OSY RELATIONSHIP BUILDING

OSY ENGAGEMENT- THE IMPORTANCE OF MENTORING

iSOSY
Instructional Services for Out-of-School and Secondary Youth

OSY Relationship Building

TABLE OF CONTENTS

INTRODUCTION

While there is a lot of diversity among migratory adolescents, both high school and out-of-school youth (OSY), as well as different program structures and program offerings, one area that all programs can benefit from is successful and authentic engagement with students. There are specific approaches that programs can take to improve student engagement, with an understanding of the relevant research. The following tool applies research and promising practices for our work with OSY. It is designed for anyone working with OSY to reflect on their practice and how to improve working relationships with OSY and high school students in your migrant programs.

There are 10 best practices that we have identified as keys to strengthening engagement. In addition to providing information about these practices, and probably the more important part of this tool, is the suggested approach for how to implement these practices. These materials were designed around a reflective practice cycle and are quite adaptable for virtual professional development.

Information on how to use these tools is available at the introduction to the booklet, but if you would like any further information or support please contact OSY Consortium Director Tracie Kalic at TKalic@embarqmail.com.

How to Use These Materials

There are ten suggested areas of practice that we have identified as keys to strengthening engagement. In addition to providing information about these practices, and probably the more important part of this tool, is the suggested approach for how to implement these practices.

These materials were designed around a reflective practice cycle:
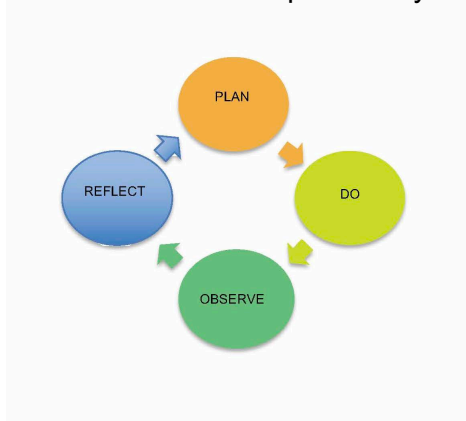
The work in this tool is focused specifically on the Reflect stage of this cycle but could also be used for a tool to assist in the Observe stage as well. In the Reflect stage the group will have the opportunity to think about one aspect of engagement, have an open discussion about how they would envision the ideal picture of this engagement in their program structure, establishing a goal. Then the individual members conduct a self-assessment that helps them determine areas where they feel strong as well as areas that they would like additional support to help the program meet that goal.

OSY Relationship Building

As mentioned earlier, the self-assessments can also be modified to be used as an observation tool/rubric, depending on the implementation model.

The benefit of this approach is that it allows the group to make its own determination to take best practices that research has showed about what engagement should look like, and apply it for the unique aspects of the program structure and student population of their state/region.

Suggested Implementation

This tool has ten suggested areas of practice that programming can implement to best engage and support OSY. These topics can be used in any order. They can be used individually, all together, or grouped how it best makes sense for your specific program. It is truly up to the group to use what topics they want/need to use.

Each sheet is formatted in the same manner. There is a brief introduction to the concept/idea, some of the tips and considerations to take into mind, based on research and promising practices/models, and lastly there is a self-reflection rubric.

One suggestion is to have each member of the group read the sheet on their own. This can be done at the training or can be done in advance, especially if there are people in the group who appreciate having more time to process readings. Once everyone has read the materials, the group then has a conversation about what they have read and how it best can be applied to their particular population/program model. The end result of the conversation should be to complete the writing prompts below. Feel free to modify or develop your own prompts to best fit your program.

> **Ideal (Insert the *topic* of the material here) with out-of-school youth in our program/region/state will look like _____.**
>
> **To accomplish this, we will _____.**

These written statements should not be rushed through; take time to see if the words are right and the meaning is agreed upon by the whole group. It should also be attainable and something that fits in with what the group is able to accomplish as well as ideal for the setting. If OSY are only in your area for two weeks and services are provided at the hotel where they are staying, and the *topic* is ideal learning space, then having comfy pillows and ambient music in the background is not realistic.

Once these two statements are written and agreed upon by the group, each person should then complete the self-reflection rubric. The scoring is based on their own opinion of their abilities to help meet the ideal goal. Once they have completed the rubric, there are two reflection questions that should help people home in on skills they have to offer to the group to help achieve the goal and areas in which they would like some additional support to help achieve the goal.

The last part of the process can make a person feel vulnerable, as it reflects someone's strengths and weaknesses, so the wrap up should be treated in a way that makes everyone feel comfortable. This could be simply asking if anyone would like to share their reflections or it could be having people pair up with a peer and discuss ways they can support each other. It could also be done as a group discussion. It is up to the leader of the team to determine what is the best manner to do this final share out.

AN IMPORTANT NOTE FOR THE GROUP LEADER

Before getting started, an important step the leader of the group should take is to reflect on what their role is in this process. Are they primarily there to facilitate or to coach? Granted, they can play a bit of each of these in the process, but as the participants are being asked to be honest in both their thoughts as to what engagement should look like in the program AND to then be honest in their self-reflection and assessment, it is vital that the space be one where people can be open and true, even if their supervisor or the boss of their boss is there too. Remember, the whole purpose of these activities is for the group to work together to accomplish powerful and long-lasting change in the program and in the lives of the OSY and HS students we work for.

Facilitating is guiding a group of people to decide on what goals/results they want to achieve, how they want to reach those goals/achievements, and then potentially helping them achieve them. The facilitator can use different approaches but needs to be neutral and not personally invested in the outcomes. They will not directly inject their own thoughts or opinions, but may add to the dialog in an indirect way to suggest an idea.

Coaching can also look the same as facilitating but has two distinct differences. A coach can lead the conversation of what goals/results the group wants to achieve and how they are going to reach those goals/results, but the two primary differences between a coach and a facilitator are a) the coach is going to have their own goals/results they want to see from the group and will be an active participant in the development of those areas; and b) a coach WILL play a primary role in helping the group achieve the outcomes they agree upon.

One other thing to keep in mind is how the group views the leader. Many times, the leader is seen as being the authority or expert. While this can be a good role to play in many activities, this is actually not one of them. Usually the idea of having an expert in the group means that the other members of the group will defer to that person, and this can mute voices and ideas of the other group members. If you are seen in this way by the other participants in the group, there are a few ways of addressing it. The first is to be clear at the beginning that the overarching purpose of this activity is to combine and collaborate the many different points of view coming from the group. The second is to be aware of when you (the leader) speak and share your opinion. This voice may be seen as more important or having ideas with more weight, so make sure that the leader does not go at the beginning of the conversation but closer to the end. Lastly, the leader should be open and listening and not talking too much. Let the ideas come from the other members and then validate and build on what the other members have said. This is a form of active listening and a way to make participants feel that they too are the experts.

For more information and a self-reflection on this topic, please see The Role We Play.

THE ROLE WE PLAY

In any interaction people have, it is important to understand what role each person is playing. In our work with OSY, it is a balance between establishing a trusting, supportive relationship but maintaining a professional manner. Being reliable and easy to talk to, someone they can trust, but also there to help them accomplish something and to hold them accountable, while also respecting each other's boundaries. You are there as a professional to help them in both providing supportive services and helping them think about an 'academic' goal, whether in the traditional sense or in a life skill development area. To do that well you need to establish a relationship that can sometimes feel like you are their parent and always on call. This can sometimes be a difficult balance, especially as we all have our own lives going on as well. Let's think about some important roles we can play and how they can help us with that balance.

DEFINITION

Coach
A coach is an experienced person who gives people special training, helping them become more effective, and supporting and involving them in the process. A coach is invested in and participates in the process.

Facilitator
A facilitator is someone who helps bring about an outcome (such as learning, productivity, or communication) by providing direct or unobtrusive assistance, guidance, or supervision in a workshop setting. A facilitator trains and shares information, but is not necessarily invested in the group.

Mentor
A mentor is an experienced and trusted advisor. To mentor means to advise, provide guidance, motivation, emotional support, and role modeling for the mentee.

COACHING APPROACHES

Directive
A directive coach is one who provides feedback to instruct others on what they have done well and what they can do to improve. It is best to present impressions in a straightforward manner with compassion. The quality and sensitivity of the feedback can make a huge difference in leading to growth. Getting good at giving and receiving directive coaching requires practice as very few people are naturally gifted in this area. Remember to offer directive feedback with expressed interest in helping with follow-up, allowing for future opportunities for you to help.

Nondirective
Nondirective coaching is simply asking useful, probing questions with the goal to help others see and feel the need to create meaningful, sustainable change. There are stages and key questions to use:
- What's the problem? Identify the need for change. Encourage self-reflection.
- Why bother? Raise the urgency of the need for change.
- What's your decision? Help to identify how thinking has changed toward another goal.

- What steps are essential? Ask the client to identify what to do differently, how to overcome obstacles, and what skills or support are needed.
- Are you really in? Continual and consistent follow-up are essential.
- How will it be sustained? Encouragement and reinforcement are important to maintain momentum.

ESSENTIAL SKILLS FOR FACILITATION

- A facilitator is a guide to help people move through a process together, not the seat of wisdom and knowledge. The facilitator is not there to give opinions, but to draw out the opinions and ideas of the group.
- Facilitation focuses on how people participate in the process of learning or planning, not just on what gets achieved.
- A facilitator is neutral and never takes sides.

MENTORING REMINDERS

A mentor may share with a mentee information about his or her own story to help provide guidance, motivation, emotional support, and role modeling. Oprah Winfrey says that a mentor is someone who allows you to see the hope inside yourself.

Characteristics of effective mentors
- Enjoys giving support and encouragement in a one-on-one basis
- Offers honest and constructive feedback
- Demonstrates mutual respect
- Believes in building relationships
- Dependable

Tips for sustaining the relationship
- Create a messaging schedule to be able to keep in touch
- Pay attention to the likes and dislikes
- Stay professional and neutral

Most importantly, regardless of the role you play, whether it specifically fits one of these definitions or is a blended role, the biggest impact that you can have is to motivate your group and to lead by example in an authentic yet realistic way.

SELF-REFLECTION

THE ROLE WE PLAY	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
I fully understand the different roles in working with OSY.					
I know how to establish a clear understanding of my role with the OSY with whom I work.					
I understand how to give honest and constructive feedback.					
I understand how to be both professional and neutral.					
I know when someone needs space as well as when it is time to be persistent.					
I know how to give encouragement and reinforcement while recognizing potential obstacles and when skills and support are needed.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

CREATING AN INVITING ENVIRONMENT

Students are more likely to engage in activities and share in conversation if they feel relaxed in the setting. Creating an inviting atmosphere will increase student participation. The effect of room design may vary with the users but there are several considerations when creating a safe and inviting space:

Color
It is generally advisable to use light and soothing colors such as green or blue. A recent study found that a blue-teal combination is most inviting. If the color of the walls cannot be changed, there are transportable, temporary solutions that might be an option. These options can include the color of the clothing you wear, a table covering so that the area does not seem so institutional, a poster of interesting or soothing scenes, etc. Color can also be incorporated with rugs, pictures, furniture, etc.

Appropriate Furniture and Seating
Think about making the seating conversational, but also non-confrontational. The placement of furniture can influence the flow of conversation. Seating should be comfortable and easily moved around to fit the needs of the activity.

Nature
Windows looking to the outside help ensure a feeling of warmth and openness. Plants can make students feel relaxed and comfortable.

Lighting
Having softer light fixtures, like lamps, can offset the "institutional" feeling of overhead, fluorescent lighting and create a warm atmosphere where users can relax.

Privacy
Ensure that conversations are not audible outside the room. If conversations can be overheard outside of the room, consider playing white noise, soft music, or nature sounds to drown out voices.

Many programs are moving to a blended service delivery plan that incorporates online and virtual instruction. An inviting environment to learn in a virtual setting will differ from a site-based setting. For those programs that use this model, discuss what would be ideal for that type of learning environment. More information and research will be available shortly.

SELF-REFLECTION

CREATING AN INVITING ENVIRONMENT	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
The meeting space has a calming environment.					
I can arrange furniture to meet the needs of the activity.					
Elements of nature are included in the space (i.e. windows outside, plants, etc.).					
Softer lighting has been incorporated into the space.					
The space ensures privacy of conversations.					
My students feel comfortable in the space.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

BUILDING RELATIONSHIPS WITH OSY

Thriving adult and peer relationships are essential to the success of out-of-school youth. Youth need to feel connected to a nurturing, supportive adult in order to meet all of their goals. To create a strong relationship with your students, consider the following:

Important Note:
Allow your inner personality to shine through while being professional. It is okay to laugh and have fun with your students.

Break the Ice
Share your interests with your student and allow them to share with you. Make a photo poster that summarizes your interests or work together to create a photo poster about the student. Set aside time to have them teach you something new. Start off on lighthearted topics only and nurture the relationship before pushing the student academically.

Be Honest
You cannot expect them to be open and honest with you if you are not open and honest with them. To encourage youth to open up about their successes and struggles, you have to be willing to share a piece of yourself. Be willing to share a time when you have achieved a goal and admit when you have not.

Be Authentic
Really get to know your student. This is about more than just academic successes and needs. Learn about your student's likes and dislikes, family structure, and their future goals. Support them through active listening.

Communicate Like your Students
Ask the students what their preferred method of communication is, whether it is face-to-face conversations, phone calls, emails, or texts. Some students struggle to have hard conversations in person, but still may feel the need to share. Give them multiple options to approach you.

Build Trust
Assure the student that you are here to support them and their goals. Remind them that you can lead them to resources beyond academic services, including medical, dental, or mental health care. Provide support when your student needs it and celebrate their successes when goals are met. Be open and honest about your expectations of them. Always respond when your student reaches out to you, even if it is just to say that you will have to contact them back at a later time.

Be Flexible and Committed
Acknowledge that the relationship is a commitment and both parties must work hard to maintain the relationship. Make time to visit your student. If schedules do not allow for frequent visits, call or text your student.

OSY Relationship Building

Self-Reflection

BUILDING RELATIONSHIPS WITH OSY	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
When I first meet an OSY, I feel that I am able to establish a genuine connection with them.					
I am open and honest in my interactions with the OSY.					
I know my OSY's background, likes/ dislikes, and possible motivators.					
I have an ongoing and effective rapport with my OSY.					
I set clear expectations for the OSY and myself and hold both of us accountable.					
I follow through on communication and actions needed in a timely manner with the OSY.					

In areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

In areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

CULTURAL COMPETENCE + UNCONSCIOUS BIAS

What is meant by the term cultural competence?

Cultural competence is the ability to communicate effectively across cultures with understanding and clarity, being aware of one's own worldview, developing positive attitudes toward cultural differences, and gaining knowledge of different cultural practices and worldviews.

Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security, and work towards equality in opportunity.

What does it mean to be culturally competent?

One who is culturally competent respects diversity and understands and honors the history, culture, languages, traditions, and cultural practices of others.

What is cultural competency in action?

The culturally competent respect multiple cultural ways of knowing, seeing, and living, celebrate the benefits of diversity, and have the ability to understand and honor differences. At the very least, a culturally competent environment:

- Provides interpreter services
- Recruits and trains professionals with minority backgrounds
- Trains staff to improve cultural awareness and skills
- Adapts communication style to different groups, cultures
- Uses active listening skills
- Establishes relationships based on trust
- Implements processes that promote cultural competence and inclusion
- Identifies areas of conflict or concern

What is unconscious bias?

Unconscious bias is learned stereotypes that are automatic, unintentional, deeply ingrained in our beliefs, universal, and have the ability to affect our behavior. We all have unconscious biases. While unconscious bias may seem innocent, problems can arise because of these biases.

Types of unconscious bias

Affinity bias - the tendency to be friendlier to people who are like yourself

Halo effect - the tendency to think that everything about a person is good simply because you like them

Perception bias - the tendency to believe one thing about a group of people based on stereotypes and assumptions, making it impossible to be objective

Confirmation bias - the tendency to seek to confirm your pre-existing ideas and assumptions about a group of people

Group think - the tendency to try too hard to fit into an existing culture, causing loss of identity, creativity, and motivation

How to avoid unconscious bias:

- Recognize your unconscious biases
- Focus on people
- Increase your exposure to biases

Please remember that EVERYONE has unconscious biases. It is just human nature and nobody should feel bad or guilty about theirs, even though that tends to be the default feeling. The most proactive way to address these feelings is to identify the biases and then work to no longer repeat them.

Self-Reflection

CULTURAL COMPETENCE + UNCONSCIOUS BIAS	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
I am respectful to others, even when their cultural practices do not align with my own.					
I work hard to learn about other people's, languages, history, and traditions.					
I know my OSY's cultural background, and adjust plans to meet them.					
I build trust with my OSY before engaging them with academics.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

QUESTIONING STRATEGIES

Questioning skills refer to one's ability to formulate and respond to questions about situations, concepts, and ideas. Asking the right question is the heart of effective communication. Gathering better information and learning more enables stronger relationships.

Funnel Questions

Begin with general questions and then work toward more specific.
For example: How many people were at the meeting? Were they kids or adults? What age were they? Did they wear anything really noticeable or that really stood out? Funnel questions are good for gaining the confidence of the person.

TIP: Start with closed questions and progress to more open questions.

Probing Questions

Used for clarification and detail. Effective in getting information from people who are trying to avoid telling you something.
Probing questions tend to utilize the 5 W method - who, what, when, where and why.

TIP: Use questions that include the word "exactly" to probe further.

Leading Questions

Try to lead to your way of thinking. Posing an assumption like: "How late do you think the project will deliver?" assumes that the project will not be done on time.
Try adding a personal appeal to agree at the end: "She is very efficient, don't you think?" Phrase the question so that it is easiest to agree: "Shall we all approve of option 2?" Give the choice of two options, both of which work: "Which would you prefer, A or B?"

TIP: Use leading questions with care so that you do not appear manipulative or self-serving.

Rhetorical Questions

These are not really questions at all. They are really statements in a question form. These are used in an effort to engage the listener; listeners are drawn into agreeing.

TIP: Even more effective if used in a series: "Doesn't that look great?" "Don't you love how the artist used color?" "Wouldn't it be great to have her do something for our pamphlet?"

Questions are a powerful way of:

Learning - ask open ended questions; use probing questions.

Relationship building - people generally respond in a positive way when asked about what they do or when you ask their opinion.

Managing and coaching - leading and rhetorical questions are especially effective.

Avoiding misunderstandings - use probing questions to seek clarification and to avoid jumping to conclusions.

Defusing a problem - you can calm a situation by using funnel questions to get a discussion going about what is causing the problem.

Persuasion - to avoid appearing to lecture, ask open ended questions, helping others to see your point of view.

TIPS: Be sure to allow enough response time. Be a careful listener. Be aware of your body language and tone of voice.

OSY Relationship Building

Self-Reflection

QUESTIONING STRATEGIES	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
I use multiple forms of questioning.					
If I do not get the information that I am hoping, I know how to ask the question in a different way.					
I know the appropriate time to use open-ended and closed-ended questions.					
I am comfortable with delayed response time.					
I feel confident that my body language expresses genuine interest in the conversation.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

EFFECTIVE LISTENING

Effective listening skills are the ability to actively understand information provided by the speaker and to display a genuine interest in what is being said. A key factor to re-engagement with young people is the presence of a trusting relationship, and being a good listener is a foundation for that relationship.

Concentration and determination are essential to become an effective listener. Old habits are hard to break so take small but determined steps to become a better listener and, thus, a better communicator forming strong relationships.

IMPORTANT SKILLS TO BE AN EFFECTIVE LISTENER

- Face the speaker and maintain eye contact. Avoid being distracted by environmental factors like phones or other people around.
- Be attentive but relaxed. Make sure that your posture is open and interested and you are not sending the message that you are closed off.
- Keep an open mind.
- Listen to the words and try to picture what the speaker is saying.
- Listen to listen, not to respond.
- Do not interrupt and do not impose your "solutions" or counter arguments.
- Wait for the speaker to pause before asking clarifying questions.
- Ask questions only to ensure understanding. Paraphrasing may help, "What I'm hearing is…" or "Sounds like you are saying…." Always allow the speaker to finish each point before asking a question.
- Try to feel what the speaker is feeling. Try to treat the speaker in a way that you think she would want to be treated.
- Give the speaker regular feedback. Acknowledgment can be something as simple as a nod. An occasional recap of what is being said also communicates that you are listening and understanding the message.
- Do not be scared of pauses, people have different processing times.
- Pay attention to what is "not" being said, observe body language.
- It is okay to not have the answer or resolution right then and there.

Self-Reflection

EFFECTIVE LISTENING	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
I face the OSY and make regular eye contact.					
I listen to the OSY completely before formulating a response (i.e. listen to listen).					
I am comfortable with not having all the answers.					
I am comfortable with delayed response time.					
I feel confident that my body language expresses genuine interest in the conversation.					
I understand nonverbal cues.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

EFFECTIVE COMMUNICATION WITH OSY

ESSENTIAL COMMUNICATION STRATEGIES FROM THE CENTER FOR PARENT-TEEN COMMUNICATION

Control Reactions
When we serve as sounding boards, students learn to bounce ideas off us, allowing us to help them consider how things might play out and to support them in decisions. When we react strongly, they stop telling us things that they think will make us uncomfortable or upset.

Be a Good Listener
Good listening is respectful. Listening respectfully without judgment does not mean that you agree, but it is about creating a zone of safety.

React Little
Reacting to what they say shuts down communication. Remain calm and aim to listen first.

Turn Off the Alarm
Too often we try to rescue before the sentence is complete, trying to control rather than discussing how to navigate difficult situations.

Don't Catastrophize
When students talk about things that concern us, our natural instinct is to go on full alert. Everything becomes a potential dilemma that must be solved NOW.

Avoid Over-Empathizing
Sometimes further sharing is prevented by the listener over-sympathizing or empathizing and taking on the problem as their own. When that happens, the student tends to avoid bringing the situation up for discussion again.

Offer Constructive Feedback
Even subtle messages have a big impact. Students have strong sensors that pick up criticism easily. We can unintentionally minimize, belittle, or shame. When our feedback is about helping them shape their own solutions, they gain resilience.

FORMS OF COMMUNICATION

The vast majority of youth engage with friends via digital communication: texting (88%), instant messaging (79%), social media (72%), and video chat (59%), Lenhart et al.,2015.

Self-Reflection

EFFECTIVE COMMUNICATION WITH OSY	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
When I am responding to an OSY, I pause and listen to them before sharing my thoughts.					
I stay calm when my OSY shares information that worries me.					
I offer constructive criticism without judgement.					
I make an OSY feel safe while sharing.					
I communicate with OSY using their preferred method (texting, instant messaging, etc.).					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

EFFECTIVE ADVOCACY FOR MIGRATORY YOUTH

Effective advocates influence public policy, laws, and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public on changes that are needed for children and their families.

Skills for Effective Child Advocacy
- Know the facts
- Use the facts
- Nurture relationships
- Engage the public
- Practice patience
- Say "Thank You"

Principles of Advocacy
- Confidentiality
- Person-centered
- Empowerment
- Accountability
- Accessibility
- Safeguarding

Preparation for Advocacy
- Information is power. Depending on the situation, you may need to become better informed about youth rights, how different service systems work, and what has worked in the past.
- Identify key issues that may prove stumbling blocks or potential barriers.
- Identify possible solutions.
- Identify people or agencies who may be able to help.

Communication
- Be clear and concrete
- Be assertive but not aggressive
- Listen carefully
- Ask questions
- Use stories or visuals as needed

Follow-Up
- Be patient. Try not to be frustrated when you are not getting the results as quickly as needed.
- Enlist those around you who could smooth the process. You may have done all you can do on your own.
- Sometimes there are situations in which you are not successful no matter how hard you try.

OSY Relationship Building

Self-Reflection

EFFECTIVE ADVOCACY FOR MIGRATORY YOUTH	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
I prepare to advocate by researching to gain the facts around the topic.					
I maintain confidentiality when advocating for my students.					
I identify key barriers and possible solutions.					
I listen to learn before asking further questions.					
I enlist support when needed.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?
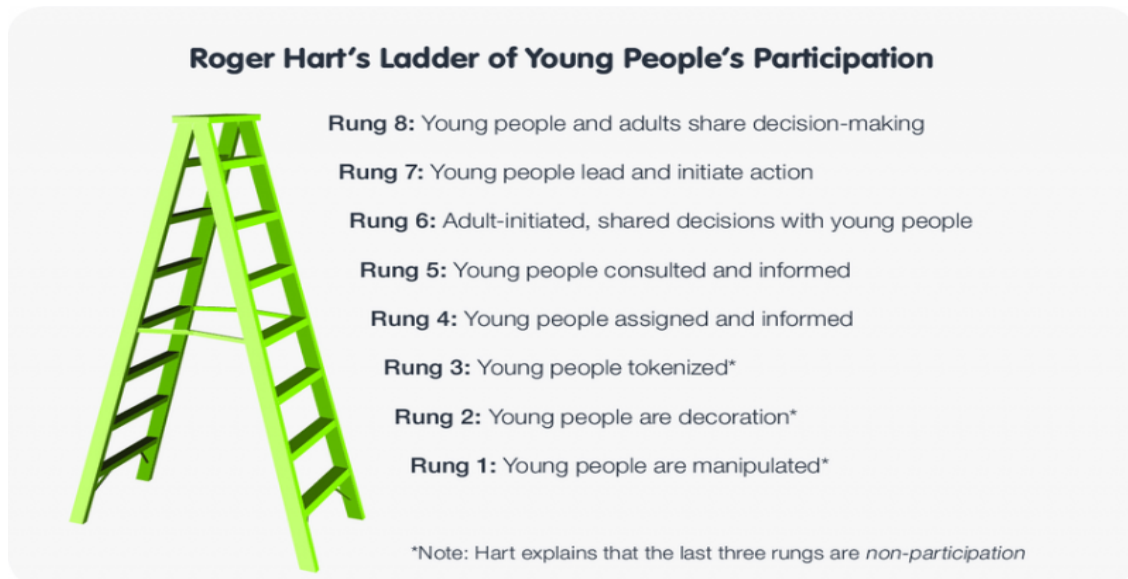
ENGAGING YOUTH AND YOUNG ADULTS

Ten Ways to Easily Engage Youth and Young Adults:

- Ask how they are doing
- Make the conversation about them
- Let youth "teach" you
- Do something active
- Get them to "perform"
- Give them a choice
- Set them a challenge
- Use culture
- Be yourself
- Remember that technology is an ingrained part of life for youth
  (source: Youth Dynamics)

Roger Hart's Ladder of Young People's Participation

Rung 8: Young people and adults share decision-making

Rung 7: Young people lead and initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

*Note: Hart explains that the last three rungs are *non-participation*

About the Ladder

Sociologist Roger Hart wrote a book called *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care* for UNICEF in 1997. This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation and action.

Hart's Ladder of Participation shows *young people initiated and shared decisions* with adults as the top form of young people's participation, followed immediately by *young people-initiated and directed*. This is a somewhat controversial issue for many people working with and around young people. Essentially the debate is which of these levels of participation is actually the most meaningful?

Ultimately, it is up to each group to determine which form of decision-making best fits with the group's needs. Most important is to be aware of power dynamics when making decisions with and about youth.

Degrees of Participation

Rung 8
Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. *This rung of the ladder can be embodied by youth/adult partnerships.*

Rung 7
Young people-initiated and directed. This step happens when young people initiate and direct a project or program. Adults are involved only in a supportive role. *This rung of the ladder can be embodied by youth-led activism.*

Rung 6
Adult-initiated, shared decisions with young people. This occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. *This rung of the ladder can be embodied by participatory action research.*

Rung 5
Consulted and informed. This happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. *This rung of the ladder can be embodied by youth advisory councils.*

Rung 4
Assigned but informed. This happens when young people are assigned a specific role and informed about how and why they are being involved. *This rung of the ladder can be embodied by community youth boards.*

Rung 3
Tokenism. This happens when young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. *This rung of the ladder reflects adultism.*

Rung 2
Decoration. This happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. *This rung of the ladder reflects adultism.*

Rung 1
Manipulation. This happens when adults use young people to support causes and pretend that the causes are inspired by young people. *This rung of the ladder reflects adultism.*

OSY Relationship Building

Self-Reflection

ENGAGING YOUTH AND YOUNG ADULTS	1 - I am really uncomfortable	2 - I am okay but could use some support	3 - I do okay	4 - I can do this well most of the time	5 - This is one of my super powers
When I first meet an OSY, I feel that I am able to establish a genuine connection with them.					
I am open and honest in my interactions with the OSY.					
I give OSY freedom to choose whenever possible.					
I engage with OSY beyond academics.					
I help OSY initiate their own projects/ lessons.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

THE IMPORTANCE OF SELF-CARE

Why does self-care matter? It is important to make sure that you take good care of your body, mind, and soul every day, not just when you get sick. Learning how to eat right, reduce stress, exercise regularly, and taking time to relax are the cornerstones of self-care that can keep you healthy, fit, and resilient. (*Psychology Today*, Dr. Tchiki Davis)

TWELVE WAYS TO GET STARTED WITH SELF-CARE

Enough sleep - Have a nightly routine that encourages sleep. Stay away from caffeine and sugar near bedtime. Make sure that your bedroom is free of distractions like the TV, laptop, and cell phone.

Exercise daily - Exercise boosts your mood and reduces stress and anxiety.

Eat right - Eating right can prevent inflammation and memory problems. Include fatty fish, blueberries, nuts, and leafy green vegetables.

Take care of your gut - The types of food that you eat can impact the bacteria that live in your digestive system.

Learn to say "No" - Saying "yes" too often when you are stressed or overworked can lead to burnout.

Get away - Disconnect and relax - a short drive or a day trip taking you away from your normal routine is rejuvenating.

Go outside - Just a few minutes outside in fresh air can help reduce stress and fatigue.

Enjoy a pet - Pets can add a boost by providing unconditional love and companionship.

Get organized - Even a small change like keeping a planner, having a specific area for keys, coats, and purses helps you be ready for the next day.

Cook at home - Even if it is just once a week, begin a routine of making a healthy meal for yourself or your whole family. Meal kits are great for helping with "at home" meals.

Self-care reading - Reading a book, as opposed to reading your phone screen, tends to help you slow down and be more mindful.

Schedule some time for yourself - Look for small ways you can incorporate time for yourself. Take a short walk, get up 15 minutes before the chaos starts and have a quiet cup of coffee or tea, go outside away from others during your lunch break. Listen to your mind and body.

OSY Relationship Building

Self-Reflection

THE IMPORTANCE OF SELF-CARE	1 - I never do this	2 - I rarely do this	3 - I have to remind myself to do this but do it regularly	4 - This is part of my weekly routine	5 - This is part of my daily routine
I take time to focus on my mental health.					
I take time to focus on my physical health.					
I eat healthy foods and make time for exercise.					
I spend time outside connecting with nature.					
I get enough sleep and feel rested.					
I take time to disconnect from electronic devices.					

On areas that you scored yourself 4 or 5 - what are you doing that you are effective in those areas?

On areas that you scored yourself 3 or lower - what are some of the reasons or barriers that you feel are preventing you from being effective?

In 2016, six state migrant programs volunteered to pilot a mentoring program modeled on a peer-to-peer/peer-to-near-peer model from World Education, Inc. World Education worked with the OSY Consortium (GOSOSY) to modify a *Mentoring Toolkit* and then provided training and technical support to the states as they implemented the program. Each state was able to modify the toolkit materials and implement the program as it best fit their individual program model. While there was great diversity in implementation, there were common themes of staff awareness and improved relationships with the OSY who participated. The *Mentoring Toolkit* is also available upon request.

Please use these pilot profiles as idea generators and potential models for implementation.

Profile of Massachusetts MEP

The state of Massachusetts serves anywhere between 90 and 100 OSY every year. The state has both agricultural farming and very large ports that bring in fish and produce from other areas into New England, resulting in lots of initial processing occurring here. It is a small state, but very diverse in terms of qualifying work activities with a significant OSY population.

The MA MEP has moved beyond just ESL offerings and has put the GOSOSY OSY Profile to good use by working specifically with ways to integrate each OSY's interests and goals. Service providers concentrate on life skills lessons, taking feedback, and providing as many opportunities as possible for interaction. Establishing good relationships leads to more of our students accessing necessary healthcare and dental care and other basic needs, then resulting in better retention and a higher number achieving high school diplomas, HSEDs, and involvement in the HEP programs at the post-secondary level.

Mentoring was piloted in the New Bedford program as an extension of the English classes offered through the summer. Four students participated in the program. Mentors were two of the English teachers, both of whom are young, bilingual high school teachers in the area and who had gotten to know the students throughout the year via class. Each mentor was paired with two mentees.

The program was a hybrid of group meetings, where the mentors and mentees would work on goal setting activities, and individual 'hang outs' with the mentor and individual mentee. These hang outs ranged from going out for coffee, playing mini-golf and arcade visits, etc. There was a total of five group meetings and three hang outs. Dinner and transportation were provided at all meetings, and gift cards were provided to the mentors for the expenses of the hang outs. The program culminated in a group bowling and pizza night celebration.

Through this experience in Massachusetts, the program staff have learned that there is great benefit to engaging with students outside of the classroom realm. Both of the mentors remarked that it was helpful that they knew the mentees prior to this program as they already had some of the ice broken, and that they would need to do some initial relationship building activities if they were to do this with new people that they did not know. The mentors felt that they could make connections between what they learned about their mentees to their teaching, strengthening the motivation and drive for when their students were struggling to get to class, especially when work and outside factors were hindering their progress.

Profile of Alabama MEP

Depending on the season, the state of Alabama serves anywhere between 40 and 50 OSY every year. Five years ago, Alabama began to place a large emphasis on recruiting and serving its population of OSY migrant clients. The collaboration that formed between the director and OSY consortium allowed for state personnel to be trained in how to effectively serve and supply resources for Alabama's OSY population. Trained state personnel have used their training to go out into different communities throughout Alabama to work with OSY migrant clients. Recruiting in Alabama receives its aid in ID&R by ESCORT, as well as each school system-based recruiter.

Counties such as Mobile, DeKalb, and the city of Albertville are where the majority of the OSY population reside in Alabama. The mentoring program implementation was especially successful in Albertville, because an active recruiter was able to recruit mentors to work with OSY. For example, the recruiter was able to recruit a father who had been mentored himself while he was in school. Through the connections he made from his mentor, he was able to start a landscaping business. A strong believer in the power of mentoring, he was committed to being a mentor to other OSY.

Mentors and mentees communicated in person, as well as via text. For in-person meetings, staff created a comfortable environment, where mentees did not feel threatened and wanted to return. However, the program still drew on the *Mentoring Toolkit*, and used incentives as a way to attract mentees. Incentives to get mentees to show up included food, such as pizza, at the meetings. The program also gave out $10 Dollar General gift cards as encouragement to those who showed up to the meetings. Commitment forms were extremely helpful and used extensively as a way to increase attendance.

Two young men participated and benefited from this mentorship program. One of these young men aspired to become a police officer, and the other wished to learn English. These young men were connected with a mentor who helped them to create a plan for learning English. These two mentees met with their mentor about three or four times, until the tomato picking season began, and the mentees' work interfered with their ability to meet. This experience highlights not only the OSY's desire to learn, but also that timing is crucial. Although for these two men summer is an extremely busy time due to the tomato season, it is not busy for everyone. For example, the program is currently working with four young girls during the summer because they do not have jobs during this time. The mentorship program offered these young women and young men the opportunity to create goals, plans, etc. with the assistance of a mentor.

Through this experience in Alabama, the program has learned that focusing on and planning around the mentees' work schedule is extremely important. They have also learned to not get discouraged easily, and to implement practices that make the mentees want to come back. They found that creating a comfortable environment where the mentees feel encouraged inspired them to continue to participate in the program.

Profile of Illinois MEP

In Illinois in 2015-2016, 16% of the 1,226 migrant students ranging from ages 3-21 were categorized as OSY. The state is divided into 13 different recruitment regions throughout multiple counties. Training for these recruiters occurs in the spring and summer. Additional training sessions about topics such as technical assistance, and customized local trainings, take place at other times throughout the year. Mentors must have field-based training from an experienced mentor. Summer is the busiest time of the year for the program, because this is when the majority of youth are in the state. In order to gauge the OSY's English ability, the *OSY English Language Screener* is administered. The results from these tests are used to provide OSY with curriculum that is appropriate for their personal English skill level.

Mentoring sessions took place in homes, local libraries, community colleges, and, primarily, in old motels where the crews stay during their work season. Classes were scheduled around the OSY schedule. The agenda was created meeting-to-meeting based on the schedules and feedback from students. The Illinois MEP implemented a new strategy for OSY in distant geographic locations. IL MEP gave the students multiple assignments after the lessons to complete in their free time. If the students had any questions, their mentor would be available by phone call. Mentors also used downloadable audio lessons from GOSOSY and other websites. GOSOSY Life Skills Lessons were also used by the mentors in Illinois to educate their OSY. In Beardstown, MEP used the GOSOSY Goal Setting Workshops and Mentoring Project. The mentors helped the OSY explore their future goals and how to go about achieving them. There were also group mentoring programs. One mentor held a group mentoring session for youth ages 14 to 18 and worked with four different languages; English, Spanish, Lingala, and French.

At the end of the summer session the OSY who participated in the GOSOSY Goal Setting Workshops and Mentoring Project program at Beardstown had the opportunity to visit a local community college. They were given a full tour of the community college, as well as an information session to learn about programs which matched with their specific interests. The OSY were also able to talk to people in admissions at the community college and find out more information about potential financial aid programs. OSY who participated in the program were given welcome bags which contained toiletries and items such as dictionaries, papers, pens, and other information resources specific to the community. In order to further support the needs of the OSY, state and local levels collaborated with partners to provide services such as health and dental screenings and treatments, nutrition, counseling, legal assistance, etc.

One problem facing mentors in Illinois is getting the OSY to participate. For example, many of the OSY work on pig farms that are year-round. After they are done working on the farm, many of them complain that they are too tired to attend their sessions. In order to compensate for the demanding schedules, instructors allowed students to turn their assignments in to their instructor during the next sessions that they attended. Then the instructor provided the OSY with comments and feedback on their assignments.

Profile of Iowa MEP

In the state of Iowa in 2015, there were 1,821 migrant students, and 104 out-of-school-youth. The Iowa Migrant Education Program (MEP) is run at the state level, with grants offered to the eight school districts with the largest percentage of migrant students. The program consists of a state director, two coordinators, four recruiters, and a data specialist. The OSY Coordinator also served as the Mentoring Program coordinator. MEP provides eight funded project areas with individual recruiters, as well as offering yearly training opportunities in compliance with OME regulations. Group recruitment events are held on a monthly basis throughout the state, which provides recruiters experience with both rural and urban recruitment. The program works with local community colleges to provide students with further educational opportunities. MEP also collaborates with the Iowa Literacy Council to provide literacy education and resources for those in need.

The pilot program was held in the Des Moines area, where the program's coordinators live and served as mentors for the program. The other four mentors were recruited from local agencies that work with youth and adults in this region. Using mentors from local agencies provided the mentees with new job training opportunities, if that was the path they wished to take. Mentees were selected from both the OSY population and migrant high school students. Extending the invitation to migrant high school students created a larger pool of possible mentees. Being a mentee gave both migrant students and OSY connections with positive adults who could use their personal college experience to help their mentees navigate the college process.

The program had a positive effect on multiple mentees. Two OSY during the program were encouraged and returned to high school and graduated in May. Two mentees attended a college visit at Western Iowa Technical Commercial College so they could learn more about the College Assistance Migrant Program (CAMP). Also through the program, two mentees were connected with jobs, while two other mentees were connected with resources for extra help at their school.

The pilot program in Des Moines taught those running the program many lessons. For example, in the future they know that using staff members to mentor is the best strategy. The mentors must have both the time to meet with mentees and must be committed to doing so. At the same time, the mentees must also put in the time and effort to meet with their mentors. The Iowa MEP found that organizing the first meeting between the mentors and the mentees at the kickoff event is very important. Mentors and mentees should make plans during the kickoff event, and exchange all means of communication when they first meet. Thoroughly training the mentors and mentees is also extremely important. The Iowa MEP found that in-person training sessions were the most effective and, when this is not possible, to utilize social media applications which allow for video chatting.

Profile of Nebraska MEP

In 2016, Nebraska became a pilot state for the GOSOSY Mentor Program. Prior to becoming a pilot state, the Education Service 13 (ESU 13) Migrant Education Program already identified and served migrant students ranging from ages 0-21 in 20 different counties. The staff members who had already worked as mentors to OSY realized one of the largest obstacles the program had to overcome was finding ways to keep OSY participating in the program. THE GOSOSY mentoring program helped the staff overcome this by teaching them to ask questions about their mentees' lives, goals, etc., and not just topics related to school and academics. Nebraska's OSY mentoring program changed the organization's message from one that focused on academic success to a program which gives mentees the power to control their own lives and grow self-confidence. To reflect this new motto the program was renamed "Take Charge". Encouraging mentors to talk with their mentees about goals beyond their education helped to create stronger relationships and keep OSY excited about participating in the program.

The mentors were compiled of full- and part-time staff members. They were scheduled to meet with their mentees once a week. Although this mentor program was more expensive than a volunteer program, utilizing existing staff members allowed the program to provide mentoring services in more areas of their region. During these weekly sessions, mentors worked through a booklet titled "My Dreams, My Goals, My Future" with their mentees. This booklet is a compilation of GOSOSY materials. By the end of about six weeks, through this booklet, mentees were able to establish concrete goals and plans for the future, based on their own ideas, not their mentors'. Once the goals were set, mentors continued to work with their mentees on how to accomplish these goals.

This program was able to adapt to meet the specific needs of each mentee. For example, with training and the booklet, mentors were able to establish rapport, and created specific instructions which targeted the interests of the OSY. The state of Nebraska has realized that mentoring needs to be specifically tailored to the personality and interests of the mentee. For this reason, matching mentors and mentees is very important. Through this program, students have not only met, but surpassed the goals they set for themselves. Students have not only been successful in their academics, but in other areas of their lives too.

OSY staff members learned that they must train their mentors to be flexible and able to adapt to fit the personality of their mentees and arrange times which work best with the mentees' schedule. OSY attendance tends to be a problem for this program, as OSY often skip meetings. In response, the mentor must be able to stay both positive and encouraging. Due to distance, OSY staff members were training via videoconference. This training taught staff members how to help the OSY establish goals for themselves, and to not push their mentee in a certain direction. Ultimately the staff have learned that the OSY should be the ones deciding what goals to set, and what skills they need to acquire in order to accomplish them.

Profile of North Carolina MEP

In 2014-2015 1,200 of the total 6,001 students in the North Carolina MEP were OSY. The students involved in the MEP program were from different counties throughout the state; however, the majority of students resided in the 30 project counties. The MEP was able to recruit up to 400 H-2A workers that were under the age of 22. There were also five regional recruiters, who each covered approximately 17 counties. These recruiters were able to support, mentor, and tutor OSY.

The mentors were matched with mentees based on their personalities. The staff members were the ones who did the actual mentoring of OSY. The mentors training started in April. The 15 hours of training were held over 5 days, with each session lasting 3 hours. This allowed the mentors to be properly trained by June. The mentors were trained to be able to fit the individual needs of their mentees. The first part of mentor training focused on getting the mentors familiar with the OSY that they would be working with. During this phase of training, mentors participated in cultural competency activities. The second part of the training focused on preparing the mentors to act as ESL teachers. During the third part of the mentor training, the group collectively created a code of conduct for the mentor/mentee relationships, and the mentors were given paperwork and the logistics of the program. North Carolina's MEP program developed the AmeriCorps's VISTA program— a Regional Approach to Migrant Programs and Services. Through this program community and university volunteers were trained by VISTAs on how to be mentors for sub-grant counties. In the past four years, the AmeriCorps Vista program has been able to recruit and train more than 50 volunteers who in turn have served more than 200 OSY. These over 200 OSY were given the opportunity to improve their English abilities.

North Carolina's MEP has learned that goal-setting activities are very effective, as they are a good way to open up the mentor-mentee relationship. Goal-setting activities are especially useful in the first few meetings when the mentors and mentees are not as familiar or comfortable with one another yet. As a way to compensate for being a small program, North Carolina's MEP collaborates with other programs working in the same area. For example, they have relationships with Wake Technical Community College's HEP Program, Student Action with Farmworkers, East Coast Migrant Head Start, the Farmworker Union of Legal Aid, the North Carolina Justice Center, Wake Forest University Medical School, NCFIELD, the U.S. and North Carolina Departments of Labor, the North Carolina Department of Health and Human Services, and Migrant and Community Health Centers, among many more. Collaborations are a key part of North Carolina's MEP work.

SOURCES AND RESOURCES

COMMUNICATION

- Where and How Teens Communicate -   useboomerang.com
- Setting the Stage for Effective Communication - aiha.com
- Tips for Communicating with Your Teen - childmind.org

INVITING SPACES FOR TEENS

- Designing the Therapeutic Space: Using Layout, Color, and Other Elements to Get Patients in the Right State of Mind - Nicola Davies, PhD psychiatryadvisor.com
- Teen Space Guidelines - ala.org
- How Comfortable Classrooms Lead to a Better Student Community - education.cu-portland.edu

ENGAGEMENT

- Better Together - A Practical Guide to Effective Engagement with Young People Youth Affairs Council of South Australia -   officeforyouth.sa.gov.au
- Re-engaging High School Dropouts as a Growth Strategy for Pennsylvania - Pennsylvania Partnerships for Children- papartnerships.org
- Teen Engagement in Learning Starts with Respect - Julie Baron - edutopia.org
- Doing Poorly on Purpose - Why Smart Kids Choose Not To Do Well in School - Dr. Garry R. Walz and Dr. Jeanne C. Bleuer, Counseling Outfitters, LLC counseling.org/knowledge-center/vistas

CULTURAL COMPETENCE

- Diversity Toolkit/Cultural Competence for Educators - nea.org
- Understanding Cultural Competence - humanservicesedu.org
- What Does It Mean to Be Culturally Competent? - makeitourbusiness.ca

SELF-CARE

- Self-Care: 12 Ways to Take Better Care of Yourself, Tchiki Davis, PhD - psychologytoday.com
- Practicing Self-Care is Important: 10 Easy Habits to Get You Started, Norma Nazish - forbes.com
- What Self-Care Is - and What It Isn't, Raphailia Michael, MA - psychcentral.com

ADVOCACY

- What is Advocacy? - citizensadvicesheffield.org.uk
- What is Effective Advocacy? - cccnewyork.org
- What Are the Five Principles of Advocacy? - quora.com
- What is Advocacy and How Can It Help? - culturepartnership.eu

BUILDING RELATIONSHIPS

- 8 Tips for Developing Positive Relationships - trainingmag.com
- Building Great Relationships at Work - mindtools.com
- Strategies for Teachers to Develop Positive Relationships with Students - thoughtco.com

EFFECTIVE LISTENING

- 10 Steps to Effective Listening - forbes.com
- Active Listening - mindtools.com
- Barriers to Effective Listening - brighthubpm.com
- How to Practice Active Listening - verywellmind.com

QUESTIONING STRATEGIES

- The 8 Essential Questioning Techniques You Need to Know - typetalk.com
- Top 5 Effective Questioning Techniques - careeraddict.com
- 5 Ways to Effectively Probe to Prevent Misunderstandings - alesandrab.wordpress.com

THE ROLE WE PLAY

- Toolkit for Building an Effective OSY Mentoring Program
- Community Tool Box: Developing Facilitation Skills - ctb.ku.edu
- Honing Your Skills As a Peer Coach - hbr.org
- What is a Coaching Conversation? from Opening the Door to Coaching Conversations by Linda Gross Celiotes and Marceta Fleming Reilly

TRACIE KALIC, DIRECTOR
2108 S. HORTON ST.
FORT SCOTT, KS 66701
TKALIC@EMBARQMAIL.COM

WWW.OSYMIGRANT.ORG