Florida Migrant Education UNO Project

An Integrated Process for Meeting the Needs of OSY

Session Overview & UNO Project Objectives

In this session the presenters will discuss the work of the Florida OSY Task Force (TF). The TF is responsible for reviewing and recommending strategies to identify and serve OSY. Using two case studies, the presentation will highlight the UNO (Understanding the Needs of OSY) Project developed by the TF that focuses on:
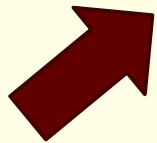
▸ Increasing completion rates and effective use of migrant OSY student profile information.

▸ Providing guidance on how to utilize profile information to tailor services to individual needs and inspire innovative service delivery strategies.

▸ Demonstrating how Florida created a state-specific process that identifies "best practices" in the use of needs assessment, planning and evaluation tools developed by the SOSOSY consortium.
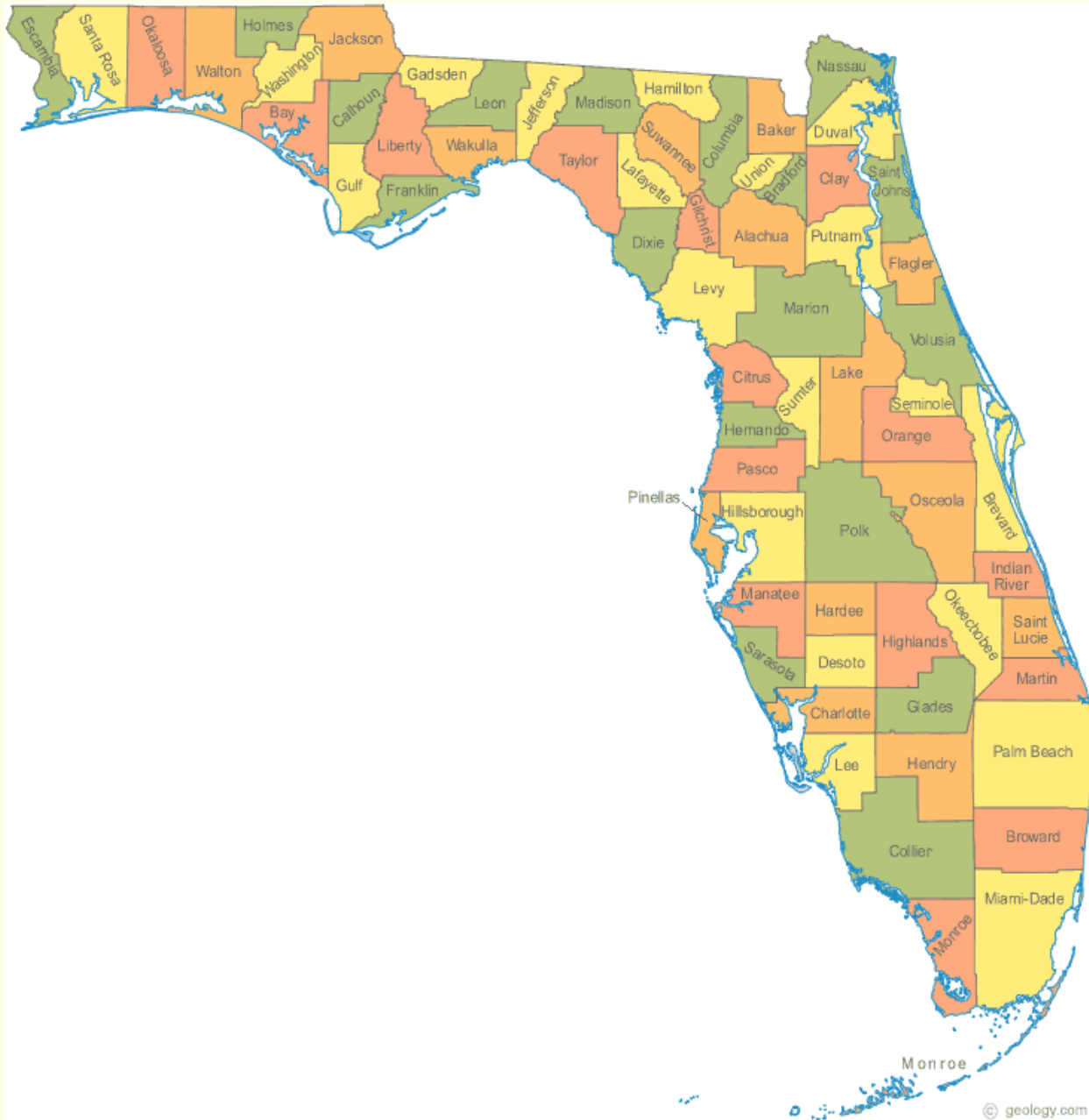
Participants will hear about lessons learned from the UNO Project and consider ways to begin using a similar process in their states.

Brief history of the Task Force

▸ Florida saw a need for focusing more on OSY due to increase in this population.

▸ Task Force was formed to adapt SOSOSY models and resources to Florida-specific needs.

  ▸ End game: Establish state-level guidance and develop user-friendly processes and materials.

Florida UNO Project: An Integrated Process for Meeting the Needs of OSY

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Analyzing the profile data – Key Indicators

▸ **English oral language proficiency**

▸ **Educational History**

▸ **Access to Transportation**

▸ **Reported Interests**

▶ Using the profile information, service providers can readily design an educational and/or supportive service plan for students based on:

- current level of English proficiency; (Using an appropriate assessment instrument for those who express an interest in receiving instruction.)
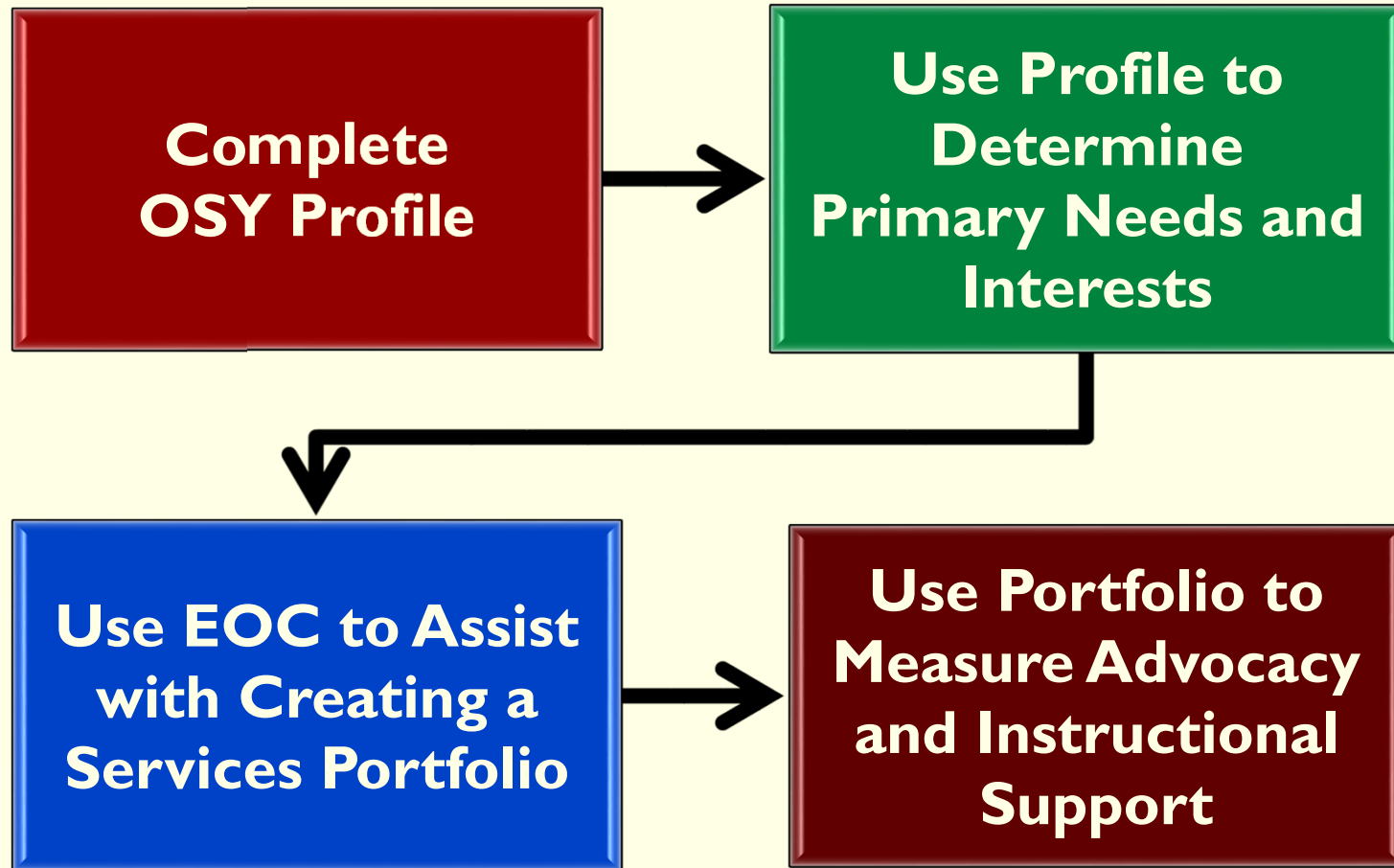
- previous educational history (either in the U.S. or their home country); and

- access to transportation and individual student needs and interests.

Improvement Cycle: Needs Assessment to Service Delivery to Evaluation

Complete OSY Profile → **Use Profile to Determine Primary Needs and Interests**

Use EOC to Assist with Creating a Services Portfolio → **Use Portfolio to Measure Advocacy and Instructional Support**

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Let's Practice Using the EOC & Services Portfolio

1) Complete an **OSY Profile Sheet** for **Pedro** and **Ana**;

2) Determine level of English proficiency; (Using an appropriate assessment instrument.)

3) Use the **Educational Outcomes Chart (EOC)** to select some specific strategies that will support their respective English language development and/or educational needs; and

4) Create a **Services Portfolio** for **Pedro** and **Ana** to log educational and supportive services.

START

Educational Outcomes Chart

Florida Migrant Education Program
Out-Of-School Youth: Educational Outcomes Chart

QUADRANT II Academic History – 8th grade or higher

Educational Options:
- Intermediate ESL Classes (plus reading and writing development)
- Life Skills Lessons
- Pre-GED Studies (Spanish)
- Job Training (partner with schools/agencies)

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

QUADRANT IV Academic History – 8th grade or higher

Educational Options:
- US High School Diploma (PASS program)
- Pre-GED and GED (English)
- Vocational Education Certificate/Job Training (partner with schools/agencies)
- Advanced Life Skills Lessons (plus reading and writing development)

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

Limited English Proficiency Lower assessment score

Higher English Proficiency Higher assessment score

2014/15 Florida Measurable Program Outcomes (MPOs) are:

- **Access Resources** (i.e., support to help OSY access resources (educational, health, advocacy, etc.) in communities where they live and work)
- **Survival English Skills** (i.e., basic English for use at work, home, and in the community)
- **Life Skills Training** (i.e., how to balance a checkbook, time management training)
- **Reengagement in School** (i.e., assisting OSY toward graduating high school/alternative program)

Educational Options:
- Beginning ESL Classes (focus on oral practice)
- Life Skills Lessons
- Mini-lessons tailored to student interest and English proficiency level

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

Educational Options:
- Beginning ESL Classes (with literacy development)
- Life Skills Lessons
- Mini-lessons tailored to student interest and English proficiency level

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

QUADRANT I Academic History – Less than 8th grade

QUADRANT III Academic History – Less than 8th grade

FL MEP

Revised 11/17/2014

Services Portfolio

Florida Migrant Education Program
2014/15 Out-of-School Youth Services Portfolio

District _____ Name _____ Date _____

Quadrant (Educational Outcomes Chart)

COE # _____ I ☐ II ☐ III ☐ IV ☐ OSY Profile Completed ☐

Instructional Service

SERVICE/FOCUS	Type of Service Provided – Measurable Program Outcome				Post Services Summary # of hours of instruction
	Access Resources	Survival English Skills	Life Skills Training	Reengagement in School	
☐ Adult Basic Ed					
☐ CAMP					
☐ Career Exploration					
☐ ESL Instruction					
☐ Health Education					
☐ HEP					
☐ HS Diploma					
☐ Job Training Referral					
☐ Life Skills					
☐ MP3/Mobile Technology					
☐ PASS					
☐ Pre-GED/GED Prep					
☐ Other					

Supportive Service/Referral

☐ Medical	☐ Vision	☐ Dental
☐ Legal	☐ Childcare	☐ Hearing Screening
☐ Counseling re-enroll in school	☐ Translation/Interpretation	
☐ Transportation	☐ Other	

Describe Services

Let's meet Pedro.

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Educational Options:
- Beginning ESL Classes (focus on oral practice)
- Life Skills Lessons
- Mini-lessons tailored to student interest and English proficiency level

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

QUADRANT I Academic History – Less than 8th grade

> **EOC Quadrant I Options –**
> ***Beginning English and Life Skills***

- ❑ Provide flexible weekly instruction including weekend/evening instruction. Perhaps use technology to remotely deliver ESL lessons.

- ❑ Educate Pedro in the use of audio files to practice his listening and speaking skills on his own.

- ❑ Develop simple English dialogues that relate to Pedro's goals of speaking for himself in specific situations.

> **EOC Quadrant I Options –**
   Beginning English and Life Skills

Florida Organizations:

- ❏ ITech

- ❏ Adult Education teachers and resources

- ❏ Florida MEPs that have developed mini-lessons

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> **EOC Quadrant I Options –**
>   *Beginning English and Life Skills*

Instructional Materials:

- ❑ English in Minutes
- ❑ "Hablo Inglés" homework booklets
- ❑ Rosetta Stone
- ❑ Locally developed mini-lessons

> **EOC Quadrant I Options –**
>   ***Beginning English and Life Skills***

Use of Technology:

- ❑ Mini-lessons on iPads/Tablets
- ❑ Tutoring using remote technology (e.g. Skype, FaceTime)
- ❑ MP3/mobile device audio lessons
- ❑ YouTube

> **Accessing Community Resources**

- ❏ Provide transportation to Lion's Club - sight programs for eye exams, eye glasses, etc.

- ❏ Connect Pedro with local Health Clinic.

- ❏ Enlist help to conduct health screenings at evening workshops/trainings/camps.

Let's create an OSY Services Portfolio for Pedro.

Case Study – Ana (age 17)

Let's meet Ana.

Florida Migrant Education Program
Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY PROFILE

COE Form #: 1415 789100

☐ Male ☑ Female Age: 17

Date: 3/2/15   District: Beach County
First Name: ANA
Last Name: MARTIN
Phone: 239-555-1111
Optional: How long is youth planning on being in the area? ☐ less than 3 months ☐ 4 or more months ☑ not sure
Where (country)? US   When (year)?   Or ☐ Did not attend school

Address/Camp: 123 Kent St. #5, Sunshine City, FL

Has access to transportation: ☐ Yes ☑ No
English oral language proficiency: ☑ Yes ☐ No
Home language: ☐ English ☑ Spanish ☐ Other:

Last grade attended? (Check grade below if applicable)
☐ 1st grade/primero de primaria
☐ 2nd grade/segundo de primaria
☐ 3rd grade/tercero de primaria
☐ 4th grade/cuarto de primaria
☐ 5th grade/quinto de primaria
☐ 6th grade/sexto de primaria
☐ 7th grade/primero de secundaria
☐ 8th grade/segundo de secundaria
☐ 9th grade/tercero de secundaria
☑ 10th grade/primer y segundo semestres de preparatoria (Bachillerato)
☐ 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato)
☐ 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)

Advocacy Needs: ☐ Legal ☐ Childcare ☐ Translation/Interpretation ☑ Other: Living situation; in migrant camp mostly with males.

Health needs: ☐ Medical ☐ Vision ☐ Dental ☐ Urgent ☐ Other:

Reason for leaving school: ☐ Lacking credits ☑ Needed to work ☐ Missed State test ☐ Other:

Youth lives: ☑ With a crew ☐ With his/her parents/family ☐ With spouse & kids ☐ With friends outside of work ☐ With spouse only ☐ With kids ☐ Alone

Availability: (Check)

	Sun	M	T	W	Th	F	Sat
Morning							☑
Afternoon			☑				
Evening							

Expressed interest in: ☐ Learning English ☑ GED ☐ Not sure ☐ Other: ☑ Job training ☐ Earning a diploma ☐ No interests

Youth is a candidate for: ☑ Adult Basic Education ☐ ESL ☐ Job training ☑ Pre GED/GED ☑ CAMP ☐ Health Education ☐ Life skills ☐ Other ☐ HEP ☐ MP3 player ☑ Career exploration ☑ HS diploma ☑ PASS

Where will youth move to next? Youth does not know.

At interview, youth received: ☐ Educational materials ☑ OSY welcome bag ☐ Other: ☐ Support services ☐ Referral(s) (list in comments)

Comments: Ana had a copy of her last report card; C average in English. Wants to work in a daycare center. Left home due to abusive situation.

Signature of interviewer: Margot DiSalvo

Revised 9/9/14

QUADRANT IV Academic History – 8th grade or higher

Educational Options:
- US High School Diploma (PASS program)
- Pre-GED and GED (English)
- Vocational Education Certificate/Job Training (partner with schools/agencies)
- Advanced Life Skills Lessons (plus reading and writing development)

Locations: Site-based, at home or camp.
Technology options: iPads, audio files, tablets, iPods, smart phone apps

> **EOC Quadrant IV Option –**
> ***US High School Diploma / GED***

- ❑ Recovery back to local school – possibly utilizing independent study and/or distance learning options.

- ❑ Provide MEP home tutor to help Ana work on completing high school courses she needs to obtain a GED. Use PASS units if appropriate.

- **EOC Quadrant IV Option –**
  US High School Diploma and GED

  - Enroll Ana in an available residential HEP program (e.g. University of South Florida).

  - Assess her skills to determine if she is ready for GED work and enroll her in a community-based GED or ABE class.

> **EOC Quadrant IV Options –**
> ***US High School Diploma and GED***

Use of Technology:

- ❏ Mini-lessons on iPads/Tablets

- ❏ Tutoring using remote technology (e.g. Skype, FaceTime)

- ❏ MP3/mobile device audio lessons

These are all possible options for supplementing Ana's education, although her living situation seems to call for finding ways to get her into a safer environment.

> **Accessing Community Resources**
>
> - ❑ Connect her with a local Planned Parenthood clinic.
>
> - ❑ Involve Ana in church-sponsored youth activities.
>
> - ❑ Schedule a visit to a local health clinic.

Let's create an OSY Services Portfolio for Ana.

Launching an UNO Project

> **Where?**

- Alachua Multi-County, Hillsborough, Palm Beach, Pasco, Putman, and Suwannee Counties

> **When?**

- May 1 – September 30, 2014

> **For whose benefit?**

- Target at least 10 OSY (per district) who express an interest in receiving help - at least 5 (per recruiter)

> **What level of service?**

- Record any service that involves at least one substantive interaction (instruction and/or referral) with an OSY

❑ *Has the UNO Project been easy to put into action?*

- All staff said the process was straightforward and makes "logical sense."

❑ *Do you find the UNO Project process has enhanced your ability to match OSY needs to services?*

- Process has taken the "guessing game" element out of matching needs to services.

❑ *Did you find the EOC helpful?*

- ▪ Especially useful for new MEP service provider staff.

- ▪ Good starting point and training tool.

❑ *Is the process helpful in determining the duration and/or effectiveness of services?*

- ▪ Allows for more accurate documentation of services.

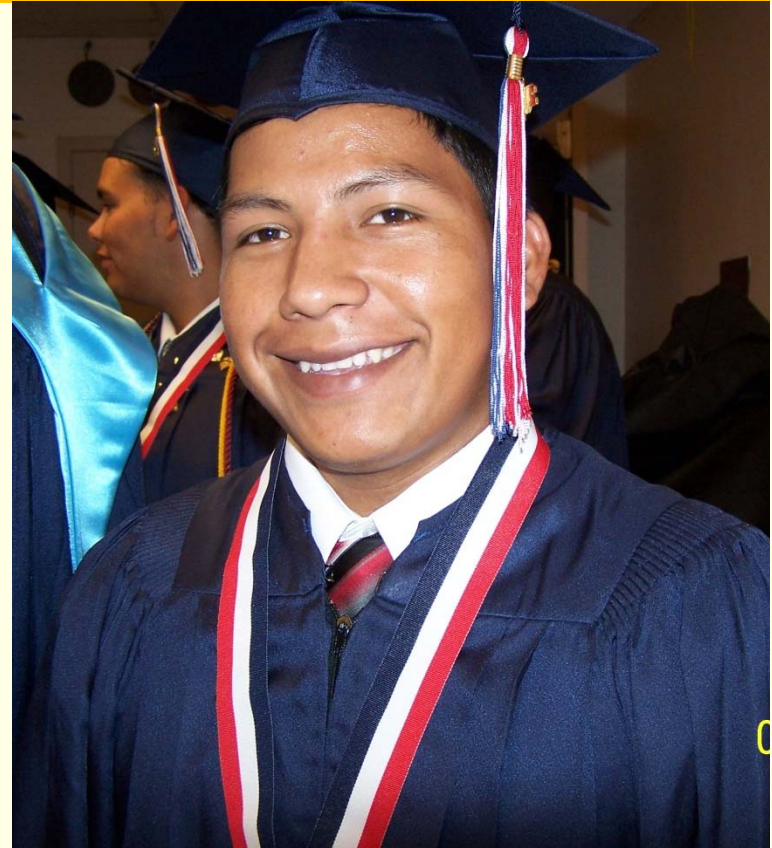- ▪ Promotes continuity of services and portability of records.

Questions

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Florida OSY Task Force & UNO Project Contact Information

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http://flrecruiter.org/