

## 2013-14 FMEP Evaluation Template: OSY

Based on feedback from the OSY Taskforce, below is some clarification on how to report activities under the OSY section of the 2013-14 FMEP Evaluation Template. Please keep these notes in mind as you complete the Annual Evaluation due in October.

	For 2013-14 Reporting, align it by the following:	
	<u>Focus/Purpose</u>	<u>Activity Name/Description</u>
If district MEP is doing this....	Then report as....	And explain....
Information/Resource Dissemination	Student Engagement*	(Example that explains) Information/resource dissemination - Activity at local church to access clothes from clothes drive
Pre-GED/GED/HEP/Alternative Education	Post-Secondary Transition/Alternative Education	Pre GED/GED/HEP/Alternative Education - .... [district would provide explanation]
Career exploration	Student Engagement*	(Example that explains) Career Exploration - provided career aptitude assessment.
Technical Ability/Use of technology	Technical Ability	Use of technology - .... [district would provide explanation]
English lessons	Student Achievement	English lessons - .... [district would provide explanation]
Credit Accrual/PASS/Graduation	Credit Accrual/Graduation	Credit Accrual/Graduation - .... [district would provide explanation]
Life Skills	Student Engagement*	(Example that explains) Life Skills - provided time management training.

\* These items are aligned with student engagement, though not ideal, because it is the best fit if we consider it as engaging the OSY in the community and/or in their personal life/career goals.

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
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Unduplicated OSY Count Served	
% of OSY served through Building Capacity	
% of OSY served through Survival Skills	

**Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:** 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>2</sub>) (Building Capacity)  
 Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years (CNA<sub>2</sub>)  
**Desired Change: Increase in percentage**

**Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Out-of-School Youth participating per year).**

**Green cells indicate actual counts of Out-of-School Youth participation.**

Provide detail about the activities the district MEP implemented or facilitated intended to influence achievement in migrant **OUT-OF-SCHOOL YOUTH**.

Activity Name or Description <small>Include scientific/research - based model, if applicable</small>	Activity is scientific or research- based  Yes or No	Focus, Purpose, or Expected Outcomes (select most appropriate)	Funding Source  M=Migrant Only P=Partner(s) Only C=Migrant Contributed O= Other *	Type of Service Provided  (select from dropdown menu only)	Location (library, community center, church, etc.)	Frequency  # times per week, once, daily, etc	Total Duration  Anticipated # hours offered	Anticipated Total OSY Participating per Year  Unduplicated	Actual Total OSY Participating per Year  Unduplicated	Average Total # of Hours Per OSY

For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis\* to (or focus on)** by entering an X in front of the strategy.

<input type="checkbox"/>	Assess individualized needs using the SOSY profile instrument when ID&R occurs (if possible) and/or when advocate/tutor follow-up visits take place
<input type="checkbox"/>	Utilize resources on the SOSY Consortium website
<input type="checkbox"/>	Create series of independent lessons that focus on basic life skills (incorporating basic English vocabulary) that can be delivered in a limited timeframe (e.g., how to read a pay stub, how to use a calendar, how to leave a voice mail message, etc.)
<input type="checkbox"/>	Employ bilingual tutors to teach life skill lessons
<input type="checkbox"/>	Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services
<input type="checkbox"/>	Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends)
<input type="checkbox"/>	Create welcome packages that might include educational, health, and community resources
<input type="checkbox"/>	Create volunteer networks with migrant parents to assist recruiters in helping OSY to establish educational goals
<input type="checkbox"/>	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for OSY
<input type="checkbox"/>	Provide training to MEP staff on resources and strategies for OSY
<input type="checkbox"/>	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
<input type="checkbox"/>	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
<input type="checkbox"/>	Provide information and materials to instructional staff on scientifically-based strategies
<input type="checkbox"/>	Utilize technology applications to provide services to OSY (e.g., mp3 players)
<input type="checkbox"/>	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
<input type="checkbox"/>	Provide sustained and intensive professional development
<input type="checkbox"/>	Other (please expand on this strategy below):