversity. Despite all this, he stayed after school for tutoring three days a week and even worked with MEP staff during his spring break to catch up on assignments. With the support of ESL staff and MEP staff, Juan was able to fulfill his graduation requirements and was very excited and nervous to walk the line on May 20, 2016.

Juan continues working at the dairy and would like to eventually work as an automotive technician. We are currently exploring avenues that would help him to attain a postsecondary certificate in this area.

North Carolina OSY Institute Celebrates Its Sixth Year

The North Carolina Migrant Education Program's OSY Institute began as a meeting of 20 MEP practitioners in a small room in the Nash Rocky Mount School's Migrant Center. It has grown to an annual event hosting over 120 people each year. We have been collaborating with the HEP Program of Wake Technical Community College (Wake Tech) for the last four years, and the collaboration has created a stronger connection between HEP and MEP.

The 2016 event "Sowing the Seeds for Learning" will be held at the Wake Tech Conference Center on August 4th. Workshops and presentations will cover topics ranging from mentoring to farm-worker health to ESL instruction to legal issues and farmworker rights. In addition, this year we will be offering a goal-setting training based on the GOSOSY Goal Setting Module. There will be plenty of time built in for networking with colleagues since we will be having food trucks onsite for lunch.

A highlight of each year's Institute is a panel made up of out-of-school youth who discuss their experiences. The theme for this year's panel is "Mentors: People Who Have Changed My Life." The event is free and open to anyone interested in working with this very deserving group of students.

Save the Date

OSY Institute 2016: Sowing the Seeds for Learning

August 4, 2016
9:00AM to 3:30PM

Wake Technical Community College
9101 Fayetteville Road,
Raleigh, NC 27603

Please join Out of School Youth
and advocates
for a day of new information, promising practices,
and networking.

