



# Graduation and Outcomes for Success for OSY

GOSOSY Newsletter • Spring 2019

Volume 6, Issue 1

## Member States:

**Kansas**  
(Lead State)  
**Alabama**  
**Florida**  
**Georgia**  
**Illinois**  
**Iowa**  
**Kentucky**  
**Massachusetts**  
**Mississippi**  
**Nebraska**  
**New Hampshire**  
**New Jersey**  
**New York**  
**North Carolina**  
**Pennsylvania**  
**South Carolina**  
**Tennessee**  
**Vermont**

## Partner States:

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

## Director's Message

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

~ Tracie Kalic, GOSOSY Director



## How Are We Collaborating?

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

# GOSOSY State Spotlight: GEORGIA

Israel Cortez • Program Manager



The purpose of the MEP in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met.

## ► DESCRIPTION

In Georgia:

- Migrant children and youth reside in all parts of the state: rural, suburban, and urban.
- Some school districts have a larger number of migrant children and youth as compared to other districts during the school year; some districts only have migrant children during the summer months.
- All school districts in the state are prepared to work with migrant children and youth.
- Direct funded districts are districts with a Title I, Part C allocation of more than \$15,000
- Consortium districts are districts with a Title I, Part C allocation of less than \$15,000
- Consortium district funds are pooled together, and services are provided by our fiscal agent, Abraham Baldwin Agricultural College (ABAC)
- The ABAC MEP operates the same way as a direct funded district migrant program. The difference is that the children and youth live around the state instead of within a single school district.
- The GaDOE is ultimately responsible for ensuring the appropriate use of MEP funds for migrant children and youth.
- Georgia has two migrant regions with a GaDOE satellite office in each.
- GaDOE employees in these offices provide direct support to LEAs working with migrant children and youth.



## ► DEMOGRAPHICS

Last year Georgia reported 8,568 eligible migrant children:

- 1,991 OSY
- 487 Preschool
- 3,506 K-6
- 2,156 7-12
- 2,716 English Language Learners
- 4,676 had a QAD date during the performance period

The State of Georgia is known for its crops—most famously Georgia peaches and Vidalia onions. Most families that qualify in the southern end of the state qualify for seasonal jobs related to picking and planting these crops. In the north, workers qualify primarily for temporary work in processing plants, mainly poultry. Gainesville, in the north, boasts the title of “Poultry Capital of the World”.



## State Spotlight: GEORGIA (continued)

### ► ID&R

The Georgia Department of Education (GaDOE), Title I, Part C – Education of Migratory children (MEP), through the State Identification and Recruitment (ID&R) Plan, strives to meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migratory children in the state.

To maintain consistency and accountability in the ID&R policies and procedures across the state, each of the two regional GaDOE Education of Migratory Children offices are expected to adhere to and implement the State ID&R Plan in their respective regions.

The state uses a Combination Recruitment Model, which consists of both state- and district-level recruitment efforts. The regional recruiters, hired by the state and assigned to one of two regions in the state, are under the direct supervision of state and regional office coordinators. District recruiters, hired by the school districts, are monitored by both their district supervisors and the state and regional office coordinators. All recruiters follow the Georgia MEP Identification and Recruitment guidelines.

Personnel working for the Georgia MEP, in any capacity, attend three formal and other “as needed” informal trainings conducted throughout the year in each of the state’s two regions to ensure that everyone is knowledgeable about MEP recruitment guidelines and that there is consistency in the state’s recruitment efforts.

- In Georgia, the GaDOE will always make eligibility determinations.
- School districts are notified of the arrival and confirmation of eligible migrant children or youth in two ways:
- A copy of the COE is mailed
- Updated migrant reports are loaded to the portal
- Additionally, regional or ABAC consortium staff make frequent contact with school districts and review current enrollments.



### ► STAFF

State Staff (GaDOE):

- Regional and State Coordinators and Resource Specialists work directly with LEAs to provide services to MEP children and youth; monitor implementation.
- State Recruiters identify potential migrant children and youth statewide
- Data Specialists work with State Migrant database COEstar.

Local Staff:

- Student Service Providers (SSPs) recruit and provide supplemental academic and support services to eligible children in the district.
- Recruiters identify potential migrant children and youth in the district.

### ► SUCCESS STORIES

We would like to highlight two great OSY efforts in Georgia. The first is an excellent collaboration between our Migrant SSP in Rabun County, Roberto Aguilar, and the Rabun County High School. Mr. Aguilar and students from the Audio/Visual Department are working together to create a series of OSY Instructional videos. The first video, “Protecting Your Back”, focuses on the back health that is crucial to the physical health of those OSY working in the tomato fields of Rabun County.

The second is out of Colquitt where Jeff Horne has found inventive ways of reaching out to the OSY in the area. Using a deck of cards, Horne engages the local OSY in casual conversations targeting specific English vocabulary while also making it fun for them after a long day of working in the fields.



## GOSOSY Success Story (State: South Carolina)

Emily Williams: *Title I, Part C State Recruiter*  
*Title I Part C, Student Identification & Services*

In November, I called a family on a list of possibly migrant per the school district on Johns Island. When I called the father, I tried English and Spanish, but it was clear we did not understand each other. He tried to pass the phone to his son, who clearly was not fluent in either English or Spanish. We managed to communicate a time for me to come by and during that home visit I was able to ascertain that their primary language is K'iche.

I realized that I needed to see this family as soon as possible, because I did not want them to run or hide from me, so I made the appointment for less than 24 hours later. As I tried to think of people I knew who might speak K'iche and could interpret for us, I thought of how many of our TST members are fluent in multiple languages and how many other states must run into similar issues. I decided to crowd source and sent a group email to TST members. Within minutes I had emails and phone calls from states all across the consortium offering to let us use their language line, referrals to trusted Mayan Language interpreters, and even an administrator whose husband spoke K'iche and was offering to translate over the phone if we could wait for him to get off work. I suppose I shouldn't have been surprised at the outpouring of support, but I was surprised at how quickly it was sent!

Outside of our desire to interview the family to see if they were eligible for services, we also wanted to make sure that they fully understood what we were asking and why in the interview, ensure that they were being treated fairly and appropriately at the child's school, and in general were having their needs met. At first, the family was very hesitant about speaking to me (even through the phone interpreter) as they continuously asked if they were in immigration trouble. After I was able to reassure them that we were not asking about that, they were more open to hearing about services, talking about their experiences thus far, and asking for help and referrals for other needs. They needed referrals for food banks, immigration consultation, and the island's trustworthy community center (where they have food and clothing banks, ESL, after school activities, clinic hours, and all-around excellent assistance from a culturally competent staff and network

of volunteers). I also put in a referral to the district's McKinney-Vento services.

Unfortunately, the family did not qualify for MEP services, but it was still good to be able to communicate with them, that first and foremost they were not in any sort of trouble, and to the father that his new community cares about him and his son. We were also able to let the school know that if they ever needed to communicate anything important to the father (like hypothetical IEP meetings, disciplinary meetings, or educational achievements), they would need to do so in K'iche, not Spanish.

A good portion of our families and OSY speak K'iche, but usually are also fluent in Spanish, so they are able to communicate with few problems. In this case, the family was from a region where they had not learned or used much Spanish, thus the need for interpretation services. I did some more research into specifics about K'iche. It is a language spoken by around 1.5 million people and is culturally and linguistically distinct. It is from the highlands and piedmont area of Guatemala and is part of the Mayan Language Family. I think it is important to note here that the Mayan Language Family, like the Nahuatl or Aztec or Latin or Germanic language families are languages. It is important to refer to indigenous languages as languages, rather than dialects. The difference between how someone in London and South Carolina speaks is generally understood as a dialectal difference. If the two speakers cannot understand each other at all, it is generally categorized as a language. Cherokee is not a dialect of English, so K'iche and other indigenous languages are not dialects of Spanish. Our families and students may very well refer to their language as a "dialect" (telling you maybe "Hablamos dialecto") but this is only because of Spanish colonialism and the global history of trying to erase indigenous peoples.

We all want to support and encourage our families to share their culture and language with their children; by giving their indigenous languages (like K'iche) equal importance to Spanish or English, we can communicate the importance of culture and home language to students and parents by how we reference it.

## GOSOSY Success Story (State: South Carolina) (continued)

Included below are some links to articles about these topics for further reading:

<https://tzij.coerll.utexas.edu/the-language/>

(about K'iche language and culture and some basic classes)

<https://www.economist.com/the-economist-explains/2014/02/16/how-a-dialect-differs-from-a-language>

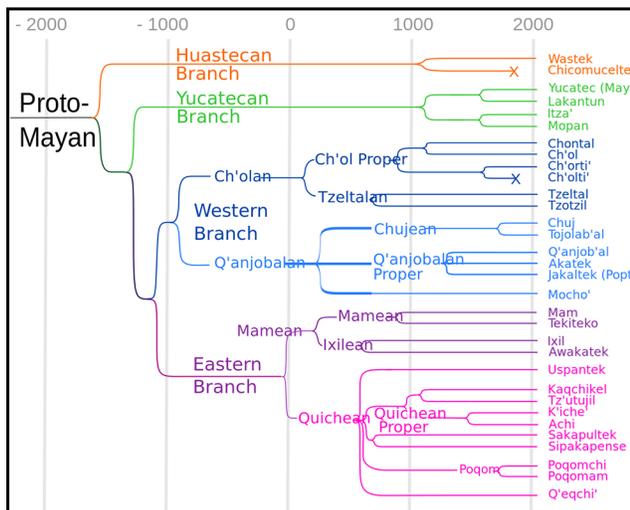
(a short explanation about dialect vs. language)

<https://www.theatlantic.com/international/archive/2016/01/difference-between-language-dialect/424704/>

(a longer essay about the differences and the politics behind it)

[https://www.washingtonpost.com/blogs/govbeat/wp/2013/12/02/what-dialect-to-do-you-speak-a-map-of-american-english/?noredirect=on&utm\\_term=.3aac55d-ba937](https://www.washingtonpost.com/blogs/govbeat/wp/2013/12/02/what-dialect-to-do-you-speak-a-map-of-american-english/?noredirect=on&utm_term=.3aac55d-ba937)

(a fun examination of dialects in the USA, and...hello from the 21/22 sector!)



When we look to hire recruiters or bring on interns, we are sure to emphasize preferences for people who speak languages our families speak other than English and Spanish (like K'iche or Mixteco or Haitian Creole). Some our staff, myself included, are looking into basic language apps and online learning opportunities to at least be able to introduce ourselves and do a basic elevator pitch. Also, when planning recruitment sweeps, we are going to prioritize bringing recruiters who speak these languages.

I would say that for dialectal differences, usually asking a few clarifying questions (see the different uses of “ahorita” across the Spanish speaking world) will do the trick to make sure you understand. This can even be used a fun way to break the ice with the family or student. When you realize that the language is completely different, and not one you speak, there are several things I would recommend. One, while it is fine to use a child to interpret a basic, “I am sorry I do not speak your language, this is who I am....and I will be back with an interpreter,” I would strongly encourage a recruiter or provider to use a language line or native speaker for anything complex, urgent, and/or legally binding because not everyone (especially a child) who is bilingual necessarily has the training and skill set to translate something complicated. Two, I would also recommend contacting the GOSOSY team to see if there is a staff member in one of our states who speaks that language and could be of help over the phone. As previously mentioned, our nationwide colleagues represent a vast pool of knowledge, including fluency in a variety of languages.

Lastly, as corny as it sounds to say, a smile is universal language. There is some body language that does not translate well across cultures, but in no culture is smiling considered hostile. If you are unable to speak someone’s language and are busily trying to find a suitable interpreter, be sure to smile to communicate your good intentions.

*Emily Williams*



*Emily teaching an English class to OSY in Lodge, SC.*

## Brenda Pessin of Illinois Honored with Lifetime Achievement Award at 2019 NASDME Conference

Brenda Pessin was recognized at NASDME for her career achievements dedicated to the world of migrant education in Illinois and across the country. Her accomplishments include directing the Illinois MEP, coordinating MEP initiatives such as the CIGs addressing math, ID&R, and OSY; coordinating the annual Statewide MEP Workshop; and undertaking interstate and intrastate coordination with educators, services providers, and government agencies. Brenda served on and chaired boards and steering teams such as the New Generation System (NGS) National Advisory Committee, CIG leadership technical advisory teams, the National Secondary Project, and Toys that Teach for Farmworker Children.

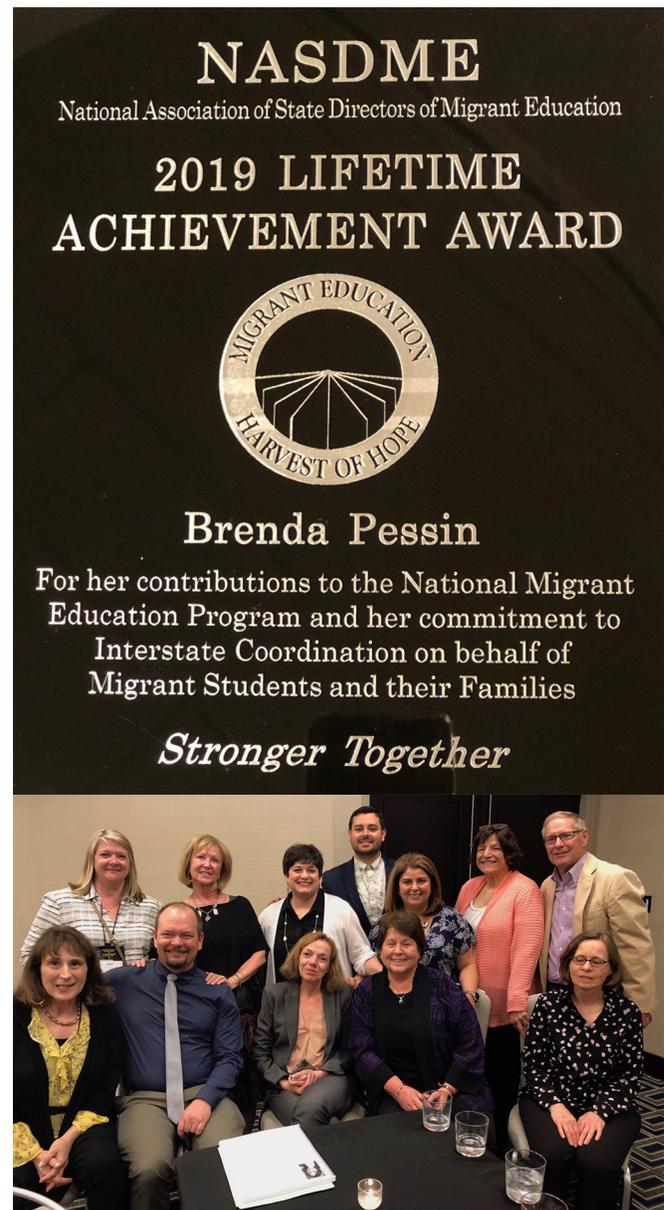
According to the tribute from NASDME, Brenda directed some of the most highly acclaimed projects in the history of migrant education, including Project ESTRELLA, a 5-state project funded through the U.S. Department of Education using laptop computers and telecommunications technology to facilitate the achievement of mobile migrant secondary students.

Illinois' Trevor Cottle summed it up best with his tribute:

“No one has shaped Illinois migrant education like Brenda Pessin has. Period. Her depth and breadth of knowledge in all things migrant from ID & R, to educational programming to parent involvement, to Out-of-School Youth advocacy and everything in between made her an effective leader, advocate, and enforcer of migratory guidance. To be honest, I was initially scared of her when I first started in migrant education! Her drive is so much a part of her exterior, I thought she always had her button turned on and was serious all the time. Later, after getting to know Brenda on a more personal level as a director, I found her to be warm, funny, so thoughtful and always nudging the needle forward. However, many of our conversations were at 5 or 6 in the evening when Brenda was STILL at the office working on some aspect of a project. But that dedication is who she is.

Her passion to ensure migrant children and families are NOT marginalized members of society and her vision to see that migrant children have a chance to reach their full potential in life made her to be the “hands-on” leader, traveling to all the migrant projects every summer. She is one who encourages all stakeholders from state and local administrators, to teachers, to students and parents in moving forward with initiatives such as the ones mentioned previously. She is also one of the most fearless people I know! We need someone who is fearless who calls foul of something

that could endanger or mire the purpose of why you are all here today, to help some of the most vulnerable people in society. Thank you, Brenda on behalf of our local project and all who work with migrant children and families, for your knowledge, drive, passion, kindness, and fearlessness. We can't wait to see what you will do next!”



#### FRONT ROW:

Angela Branz-Spall, Marty Jacobson, Pat Meyertholen,  
Brenda Pessin, Beth Robinson

#### BACK ROW:

Cari Semivan, Susan Duron, Tracie Kalic, Sam Aguirre,  
Maria Dominguez, Lora Thomas, John Farrell

## Training Offered: Addressing Trauma in the Lives of Migrant Students

On April 8, 2019, MEP staff members from around the nation gathered in Omaha, NE, to spend a full day learning about how best to address the fallout from traumatic experiences that so often affect the students in our programs.

The day-long training was planned in response to questions raised as service providers began to use the Mental Health Life Skills Lessons that were created by GOSOSY last year. Feedback from those in the field consistently came back to acknowledgement that trauma is definitely present but immediately raises the question, “What do I do now?” [see page 8]

In an effort to educate and help formulate some protocol of response, GOSOSY invited presenter Susan Wurtenberger, a licensed social worker and counselor with a background in education and 25 years of experience. Ms. Wurtenberger currently serves as a counselor with Kansas City Hospice and Solace House focusing on trauma, grief, and loss in young people.

Attendees heard information about the specifics of teenage brains, understanding neuroplasticity and the importance of resiliency, cultural issues and stigma concerning mental health, and the absolute benefit of self-care.

The PowerPoint presentation with notes plus dozens of resources and materials were saved to a Padlet file that will be accessible to anyone via the GOSOSY website.



Blue Gatorade represented traumatic experiences and water, representing resilient attributes, was added to show how trauma can be diluted.



Group members discussed easy ways, using simple objects, to illustrate the concept of neuroplasticity to students.



Ms. Wurtenberger answered questions.



Groups brainstormed ideas to add to a “Comfort Kit” for migrant students’ use to calm down when feeling overwhelmed.

## Training Offered: Addressing Trauma in the Lives of Migrant Students

GOSOSY's Mental Health Work Group has created state-specific resource sheets to assist MEP service providers with accessing the best resources in their area.

Each sheet will be available via the GOSOSY website with live links to every resources listed.



### KANSAS MENTAL HEALTH RESOURCES



**Need to talk?**  
**Need a quick referral for someone who needs to talk?**

<b>National Suicide Prevention Lifeline:</b> <i>Available 24 hours everyday</i>	<b>Call 1-800-273-8255</b>
<b>Red Nacional de Prevención del Suicidio:</b> <i>Available 24 hours everyday</i>	<b>1-888-628-9454</b>
<b>NAMI Helpline:</b> <b>M – F 10:00 am – 6:00pm EST</b>	<b>Call 1-800-940-6264</b>
<b>Crisis Text Line:</b>	<b>Text 741741</b>
<b>Emergency:</b>	<b>Call: 9-1-1</b>

⇒ [Substance Abuse and Mental Health Services Administration](#)

Click on Behavioral Health Treatment Services Locator.

There are 383 treatment facilities in Kansas. Find treatment facilities confidentially and anonymously (enter an address, city, or zip code). Search by:

- Type of Care
- Service Settings
- Emergency Mental Health Services
- Facility Operation
- Payment / Insurance / Funding Accepted
- Payment Assistance Available
- Special Programs / Groups Offered
- Age Groups Accepted
- Language Services
- American Indian or Alaskan Native Languages
- Other Language

Eligible mental health treatment facilities include:

- Facilities that provide mental health treatment services and are funded by the state mental health agency (SMHA) or other state agency or department
- Mental health treatment facilities administered by the U.S. Department of Veterans Affairs
- Private for-profit and non-profit facilities that are licensed by a state agency to provide mental health treatment services, or that are accredited by a national treatment accreditation organization