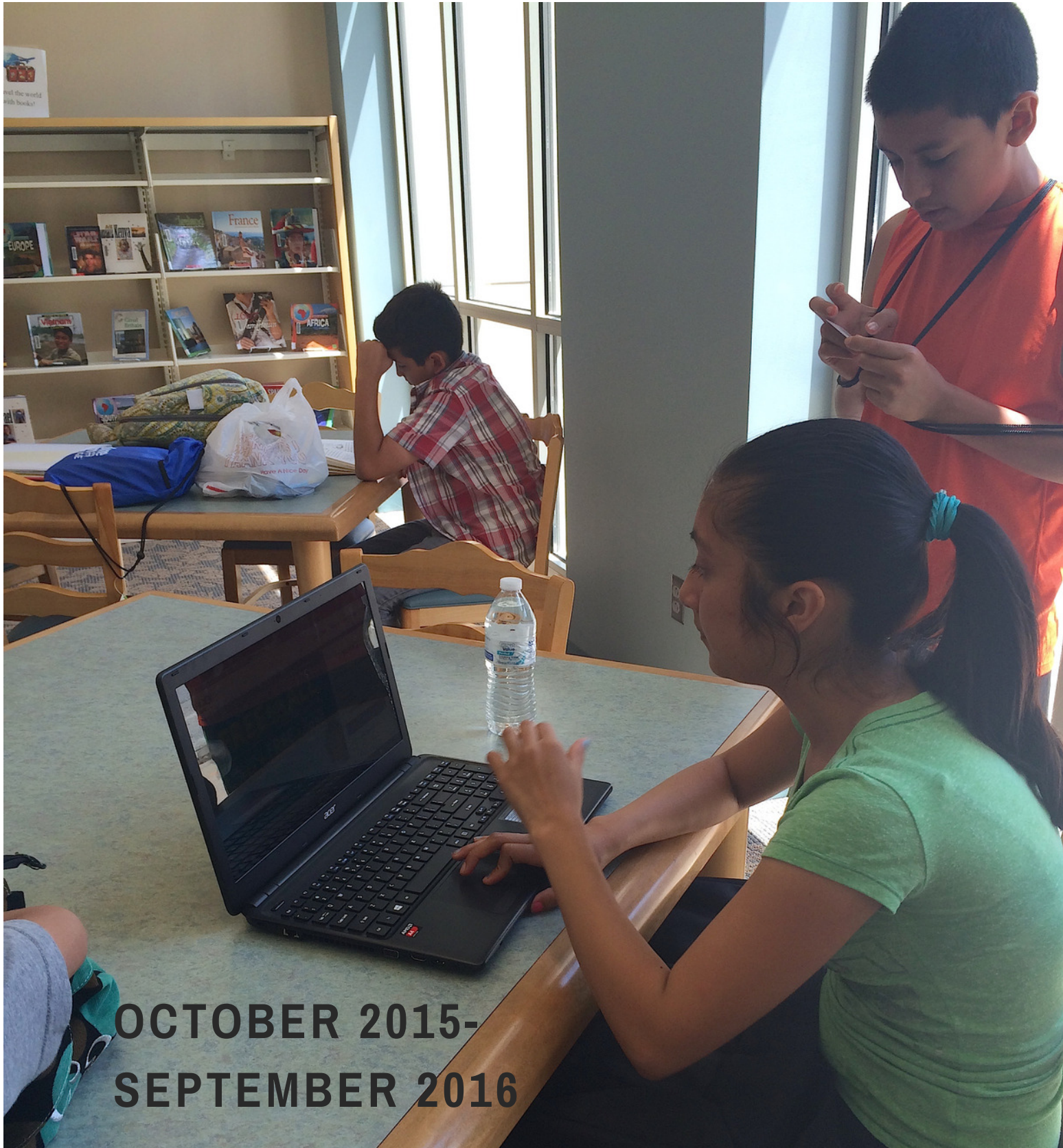




GOSOSY

Year 1 Activities Executive Summary



OCTOBER 2015-
SEPTEMBER 2016

"This analysis sheds light on an important group of youth who have typically been left out of discussions about disconnected youth: those who are working and not in school. They have characteristics different from disconnected youth, they make substantial contributions to their households, and they have work experiences that diverge from our traditional assumptions about youth employment."

*-Dropping Out and Clocking In
(April 2015) by
Molly M. Scott,
Simone Zhang,
Heather Koball*

"It's amazing how I could see my dreams become reality. My OSY Advocate helped me believe in myself and gave me the guidance I needed to obtain a GED. I now have new ideas in mind and think differently."
- Franklin, Kansas OSY



"You never know, you might just be talking to the next greatest leader in the world."

-James Cal, NC recruiter/mentor

Migrant Education Program requirements mandate that youth up to age 22 be served, including those not enrolled in school. OSY continue to be one of the fastest growing subgroups within the MEP as well as the one least served. Policies are urgently needed to extend opportunities to out-of-school migrant youth who wish to continue their education as well as to develop service delivery models for states to assist them in meeting the instructional and support services needs for those OSY who are here-to-work.

"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 state, local and school district educational agencies."

~ Success in Secondary School and Access to Post-secondary Education for Migrant Students: A Policy Brief

YEAR 1 ANNUAL PERFORMANCE REPORT EXECUTIVE SUMMARY

The Graduation and Outcomes for Success for Out-of-School Youth Consortium Incentive Grant includes the 18 states of Kansas (Lead State), Alabama, Florida, Georgia, Illinois, Iowa, Kentucky, Massachusetts, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Tennessee, and Vermont. It also includes 12 partner states of Alaska, Arkansas, California, Colorado, Idaho, Maryland, Minnesota, Missouri, Montana, Oregon, Washington, and Wisconsin.

Executive Summary
GOSOSY Migrant Education Program Consortium Incentive Grant
August 1, 2015 to September 30, 2016

The Annual Performance Report contains a summary of accomplishments for the first year of the GOSOSY (**G**raduation and **O**utcomes for **S**uccess for **O**ut-of-**S**chool **Y**outh) Migrant Education Program Consortium Incentive Grant. The 18 GOSOSY **participating states** are: AL, FL, GA, IL, IA, Lead State of KS, KY, MA, MS, NE, NC, NH, NJ, NY, PA, SC, TN, and VT. Our 12 **partner states** are AK, AR, CA, CO, ID, MD, MO, MN, MT, OR, WA, WI. GOSOSY is supported by our **collaborating partner agencies**: World Education, Inc.; Interstate Migrant Education Council; National PASS (Portable Assisted Study Sequence) Center; National High School Equivalency Program and College Assistance Migrant Program Association; Adult Learning Resource Center; National Center for Farmworker Health, and other agencies.

The overarching goal of the project is to improve the educational attainment of out-of-school youth (OSY) whose education is disrupted. The project will accomplish this goal through the development of new instructional resources for working with OSY, professional development for staff, and dissemination of products and lessons learned. This report provides a summary of progress toward meeting our three objectives listed below.

Objective 1: Participating OSY will increase their content achievement and other outcomes as specified in their needs-driven Learning Plan. This objective has four performance measures, two of which are reported in Year 1, and the results for two more will be added in Years 2 and 3.

Performance Measure 1a: 75% of OSY participating in project-directed instructional services will demonstrate a 20% gain between pre- and post on content-based assessments.

Overall in Year 1, 71% of OSY received services, a 5% increase from the baseline year. There were 979 OSY with matched pre/post scores across the consortium states in Year 1. Of those, 826 (84.3%) demonstrated a 20% gain, meeting the performance measure. GOSOSY has developed many different products appropriate for OSY with differing needs, and some materials do not lend themselves well to a pre/post assessment. Therefore, in addition to assessment results, states reported the number of OSY participating in instructional services that used GOSOSY products from the catalog of materials on www.osymigrant.org. Sixteen states reported using the materials for 2,145 OSY. On the Director/Coordinator Report, GOSOSY states reported the activities related to post-secondary awareness, career awareness, goal setting workshops, and other activities. There were 143 activities provided in 16 states for 2,530 OSY (duplicated total).

Performance Measure 1b: By 9/30/17 and again by 9/30/18, 75% of OSY with a Learning Plan will attain 50% of the needs-based learning/ achievement objectives.

Progress was made toward reporting this performance measure in Year 1. Learning Plan materials were developed and piloted in five states. Results and feedback on the materials were collected for use in adapting materials and structures. Revised materials will be implemented and results reported for Year 2.

Performance Measure 1c: By 9/30/17 and again by 9/30/18, 54 OSY (average of 3 per state X 18 states) will attend Goal Setting Workshops (GSWs) and attain an acceptable or above score on a GSW project-based activity rubric.

Progress was made toward reporting this performance measure in Year 2. GOSOSY GSW materials were developed and piloted in two states. Other states also provided GSWs in Year 1 using materials developed under previous consortia. In total, there were 30 GSWs for 400 OSY. Feedback on the materials was collected for use in adapting materials and structures. Revised materials will be implemented and results on the project-based activity rubric reported in Year 2.

Performance Measure 1d: Each year, 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 Year 1 were partially implemented, fully operational, or complete. Seventeen of the 21 activities were fully operational or completed, and four were partially implemented.

Objective 2: Staff participating in professional development and learning will increase their skills and ability to deliver targeted instruction and services to OSY. This objective has three performance measures reported in Year 1, and the results for one more will be added in Years 2 and 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%.

There were 184 training sessions delivered to 2,366 participants (duplicated count) as documented on the Director/Coordinator Report. The pre/post ratings were assigned by 560 training participants for GOSOSY professional learning activities conducted between 8/1/2015 and 9/30/2016. The mean gain was 1.3 on the 5-point scale, and 84% of staff made a 10% gain. The gain was statistically significant at the .001 level.

Performance Measure 2b: Each year, 75% of GOSOSY states will report that at least 5 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 consortium states reported five or more collaborations. The organizations with which three-quarters of states collaborated included local employers of migrant OSY, Adult Basic Education, community foodbanks or nutritional assistance programs, Migrant Head Start, and local universities.

Performance Measure 2c: By 9/30/17 and again by 9/30/18, 75% of recruiters will participate in professional development regarding the identification and recruitment (ID&R) of OSY and demonstrate proficiency on state recruiting assessments that incorporate this area.

Progress has been made toward this performance measure through the creation of an infrastructure to provide training to recruiters and assess results. Sixteen states reported providing recruiter training, and small states such as Massachusetts and New Hampshire coordinated with neighboring states and national venues for ID&R training. Across the 16 states reporting providing recruiter training, there were 125 sessions delivered to 2,147 recruiters (duplicated total).

Performance Measure 2d: Each year, 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 for Objective 2 in Year 1 have been fully implemented (rating 5 out of 5).

Objective 3: State processes, procedures, and materials to better serve OSY will be developed, vetted, and adopted by 18 consortium states. This objective has three performance measures, one of which is reported in Year 1, and two additional measures are reported in 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 CIG states.

Progress has been made toward this performance measure. The TST has developed a catalog of posted to the OSY website: <http://osymigrant.org/GOSOSY%20ERR%2010.16.15.pdf>--in addition to the materials found in the instructional resources section of the website: <http://osymigrant.org/GOSOSYinstructional.html>. The online catalog will be continuously updated as new products are made available or revised over the three years of the project.

Performance Measure 3b: By 9/30/18, build states' capacity to deliver instruction reflective of evidence-based practices for OSY through a GOSOSY Dissemination Event.

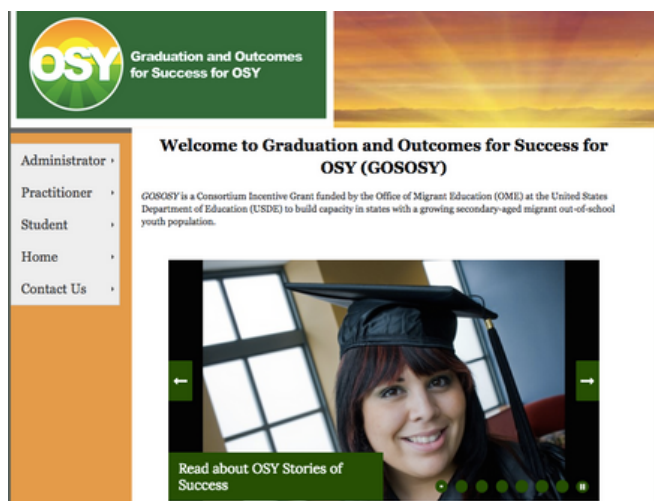
Progress has been made toward this performance measure by securing a venue for the Dissemination Event and discussion during TST and SST meetings of the structure and topics to be addressed.

Performance Measure 3c: Each year, 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 for Objective 3 in Year 1 have been fully implemented (rating 5 out of 5).

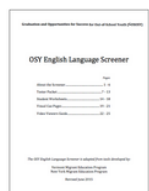
Resources and Materials

GOSOSY Website

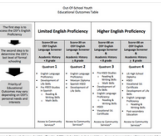


The GOSOSY website can be found at www.osymigrant.org. The site underwent significant improvements during Year 1 and averages 700 visitors per month according to analytics reports. In addition to the materials detailed below, the site offers archives of notes and newsletters, student success stories, event calendars, important links to partner organizations, and other interesting features.

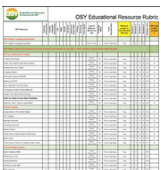
Instructional Planning Resources



OSY English Language Screener - developed to offer an initial assessment of OSY's English proficiency.



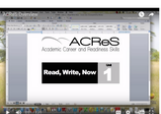
OSY Educational Outcomes Table - developed to provide an easier way to determine a student's needs based upon two guideposts: level of school completed and English Language Screener score.



OSY Educational Resource Rubric - developed as a one-stop list for practitioners seeking vetted materials and resources for OSY.



Continuum of Services Tool - developed as a graphic tool for practitioners to see individual resources, which are denoted in the OSY Cycle by live links providing instant access.



ACReS Online Training Videos - available for all practitioners to fully explain the process of using the ACRS Online materials.



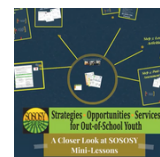
Field Based Recruiting and ID&R Tips for OSY - offers tips for

recruiters concerning OSY.

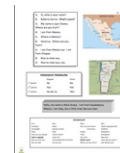
Student Assessment Score Sheet - used by practitioners to track student scores on pre- and post-assessments of Life Skills Lessons.



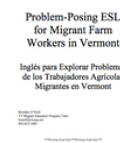
Life Skills Lessons Instructional Video - developed to assist practitioners in best use of the Life Skills Lessons. Includes teaching tips.



English for Living and Working - designed as a resource specifically for Spanish-speaking migrant workers, with curriculum and teachers guide.



Problem Posing ESL for Migrant Farm Workers - offers ESL materials relevant to farmworkers' experiences and day-to-day challenges.



Training of Trainers Materials - housed online for reference by GOSOSY trainers who offer training within each state.



ELL Lesson Plans - designed to target the interests and language of beginning-level adult English Language Learners.



..... Instructional Materials

GOSOSY Life Skills Lessons

Basic Life Skills Lessons with Pre- and Post-

Assessments - includes *Basic Calendar Skills, Filling Out a Form, Knowing Where You Live, Voice Mail Systems, Basic Map Skills*

Legal Rights - includes *Field-Worker Rights, My Basic Rights, Right to be Paid, Housing Rights*

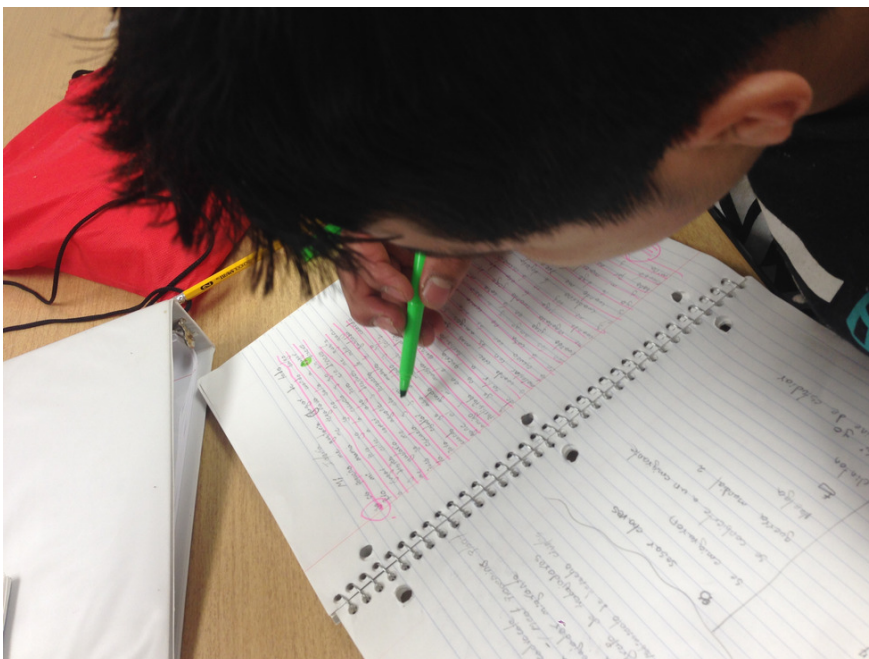
Parenting - includes *Taking Care of Yourself During Pregnancy, Labor and Delivery: My Baby is Almost Here!, Traveling by Car with Your Baby*

A Healthy House - includes *Keeping Your Home Clean, You Can Prevent Food Poisoning, Keeping Your Home Safe: Electrical Safety, Insect and Rodent Control: Keeping Them Out, The Refrigerator and Your Health, Storing Your Medicines Safely*

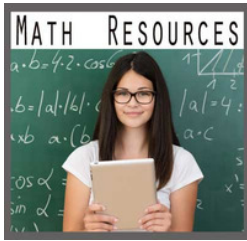
For Your Health/Para Tu Salud - includes *A Visit to the Doctor, Wash Your Hands and Get Rid of Germs, A Healthy Mouth, Nicotine and Your Health, Let Us Learn About HIV/AIDS, What is an STD?, Can I Get Sick From the Heat?, The Basics of Birth Control Methods, Protect Your Back While Working, What You Need to Know About Pesticides, What Do I Do If I Get an Insect Bite?*



Finanza Toolbox - includes *Using Banks in the United States, Your Budget, Savings Accounts, Checking Accounts, Money Orders, Credit Cards/Debit Cards/ATM Cards, Bank Loans, Pros and Cons of "Home Furnishings to Rent" Stores*



..... Instructional Materials



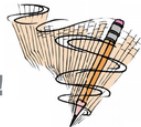
Math on the Move - a series of 24 pre-HSED math lessons in both English and Spanish.

Math for Living - a series of 10 stand-alone lessons in English and Spanish designed to reinforce basic math skills while teaching practical concepts.



Reading On The Move

Write On!



ACReS
Academic Career and Readiness Skills



Reading on the Move - 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.

Write On! - a series of writing lessons developed to complement the Math on the Move and Reading on the Move pre-HSED materials for OSY.

Academic and Career Readiness Skills (ACReS) - a series created to engage migrant youth in an academic course for improving both critical thinking and life skills that will allow them to be successful in either a formal educational environment or career path. Six units with lessons written at a 4th grade level give consideration to non-native English speakers.

Living in America - audio files accompany lessons including *Using Money*, *Going to the Store*, *Navigating Your Community*, *Understanding Families*, *Using the Telephone*.

Bilingual Tip Sheets - short informational sheets developed around careers, opportunities, job hunting, and survival skills.

For Your Information Sheets - provide concise information on a variety of life skills and/or survival guidelines to include health, employment, legal rights, and other topics.

Communication

GOSOSY Quarterly Newsletter



Three issues of the GOSOSY quarterly newsletter were produced during Year 1. The newsletter contains articles and photographs submitted by consortium states. These articles have addressed GOSOSY programs, materials, state supports for OSY, the networking website, research highlights and more. Of particular interest have been the state spotlight and success stories featured in every issue. All back issues of the GOSOSY newsletter can be found at www.osymigrant.org.

AgTrends Newsletter

Three issues of the AgTrends newsletter were produced during Year 1. The newsletter is a joint effort between GOSOSY and the Identification and Recruitment Rapid Response Consortium (IRRC). The newsletter addresses agricultural trends and their impact on ID&R efforts and the OSY population. Articles have addressed new farming technology, water restrictions, online agriculture data, and news headlines concerning all major crops as well as dairy and fishing industries. All back issues of the AgTrends newsletter can be found at www.osymigrant.org.



AgTrends Summer Newsletter

Directors Message

This Summer 2016 edition of the AgTrends newsletter includes numerous links to worthwhile information about agriculture in America and how it may affect our students and families. These include: the delicate balance of supply and demand in the dairy industry, the negative impacts of crop disease, worker safety issues, and much more.

Please take the time to read each article so that we may all be better informed about our target audience. Knowledge is power and we need every available tool to continue reaching the students and families in the most efficient and effective ways. We hope you will also pass this newsletter along to folks in your network.

Thank you for all of the work you do,

Michael Maye (IRRC) and Trade Kalic (GOSOSY)

Milk News



PORTLAND, Maine - Maine's U.S. senators are asking the U.S. Department of Agriculture to help the dairy industry as it struggles with declining milk prices and oversupply.

Sens. Susan Collins and Angus King are among a group of lawmakers who have asked USDA Secretary Tom Vilsack to expand milk markets in the U.S. and encourage consumption of dairy products.

Professional Networking Site

The GOSOSY professional networking website was designed for MEP staff in consortium states to share best practices, generate forum discussions, and work together to improve efforts to identify, recruit, and provide exceptional services to OSY across the country. The site has grown to include 130 invited members with all content reviewed and monitored. Topics discussed include educational resources for OSY, conference presentations and other upcoming events, ID&R questions, and HSED requirements. Users post photos and videos of interest and participate in various forums concerning relevant topics. The site is found at <http://osymigrant.ning.com>.

CIG Collaboration

GOSOSY is actively participating in collaborative efforts with other Consortium Incentive Grants funded by the Office of Migrant Education. These CIGs include Identification and Recruitment Rapid Response (IRRC), Preschool Incentive (PI), and Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE). A CIG Collaboration calendar is housed on the GOSOSY website so that all members are made aware of the activities hosted by the various CIGs. GOSOSY is producing the AgTrends newsletter in partnership with IRRC and the two consortia have worked during Year 1 to design and pilot an ID&R Recruiter Competency Skills Assessment Tool. Planning for the 2018 Dissemination Event began during Year 1 and includes all CIGs working in cooperation to most efficiently host the culmination of their efforts in a joint event featuring presentations, speakers, materials, and networking pertinent to all MEP.




Review and Development

[illegible]

The Fidelity Implementation Index is reviewed monthly by the project director, evaluator, and SST/TST as appropriate. The review of progress toward proposed activities on a consistent basis will ensure that all activities are completed.

Ratings, suggestions and data regarding services and professional development collected through evaluation surveys will be examined closely by project evaluators and SST/TST members to compile recommendations for improvements. Data, results, and lessons learned will be used by the TST and the SST to improve each project.

 **GO** **Off Training and Technical Assistance Evaluation Form**

Name: _____ Location: _____ Phone/Fax: _____

How many people will be in contact with GO training/technical assistance to help with the project? _____

Instructions: Please mark how many in contact with GO training/technical assistance to help with the project.

Training/Technical Assistance	Individuals	Group	Timeline
Technical Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate the GO staff for the two positions below: one responsible for delivery (individual) and the other for contact with your agency (GO training/technical assistance).

GO Staff	Individual	Group	Timeline
GO Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GO Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question does not apply between GO and GO staff.

How will you use the training/technical assistance to improve services for at-risk school youth (GO)?

What recommendations do you have for future training/technical assistance?

Please submit these forms upon completion of each GO-related training to your State or METS Association, 400 Santa Fe Drive, Suite 1,000, Santa Fe, NM 87505
Or email (English version to) met@metnet.org

WFO-000000-01

Professional development is planned and scheduled around identified needs using data analysis and continuous improvement. These professional development safeguards, along with our collaboration and resource systems (i.e. SST meetings, GOSOSY website, materials, links, and strategies) will result in improvements in instructional and administrative practices aimed at positive learning outcomes for OSY.

TST Work Groups

Goal Setting *Sonja Williams (NC-lead), Joyce Bishop (AL), Ernesto Vela (CA), Monica Lorinczova (MS), Steve Wendell (NY)*

- The Goal Setting Workshop for students was developed during Year 1 based upon Module 3 of GOSOSY's Training of Trainers Manual.
- The Work Group created a Goal Setting Facilitator Guide with additional instructions.
- Staff from three states were trained and the resource was piloted in two states during Year 1 with significant positive results.
- Year 2 will expand the resource to all member states and create a Voice Thread platform for training that will be available online at all times.

Identification and Recruitment *Jennifer Almeda (SC-lead), Ray Melecio (FL), Heather Rhorer (KY), Barbie Patch (NH), Deke Showman (PA)*

- The ID&R Work Group worked closely with the Identification and Recruitment Rapid Response Consortium (IRRC) to develop a Recruiter Competency Skills Assessment Tool.
- The Skills Assessment Tool was piloted in six states during Year 1.
- Year 2 will expand the use of the Skills Assessment Tool throughout all member states.
- The Work Group will develop during Year 2 a presentation highlighting and explaining all ID&R resources and materials that GOSOSY has to offer.

Material and Curriculum Development *Bob Lynch (NY) and Brenda Pessin (IL) (co-leads), Peggy Haveard (AL), Fran Wurster (NY)*

- The Work Group oversaw the creation of five Mental Health Life Skills Lessons during Year 1. The lessons will be piloted in various states during Year 2 and revised as needed.
- The Work Group updated the *For Your Information* sheets as well as the *Looking For a Job Step-by-Step* sheets.
- The Work Group began updating certain lessons in the *Living in America* curriculum during Year 1, including *Using the Phone*, *Understanding Families*, and *Finding Work*. Lessons will be digital and downloadable. More lessons will be updated during Year 2.

OSY Learning Plan *Emily Hoffman (MA-lead), Margot Di Salvo (FL), Geri McMahon (IA), MaryAnne Diaz (NY), Sarah Braun-Hamilton (VT)*

- The OSY Learning Plan was developed as a student version (in both English and Spanish) and a provider version.
- The Learning Plans were piloted in five states during Year 1 and will be expanded to all member states in Year 2.

Professional Development *Lindsay Ickes (NE-lead), Sabrina Rivera-Pineda (GA), Joan Geraci (NJ), Lori Houck (KS), John Farrell (KS), Jessica Castañeda (TN), Lysandra Alexander (PA)*

- The PD Work Group met several times during Year 1 to develop the pieces of a new Professional Development Module 1 for practitioners. The PD topics include young adult learning styles, conversation starters, motivation, and planning.
- The materials will be made available to member states during Year 2.



Note of Appreciation

Joyce Bishop, AL
Peggy Haveard, AL
Cyndi Townley, AL
Nicole Bourque, AK
Stan Young, AR
Veronica Aguilla, CA
Ernesto Vela, CA
Tomas Mejia, CO
Brenda Meyer, CO
Margot Di Salvo, FL
Ray Melecio, FL
Jay Rembert, FL
Sabrina Rivera-
Pineda, GA
John Wight, GA
Christina Nava, ID
David Nieto, IL
Brenda Pessin, IL
Beth Robinson, IL
Geri McMahon, IA
Doug Boline, KS
John Farrell, KS
Lori Houck, KS
Paige Inman, KS
Jennifer Quick, KS

Christina Benassi, KY
Heather Rhorer, KY
Pam Bennett, MD
Emily Hoffman, MA
Kathleen Bibus, MN
Leigh Schleicher, MN
Monique Henderson, MS
Monika Lorinczova, MS
Farrah Nicholson, MS
Shawn Cockrum, MO
Angela Branz-Spall, MT
Mike Rea, MT
Sue Henry, NE
Lindsay Ickes, NE
Kiowa Rogers, NE
Barbara Patch, NH
Danielle Anderson-
Thomas, NJ
Joan Geraci, NJ
Liz Bliss, NY
Kin Chee, NY
Mary Anne Diaz, NY
Bob Lynch, NY
Michael Reho, NY
Steve Wendell, NY

Fran Wurster, NY
Donna Brown, NC
Sonja Williams, NC
Jonathan Fernow, OR
Lysandra Alexander, PA
Carmen Medina, PA
Deke Showman, PA
Jennifer Almeda, SC
Jessica Castañeda, TN
Jan Lanier, TN
Hilary Maitlen, TN
Sarah Braun-Hamilton, VT
Mary Mulloy, VT
Erin Shea, VT
Lupe Ledesma, WA
Shari Bernstein, WI
Alfonso Zepeda-Capistran, WI
Lindsay Booth, OME
Susan Durón, META
Marty Jacobson, META
Adult Learning Resource Center
National Center for
Farmworker Health
National HEP/CAMP Association
National PASS Center
World Education Inc.

Tracie Kalic, Director
GOSOSY Consortium Grant
Fort Scott Community College
2108 S. Horton St.
Fort Scott, KS 66701
www.osymigrant.org