



**MORE THAN**  
**41,700**  
**OUT-OF-SCHOOL**  
**YOUTH**  
**IDENTIFIED AND**  
**RECRUITED**

**PERCENTAGE OF**  
**OSY RECEIVING**  
**SERVICES**  
**73%**



**Graduation and Outcomes  
for Success for OSY**

# Final Report 2015 - 2020

**"IMPROVING EDUCATIONAL ACCESS AND CONTINUING THEM TO MUCH NEEDED SUPPORT SERVICES FOR BOTH GROUPS OF OSY MIGRANT YOUTH - THE HERE-TO-WORK YOUTH AND THE DROP OUT- WILL REQUIRE THE LEADERSHIP OF OME AND THE COORDINATED INITIATIVES OF STATES, LOCAL AND SCHOOL DISTRICT EDUCATIONAL AGENCIES."**

*-SUCCESS IN SECONDARY SCHOOL AND ACCESS TO POSTSECONDARY EDUCATION FOR MIGRANT STUDENTS: A POLICY BRIEF*

**THE GRADUATION AND OUTCOMES FOR SUCCESS FOR OUT-OF-SCHOOL YOUTH (GOSOSY) CONSORTIUM INCENTIVE GRANT WAS CREATED TO ADDRESS THE SPECIFIC EDUCATIONAL NEEDS OF OSY THROUGHOUT THE NATION.**

**OSY ARE DEFINED AS ANY YOUTH UP TO AGE 22 NOT ENROLLED IN SCHOOL AND THEY CONTINUE TO BE ONE OF THE FASTEST GROWING, YET LEAST SERVED, SUB-GROUPS WITHIN THE MIGRANT EDUCATION PROGRAM (MEP).**

# Members

## Lead State Kansas

Alabama  
Florida (2012-2019)  
Georgia  
Illinois  
Iowa  
Kentucky  
Massachusetts  
Mississippi  
Nebraska  
New Hampshire  
New Jersey  
New York  
North Carolina  
Pennsylvania  
South Carolina  
Tennessee  
Vermont



# Partners

Alaska	Minnesota
Arkansas	Missouri
California	Montana
Colorado	Oregon
Idaho	Washington
Maryland	Wisconsin

The Migrant Education Program Consortium Incentive Grants are authorized by section 1308(d) of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB). 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.

Partner states did not receive CIG funds so were not required to participate in project activities. They did, however, contribute resources, and reviewed information and products produced by the consortium.

GOSOSY worked diligently over five years to meet every specific objective outlined in its initial proposal. Fidelity of Implementation Indexes were used to detail each building block of a successful program. The FIIs were carefully monitored by the GOSOSY director, GOSOSY evaluator, and state directors to ensure accurate goal setting and achievement throughout the consortium.

"The five-year period that GOSOSY encompassed was incredibly productive and successful. This was the direct result of very hard work and creative ideas from each member and partner state. I am grateful to each participant. Your efforts reached thousands of out-of-school youth throughout the nation and truly made an impact. Thank you!"

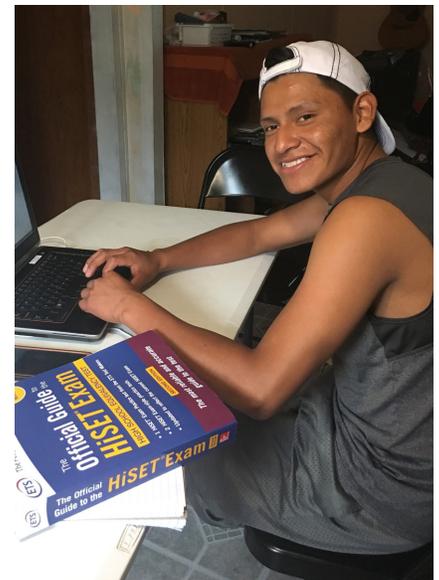
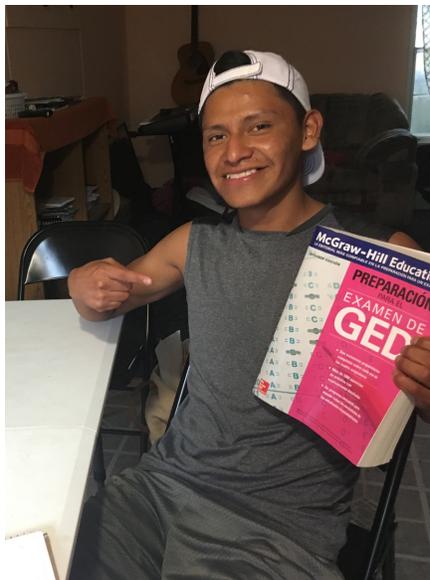
*Tracie Kalic, Director*



# SUCCESS STORIES

One of the highlights of working together as a national consortium is sharing the success stories that come from each state. Service providers work tirelessly and often do not see their efforts rewarded when students move on or give up. However, the stories of goals achieved and successes made official are what motivates everyone in the migrant education world to keep pushing on behalf of these OSY.

## LUIS - NORTH CAROLINA



"Luis, from Guatemala, is definitely the coolest kid in town. Luis enrolled in our MEP last summer with the desire to go to school. At almost 18 years old, but with only a 4th-grade education, he set his goal high to receive his high school diploma. After a full year of tutoring, Luis recently passed his math and science entrance exams to begin his online HEP program.

I will never forget the day he turned in his Pythagorean Theorem math homework with a super big smile on his face so thrilled he could complete all questions assigned. Luis' response after his first week of online class was, 'Bien todo, está perfecto.' Luis is working hard to take his first social studies exam soon."

-C.Hope Derry  
OSY Facilitator/Recruiter

# ILLINOIS - GUILLERMO AND ALEJANDRINO

Guillermo and Alejandrino, ages 21 and 19 respectively, came from Oaxaca, Mexico, to work in the fields and orchards of southern Illinois. They both wanted to take advantage of all of the learning opportunities available while in the area. These two young men had almost perfect attendance at the evening ESL classes provided by the Illinois Migrant Council's Technology Learning Center (TLC) and Shawnee Community College. They lived in a small labor camp located about one mile from the TLC and walked to and from camp in the evenings to class. Often, they arrived early to have extra time to work on the computers or, if the rain kept them from work, they would come to the TLC during the day as well. In addition to their success at ESL, Guillermo and Alejandrino also completed computer literacy classes. They are now able to use common technology terminology and equipment; computer and productivity software to organize and create information; and computer and communication software to access and transmit information. When these young men began their study of computer literacy, they needed considerable assistance. As they progressed and gained proficiency, they began to work far more independently. Guillermo and Alejandrino's hard work and dedication helped them achieve their goals and take the first important steps to becoming life-long learners.



## JUAN - KENTUCKY

Juan arrived from Guatemala at 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 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 MEP enrolled him as an OSY. With the help of the MEP, Juan completed some credit recovery work and re-enrolled for the next school year as a 10th grader. Juan's plan was to drop out of school at age 18, but 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. He is currently exploring avenues that would help him to attain a postsecondary certificate in this area.

## OBJECTIVE 1: PARTICIPATING OSY WILL INCREASE THEIR CONTENT ACHIEVEMENT AND OTHER OUTCOMES AS SPECIFIED IN THEIR NEEDS-DRIVEN LEARNING PLAN.



**Years 1-3 Performance Measure 1a:** 75% of OSY participating in project-directed instructional services will demonstrate a 20% gain between pre- and post-scores on content-based assessments. In Year 1, 85% demonstrated a 20% gain. In Year 2, 88% demonstrated a 20% gain. In Year 3, 78% demonstrated a 20% gain. The performance measure was met all three years.

**Years 4 and 5 Performance Measure 1a:** 75% of OSY participating in project-directed instructional services will score 80% or above on content-based assessment post-tests. In Year 4, 88% scored 80% or above on the content-based post-assessments. In Year 5, 92% scored 80% or above on content-based post-assessments, meeting the performance measure in both years.

**Years 2-5 Performance Measure 1b:** 75% of OSY with a Learning Plan will attain 50% of the needs-based learning/achievement objectives specified in their plan.

In Year 2, 79% made 50% progress. In Year 3, 76% made 50% progress. In Year 4, 87% made 50% progress. In Year 5, 70% made 50% progress. The performance measure was met three out of four years.

**Years 2-4 Performance Measure 1c:** 54 OSY (average of 3 per state X 18 states) will participate in Goal Setting Workshops (GSWs) and attain 80% on a GSW project-based activity rubric. GSWs were available for all states beginning in Year 2. In Year 2, 161 OSY participated successfully. In Year 3, 195 participated successfully. In Year 4, 276 OSY participated successfully. The performance measure was met for all three years it was in place.



**Year 5 Performance Measure 1c:** 51 OSY (average of 3 per state X 17 states) will participate in Goal Setting Workshops (GSWs) and attain 80% on a GSW project-based activity rubric. During Year 5, there were 51 OSY who successfully completed the mastery activity with an 80% on the GSW rubric, meeting the performance measure.

**Years 1-5 Performance Measure 1d:** A rating of 4 or above (4=partial implementation and 5=fully implemented) for 95% of project Goal 1 activities will be attained on the Fidelity of Implementation Index (FII). All activities scheduled for Objective 1 in Years 1-5 were rated 4 or 5, meeting the performance measure.

## OBJECTIVE 2: STAFF PARTICIPATING IN PROFESSIONAL DEVELOPMENT AND LEARNING WILL INCREASE THEIR SKILLS AND ABILITY TO DELIVER TARGETED INSTRUCTION AND SERVICES TO OSY.



**Years 1-3 Performance Measure 2a:** Each year, 75% of staff participating in GOSOSY professional learning activities will increase their capacity to deliver instruction and services to OSY by 10%. In Year 1, 84% increased their capacity by 10%. In Year 2, 77% increased their capacity by 10%. In Year 3, 80% increased their capacity by 10%. The performance measure was met for all three years it was in place.

**Years 4-5 Performance Measure 2a:** 75% of staff participating in GOSOSY professional learning activities will rate their use of strategies and materials as a 4 or above on the 5-point GOSOSY Implementation Rubric. In Year 4, the performance measure was met with 81% rating use of strategies and materials as 4 or above. In Year 5, the performance measure was met with 90% of respondents rating the use of strategies and materials as 4 or above on the 5-point scale.



**Years 1-5 Performance Measure 2b:** 75% of GOSOSY states will report that at least five mutually-beneficial collaborations on professional learning and mentoring are in place in their state with other CIGs, National HEP/CAMP Association, World Education, Inc., and other agencies and entities. All 18 GOSOSY states reported that they had five or more collaborations in Years 1-5, meeting the performance measure.

**Years 1-5 Performance Measure 2c:** A rating of 4 or above (4=partial implementation and 5=fully implemented) for 95% of the project Goal 2 activities will be attained on the FII. All activities scheduled for Objective 2 in Years 1-5 were rated 4 or 5, meeting the performance measure.



## OBJECTIVE 3: STATE PROCESSES, PROCEDURES, AND MATERIALS TO BETTER SERVE OSY WILL BE DEVELOPED, VETTED, AND ADOPTED BY 18 CONSORTIUM STATES.



**Year 3 Performance Measure 3a:** By 9/30/18, five GOSOSY key products designed specifically for OSY will be developed or adapted, vetted, shared with key stakeholders, and adopted by all 18 CIG states. All 18 GOSOSY states used five or more products during Year 3, meeting the performance measure.

**Years 4-5 Performance Measure 3a:** All GOSOSY states will adopt/adapt two products and provide feedback on two key products designed specifically for OSY. In Year 4, all 18 states participating adopted or adapted two or more products, meeting the performance measure. In Year 5, all 17 states participating adopted or adapted two or more products, meeting the performance measure.

**Year 3 Performance Measure 3b:** By 9/30/18, 80% of attendees will rate the GOSOSY Dissemination Event useful for improving services for OSY with a 4 or higher on a 5-point Likert scale. In Year 3 at the Dissemination Event, 99% of survey respondents rated the GOSOSY Dissemination Event useful with a 4 or higher.

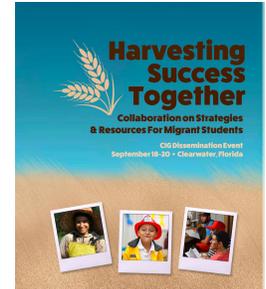
**Year 4 Performance Measure 3b:** All GOSOSY states will follow-up with participants at the GOSOSY Dissemination Event and subsequent local training, and 75% of staff responding will indicate using strategies or materials from the Dissemination Event with a 4 or above on a 5-point scale. In a follow-up survey with Dissemination Event participants, 94% indicated that they used strategies or materials from the Dissemination Event, meeting the performance measure.



**Year 5 Performance Measure 3b:** 75% of staff participating in GOSOSY training of trainers will rate the training as useful for instructing local staff in the implementation of GOSOSY activities with a 4 or above on the 5-point GOSOSY Training of Trainers Rubric. In year 5, 94% of trainers attending the training of trainers reported that the training was “very useful” or “exceptionally useful” which meets the performance measure.

**Years 1-5 Performance Measure 3c:** A rating of 4 or above (4=partial implementation and 5=fully implemented) for 95% of the project Goal 3 activities will be attained on the FII. All activities scheduled for Objective 3 in Years 1-5 were rated 4 or 5, meeting the performance measure.

# GOSOSY DISSEMINATION EVENT 2018



September 18-20, 2018 | Clearwater, Florida

More than 250 people from 35 states attended the 2018 Joint CIG Dissemination Event (DE) in September 2018. 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 the keynote speaker, John Quiñones, spent with the nine OSY in attendance. Those OSY, from three different states, joined us during the 2018 Joint CIG DE. 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 was not 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 a 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. "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 news-

magazine 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.



# NETWORKING AND COMMUNICATION

**OSY** Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Spring 2019 Volume 6, Issue 1

**Director's Message**

GOSOSY's Year 4 is going so well. Thank you to all of you for your collaboration, hard work, strong insights and suggestions, and good communication. We are already busy planning for Year 5, and our focus will be to continue our efforts at collaboration with integration of the GOSOSY materials throughout the consortium and offering targeted support to each of our states. I welcome any input you have on this topic or anything else related to our efforts to serve OSY. As we gear up for summer, please take a moment to review the forms on the Admin page of the GOSOSY website. It will help guide your programs as you plan and gather important data that will continue to be of invaluable help as we move forward. Please reach me any time at [kkalic@embarqmail.com](mailto:kkalic@embarqmail.com).

— Tracie Kalic, GOSOSY Director

**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

**How Are We Collaborating?**

1. Barbie Patch, NH, helps to ensure all four OME CIGs are communicating, cross-training, and working together effectively.
2. Several upcoming training events are open to all 50 states, hoping to encourage more connections and resources concerning OSY education and support.
3. Our TST has an Interstate Collaboration work group for Year 4 that is pulling data, information, resources, and best practices from member and partner states to share.
4. TST members recently brainstormed dozens of ways the consortium can better communicate with, train, and provide supports to member and partner states.

GOSOSY produced a quarterly newsletter containing articles and photographs submitted by consortium states. Features included highlights of GOSOSY products, state supports for OSY, training and networking events, research, and more. Each newsletter edition highlighted a member state with program history and details, best practices, and photos. Summaries of trainings were included, as well as information about accessing any new resources and materials. The newsletter also captured and shared student success stories from throughout the states. All newsletters are archived on the GOSOSY website.



In an effort to expand its reach and facilitate communication, GOSOSY launched an email blast program in 2020 to send important and informative messages directly to more than 300 contacts over the last year of the consortium. Recipients received the most up-to-date information about valuable resources and training opportunities with direct links to applicable registration sites and sources.

# Materials, Resources & Tools

## OSY ENGLISH LANGUAGE SCREENER

The Screener was developed to offer an initial assessment of each OSY's English proficiency. The results are connected to the four quadrants of the OSY Educational Outcomes Table. Practitioners may utilize the training video before administering the Screener.

**\*NEW\*** GOSOSY developed a digital version of the Screener for ease of use in the field.

## CONTINUUM OF SERVICES

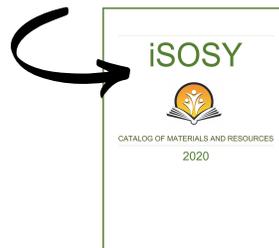
Developed as a graphic tool for practitioners to see individual resources, which are denoted in the OSY Cycle by live links providing instant access. This tool can be used in the sequential order outlined or steps can be fluidly moved to best serve an individual state's programming needs and OSY students. Some resources are designed to enhance training and professional development of recruiters. Others are to assist OSY service providers and administrators in educational data collection, assessment, and to provide a wide variety of curriculum options for their students.

## OSY EDUCATIONAL OUTCOMES TABLE

Developed to provide an easier way to determine the needs of a student based upon two guideposts: level of school completed and English language proficiency. The four quadrants are connected to the resources listed on the Educational Resource Rubric.

## **\*NEW\*** CATALOG OF RESOURCES

GOSOSY produced a comprehensive catalog of its resources and materials. The catalog, featuring a graphic and short description of each tool, is available online and can be downloaded as a PDF document with live links to take users directly to the tools on the GOSOSY website. The catalog will be updated regularly as the consortium moves forward.



## EDUCATIONAL RESOURCE RUBRIC

Developed as a one-stop collection for practitioners seeking vetted materials and resources for OSY. The Excel spreadsheet, available on the GOSOSY website, has live links to appropriate resources and tools. The Rubric labels resources according to the most appropriate Outcomes Table quadrant, enabling practitioners to easily choose the best resources for each student.

## **\*NEW\*** COVID-19 RESOURCE PADLET

GOSOSY created a Padlet link stocked with COVID-19 resources to offer ways to assist students remotely, support staff, provide relevant information and lessons in multiple languages, list hotline information, etc. The link is available on the homepage of the GOSOSY website and will be updated regularly as the pandemic continues.

## IDENTIFICATION & RECRUITMENT

ID&R Tips for Recruiting OSY is a compilation of proven strategies that work when identifying and recruiting secondary-aged out-of-school youth. They were developed by recruiters throughout the consortium states who have been successfully using these strategies for many years.

**\*NEW\*** Interstate Collaboration OSY Recruitment and Service Provider Tips highlights some of the commonly seen barriers and challenges that OSY recruiters and service providers face when they are working with this diverse population. It includes suggested strategies others have used successfully to overcome some of these barriers.

The GOSOSY ID&R Manual was created to help recruiters new to the field review strategies and tips for working with this population, including how to recruit OSY, what questions should be asked, and activities that can be useful in the field. The activities in the module may be used separately, based on the experience level of participants in training.



## PERSONAL WELLNESS & MENTAL HEALTH



**\*NEW\*** GOSOSY created the Literature Review, Understanding the Impact of Adverse Childhood Experiences (ACEs) in Migrant Student Populations, in order to illuminate this important issue in the lives of OSY. Chapter slides were created to simplify the message for practitioners, students and families, and other interested parties.

**\*NEW\*** GOSOSY's Mental Health Lessons were developed to help normalize conversations with OSY around mental health and encourage access to help when someone needs it. Topics includes Mental Health, Alcoholism, Anxiety, Depression, and Stress.

**\*NEW\*** GOSOSY created an online Personal Wellness Training Package to assist service providers in accessing the collection and training others to use the various pieces as appropriate. The modules include: ACEs, Trauma, Cultural Responsiveness, Mindfulness, Resilience, Self-Care, and Trauma-Informed Best Practices.

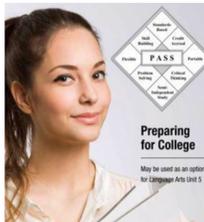
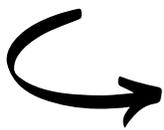
# Materials, Resources & Tools

## LIFE SKILLS LESSONS

Life Skills Lessons are designed to be used as stand-alone lessons for any OSY in need of English language skills and/or basic life skills. Lessons include teaching plans, an introductory lesson, guided practice, useful vocabulary, dialogues, and pre- and post-assessments. The non-sequential format lends itself to the limited time and intermittent attendance of many students. Categories include:

### **\*NEW\* PREPARING FOR COLLEGE**

Preparing for College is designed to help students begin to think about and prepare for post-secondary studies. Divided into 14 lessons, it takes students from considering the benefits of a college education and career choice to paying for college, selecting a college, planning college visits, writing a college essay and resumé, preparing a college application, and being ready for a college interview.



- FINANCES
- HEALTH
- LEGAL
- PARENTING
- CAREERS
- GENERAL LIFE SKILLS

## MATH LESSONS

Math on the Move is a series of 24 pre-HSED math lessons geared to OSY. They are designed to be used as stand-alone segments to address particular skill areas, although each builds upon assumed knowledge addressed in prior lessons. The materials, in both English and Spanish, are not copyrighted and may be reproduced without permission. Math for Living includes 10 stand-alone lessons in English and Spanish designed to reinforce basic math skills while teaching practical concepts. The non-sequential, middle-school level lessons improve financial literacy and life skills with examples, practice problems, and vocabulary relating to work, smart shopping, and budgets, as well as information on obtaining resources for college.

## ACADEMIC CAREER AND READINESS SKILLS (ACRES)

The objective of ACReS is to engage OSY in an academic course for developing or improving both the critical thinking and life skills that will allow them to be successful in a formal educational environment or advance in their careers. Lessons are written at a 4th-grade reading level with consideration given to non-native English speakers. Materials have proven very helpful for youth considering re-entry into the education system and/or preparing for HSED tests.

## READING LESSONS

Reading on the Move is a series of 24 stand-alone lessons written at a 3rd – 5th grade reading level, created to introduce or strengthen basic reading skills for OSY. Included in the lessons are basic study skills and practice using reference materials. An assessment is provided for each lesson.

## WRITING LESSONS

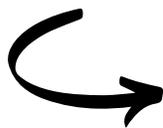
Write On! is a series of writing lessons developed to complement the Math on the Move and Reading on the Move pre-HSED materials for OSY. The 15 lessons are non-sequential and written at an accessible reading level. They focus on practical, daily life situations that require some form of writing.

## ENGLISH LANGUAGE LEARNER (ELL) RESOURCES

### **\*NEW\***

### **ENGLISH FOR DAILY LIFE**

**\*NEW\*** GOSOSY created these easy-to-use, interactive English lessons designed to use with OSY on the go. The six lessons may be translated into any language by using the embedded tool found at the top of every page. The lessons include audio and video enhancements and built-in quizzes for students to check their own understanding.



### **ADDITIONAL ELL RESOURCES**

- Key Strategies for Instructors Teaching English to OSY
- Online ESL Resources Rubric
- Department of Education ELL/ EL Toolkit
- English for Working and Living
- Problem-Posing ESL for Migrant Farm Workers
- Directory of ELL Resources
- Living in America Curriculum and Audio Files
- GuíaBilingüe Inglés 1 and 2
- Español/Inglés Nive 1 and 2
- Ingles de Sobrevivencia 1 and 2

# Materials, Resources & Tools

## \*NEW\* GOAL SETTING RESOURCES

GOSOSY created Goal Setting materials to give service providers and students a platform to discuss the importance of setting goals and the tools to get there. Includes: Instructor Guide, Student Book in English and Spanish, Self-Assessment Rubric, and accompanying activities.

## \*NEW\* STUDENT AND PROVIDER VERSION LEARNING PLANS

The Personal Learning Plan is available in both English and Spanish for students. The Provider version allows the service provider to keep track of students and their progress.

## \*NEW\* OSY ENGAGEMENT AND RELATIONSHIP BUILDING

This resource outlines 10 best practices identified as important keys to strengthening the service provider's initial engagements with OSY and maintaining a meaningful and successful relationship.

## \*NEW\* PROFESSIONAL LEARNING MODULES

The **OSY Instructional Action Plan** focuses on four steps:

1. Create an Effective Learning Environment
2. Building Rapport
3. Transition to Instruction
4. Young Adult Learning Strategies

**Working with Language Learners** includes multiple strategies to use when working with OSY with different levels of language ability, literacy levels, and general education levels. Participants will be able to teach students to improve in all four areas of a language – listening, speaking, reading, and writing.

**Growth Mindset** focuses on how understanding the concept of Growth Mindset genuinely will make the job of a MEP practitioner easier and more productive. This fun, interactive presentation includes a personalized quiz to help you determine your own mindset, a Prezi full of solid information and resources, and great ways for you to incorporate the practice into your work with migratory students and their families.



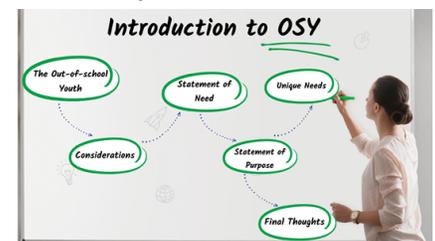
**Using Differentiation Strategies When Working With Various Learning Styles** includes information about providing effective academic support when working with students who have varying levels of skill and different learning styles. Participants discover how to teach the same material to different students in the most appropriate ways to facilitate effective learning.

**Students with Limited or Interrupted Formal Education (SLIFE)** highlights OSY who can be classified as SLIFE. This group is among the neediest and most underserved of migratory youth. Many have limited language literacy, lack of academic skills, and sometimes critical social and emotional needs. Additionally, the majority live without any parent in the household and are self-supporting. A different approach is needed in supporting and educating OSY SLIFE students to their potential.



**One-on-One and Small Group Instruction** includes multiple teaching strategies to use in both one-on-one and small group learning settings. The tips include a list of questions to consider before instruction begins, as well as a side-by-side comparison of the different settings. Participants learn to teach confidently in either setting while drawing on best practices from both experiences.

The **Introduction to OSY** presentation focuses on defining the out-of-school youth (OSY) student population and expanding upon what makes this particular group so unique. The easy-to-follow presentation has links to other applicable presentations that offer more resources and materials helpful for service providers working directly with OSY.



# Note of Appreciation

Joyce Bishop, AL  
Cyndi Townley, AL  
Peggy Haveard, AL  
Israel Cortez, GA  
Sabrina Rivera-Pineda, GA  
Joanne Clyde, IL  
Susana Das Neves, IL  
Maria Dominguez, IL  
Brenda Pessin, IL  
Beth Robinson, IL  
April Dameron, IA  
Geri McMahan, IA  
Susanna Bartee, KS  
Rachel Beech, KS  
Doug Boline, KS  
Jessica Castañeda, KS  
John Farrell, KS  
John Fink, KS  
Maria Luna, KS  
Jennifer Quick, KS  
Lora Thomas, KS  
Christina Benassi, KY  
Eugenia Luna, KY  
Emily Hoffman, MA  
Gabriella Davis, MS  
Bryan P.Lieb, MS

Monika Lorinczova, MS  
Farrah Nicholson, MS  
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