



Florida Migrant Education Program Out-of-School Youth Task Force

Understanding the Needs of
OSY (UNO) Project

November 2014





UNO Pilot Project Objectives

- Increase effective use of Out-of-School Youth (OSY) profile information;
- Provide guidance on utilizing profile information to tailor educational and supportive services to meet individual needs; and
- Educate MEP OSY staff on how to use Educational Outcomes Chart (EOC) to inform specific local and state service delivery options.



Analyzing the profile data – Key Indicators

- English oral language proficiency
- Educational History
- Access to Transportation
- Reported Interests





Key Indicators: aligning services to meet OSY needs

- Using the profile information, service providers can readily design an educational and/or supportive service plan for students based on:
 - their current level of English proficiency;
(Using an appropriate assessment instrument for those who express an interest in receiving instruction.)

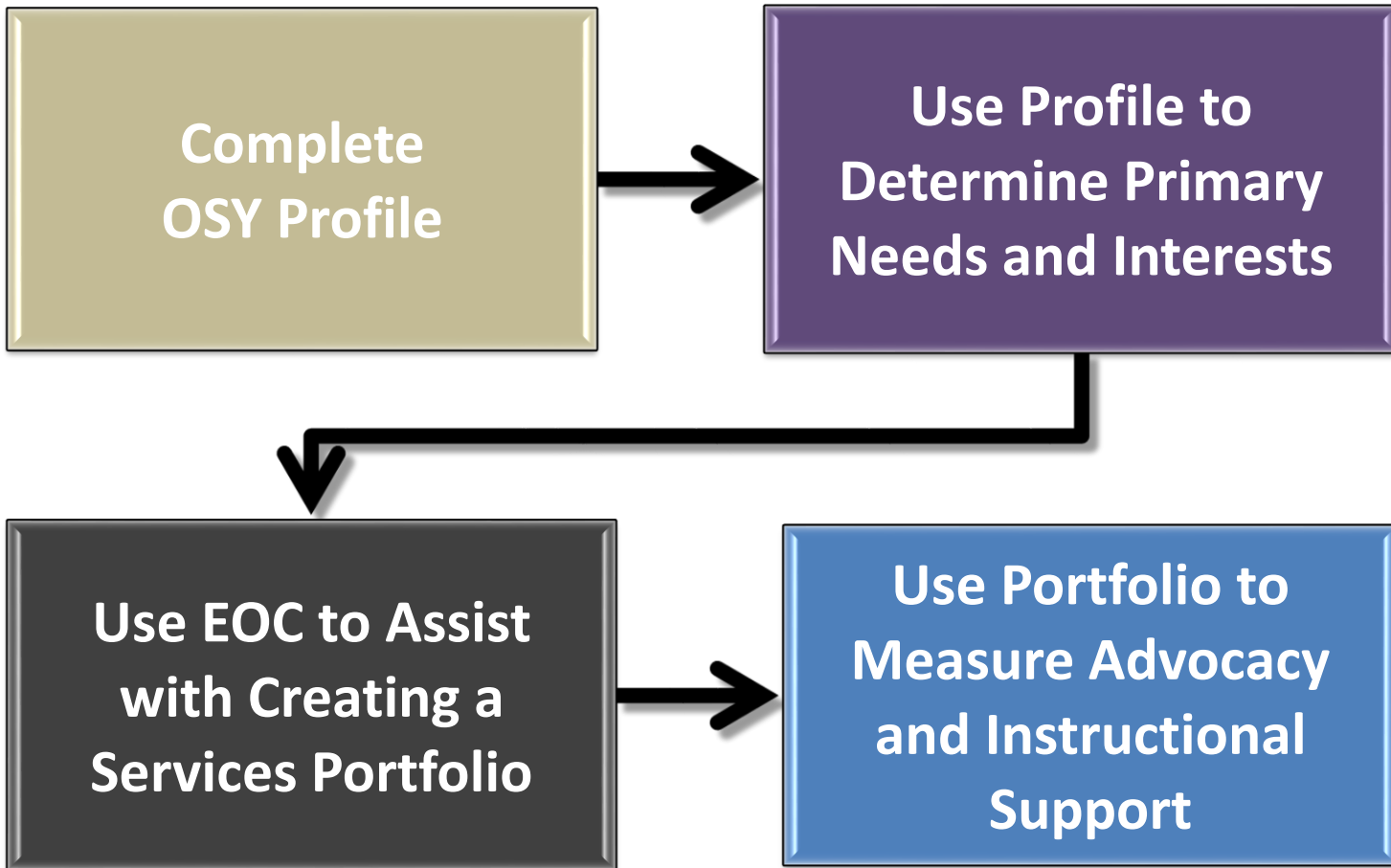


Key Indicators: aligning services to meet OSY needs

- their previous educational history (either in the U.S. or their home country); and
- a general understanding of the student's access to transportation and individual student needs and interests.



OSY Improvement Cycle: Needs Assessment to Service Delivery to Evaluation





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** 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.





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 appsLimited English Proficiency
Lower assessment scoreHigher English Proficiency
Higher assessment score**Florida Measurable Program Outcomes (MPOs) are:**

- Percentage of migrant OSY receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years (CNA,) (e.g. Job Training, Health Services, Advocacy Services – Legal, Transportation, Childcare)
- Percentage of migrant OSY (expressing an interest and then) receiving survival English will increase over the next three to five years (CNA,) (e.g. English language development, English for specific purposes)

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



Services Portfolio

Florida Migrant Education Program Out-of-School Youth Services Portfolio

District _____ Name _____ Date _____

COE # _____ Quadrant (Educational Outcomes Chart) 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
	Survival English/Life Skills	Building Educational Capacity	
<input type="checkbox"/> Adult Basic Ed			
<input type="checkbox"/> CAMP			
<input type="checkbox"/> Career Exploration			
<input type="checkbox"/> ESL Instruction			
<input type="checkbox"/> Health Education			
<input type="checkbox"/> HEP			
<input type="checkbox"/> HS Diploma			
<input type="checkbox"/> Job Training Referral			
<input type="checkbox"/> Life Skills			
<input type="checkbox"/> MP3/Mobile Technology			
<input type="checkbox"/> PASS			
<input type="checkbox"/> Pre-GED/GED Prep			
<input type="checkbox"/> Other			

Supportive Service/Referral

<input type="checkbox"/> Medical	<input type="checkbox"/> Vision	<input type="checkbox"/> Dental
<input type="checkbox"/> Legal	<input type="checkbox"/> Childcare	<input type="checkbox"/> Hearing Screening
<input type="checkbox"/> Counseling re-enroll in school		<input type="checkbox"/> Translation/Interpretation
<input type="checkbox"/> Transportation		<input type="checkbox"/> Other
Describe Services		



Case Study – Pedro (Age 19)

- **Previous Educational History and English Language Proficiency:**
 - ❑ Last grade completed – 2nd (Guatemala)
 - ❑ Limited literacy in Spanish
 - ❑ Non-fluent in oral English



Case Study – Pedro

- **Individual Student Interests and Needs:**
 - ❑ Wants to learn some survival English skills that he can use in his everyday life (e.g. at the store and the clinic)
 - ❑ Has vision problems
- **Availability and Access to Transportation:**
 - ❑ Pedro lives on an organic farm
 - ❑ Works long hours most days
 - ❑ Only day off is Sunday



Case Study – Pedro

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



Case Study – Pedro

- **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.



Case Study – Pedro

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

Florida Organizations:

- ❑ ITech
- ❑ Adult Education teachers and resources
- ❑ Florida MEPs that have developed mini-lessons



Case Study – Pedro

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

Instructional Materials:

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



Case Study – Pedro

- **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



Case Study – Pedro

➤ **Accessing Community Resources**

- ❑ Provide transportation to Lion's Club - sight programs for eye exams, eye glasses, etc.
www.lionsclub.org.
- ❑ Connect Pedro with local Health Clinic.
- ❑ Enlist help to conduct health screenings at evening workshops/trainings/camps.



Case Study – Pedro

Let's spend some time creating an OSY Services Portfolio for Pedro

Florida Migrant Education Program Out-of-School Youth Services Portfolio

District Florida County Name Pedro Lopez Date 4/4/14
 COE # 1314 123456 Quadrant (Educational Outcomes Chart) 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
	Survival English/Life Skills	Building Educational Capacity	
<input type="checkbox"/> Adult Basic Ed			
<input type="checkbox"/> CAMP			



Case Study – Ana (Age 17)

- **Previous Educational History and English Language Proficiency:**
 - ❑ 10th grade in U.S. schools (earned mostly C's)
 - ❑ Good command of oral English
 - ❑ Reads and writes English “quite well”



Case Study – Ana

➤ **Individual Student Interests:**

- ❑ Wants to obtain an education that will enable her to work in a daycare center that provides young children with a safe place when their parents are at work.

➤ **Availability and Access to Transportation:**

- ❑ Ana lives in a migrant camp sorting strawberries and preparing meals for single men. This living arrangement puts her at risk potentially.
 - ❑ She ran away from home because of an abusive stepfather.
 - ❑ She does not have reliable access to transportation.



Case Study – Ana

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



Case Study – Ana

- **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 diploma. Use PASS units if appropriate.



Case Study – Ana

- **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.



Case Study – Ana

➤ **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.



Case Study – Ana

➤ **Accessing Community Resources**

- ❑ Connect her with a local Planned Parenthood clinic: www.plannedparenthood.org.
- ❑ Involve Ana in church-sponsored youth activities.
- ❑ Schedule a visit to a local health clinic.



Case Study – Ana

Let's spend some time creating an OSY Services Portfolio for Ana

Florida Migrant Education Program Out-of-School Youth Services Portfolio

District Winchester County Name Ana Martin Date 4/4/14

Quadrant (Educational Outcomes Chart)

COE # 1314 789100

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
	Survival English/Life Skills	Building Educational Capacity	
<input type="checkbox"/> Adult Basic Ed			



Launching a Pilot for the 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



UNO Project Outcomes

- ❑ *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.



UNO Project Outcomes

- ***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



www.osymigrant.org



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