



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

**2014 ID&R Training Event:  
Unique Needs of OSY (UNO) Project**

**April 29-30, 2014**



# UNO Pilot Project Objectives

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- ▶ 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
- ▶ 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

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



# Key Indicators: aligning services to meet OSY needs

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- ▶ 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.)



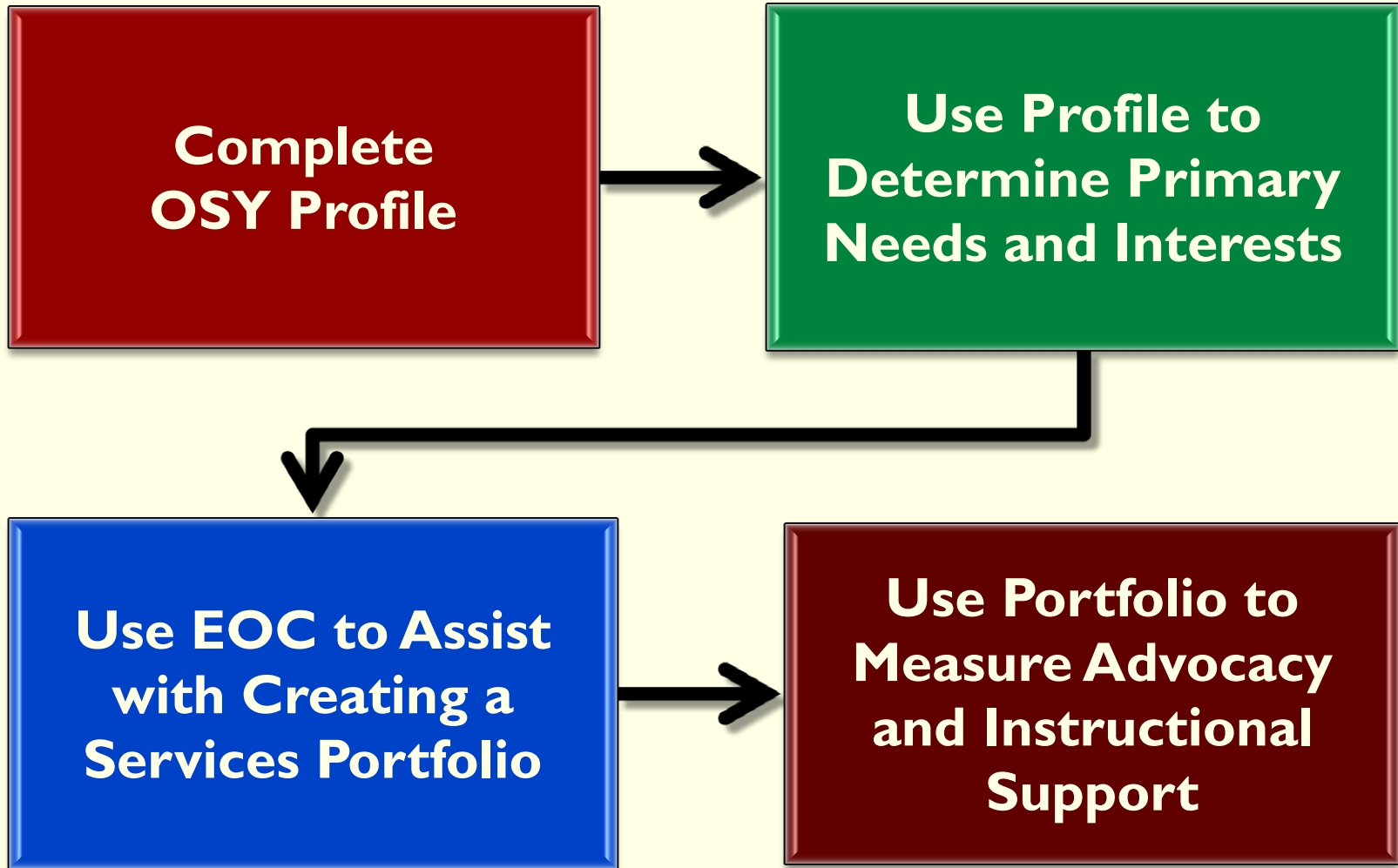
# Key Indicators: aligning services to meet OSY needs

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- 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 – 8<sup>th</sup> 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 – 8<sup>th</sup> 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

**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<sub>1</sub>) (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<sub>2</sub>) (e.g. English language development, English for specific purposes)

Higher English Proficiency  
Higher assessment score

**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 8<sup>th</sup> grade

### **QUADRANT III** Academic History – Less than 8<sup>th</sup> 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)

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



## Case Study – Pedro

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- **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 8<sup>th</sup> grade**



## Case Study – Pedro

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- **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

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### ➤ **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

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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



## Case Study – Pedro

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### ➤ **EOC Quadrant I Options – *Beginning English and Life Skills***

#### **Use of Technology:**

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





## Case Study – Pedro

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- **Accessing Community Resources**
- ❑ Provide transportation to Lion's Club - sight programs for eye exams, eye glasses, etc.  
[www.lionsclub.org](http://www.lionsclub.org).
- ❑ Connect Pedro with local Health Clinic.
- ❑ Enlist help to conduct health screenings at evening workshops/trainings/camps.



# ▶ 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)

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



## Case Study – Ana

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- **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.
  - ❑ 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 – 8<sup>th</sup> 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

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- **EOC Quadrant IV Option –  
*US High School Diploma***
- ❑ 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

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### ➤ **EOC Quadrant IV Option – *GED***

- ❑ Enroll Ana in an available residential HEP program.
- ❑ 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

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### ➤ **EOC Quadrant IV – *US High School Diploma***

#### **Florida Organizations:**

- ❑ Local high school credit recovery programs (e.g. Beacon High School).
- ❑ Enroll in PASS courses (if credits are honored by local school district).





## Case Study – Ana

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### ➤ EOC Quadrant IV Option – *GED*

#### Florida Organizations:

- ❑ HEP programs (e.g. Clewiston Adult School, Hillsborough County Adult Education).
- ❑ Local state-endorsed GED program options and facilitate enrollment and strategic support (e.g. Immokalee Technical Center, Lorenzo Walker Technical Center)



## Case Study – Ana

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

#### Use of Technology:

- ❑ Mini-lessons on iPads
- ❑ Tutoring using remote technology (e.g. Skype)
- ❑ 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

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- **Accessing Community Resources**
- ❑ Connect her with a local Planned Parenthood clinic:  
[www.plannedparenthood.org](http://www.plannedparenthood.org).
- ❑ Involve Ana in church-sponsored youth activities.
- ❑ Schedule a visit to a local health clinic.



# ▶ Let's spend some time creating an Individual Services Portfolio for Ana

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

District Winchester County Name Ana Martin Date 4/4/14  
 COE # 1314 789100 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"/> GATE			



# Launching UNO Project

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## ❑ **Where?**

- ❑ Small, Medium and Large Districts

## ❑ **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.



# Planning for Pilot Project

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## □ How?

- Notify Margot or Kim if your district wants to participate in the pilot.
- We will provide needed technical assistance and check in with you on a regular basis.
- All results and feedback from pilot sites will be included in a summary report to the MEP State Director on September 30, 2014.



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# Questions





# UNO Project Contact Information

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