

**"Now that I have recruited an OSY,
what am I supposed to do?"**

**Ideas and tips to
get you started...**



What is your end goal?



- **We need to be thinking from the very beginning...**
- **What would I like my results from working with this student to be?**
- **Am I willing to find a way to reach this student?**
- **What resources do I have available?**

We should think of our OSY like we do our other students K-12

- **With K-12 we have specific goals to help them improve academically.**
- **We look at where their deficits are and then we try to find a way to overcome that.**
- **With OSY we often just look for a quick band-aid.**
- **Our services should be much more than that.**



Before you go

- Be prepared knowing that OSY are different from K-12 students
- Often they are working
- Have limited time
- Often distrust the system or think school is not for them.
- Are not used to someone advocating or looking out for them.



Make the first visit to get to know them really count!



- You will need some tools to find out what their needs are and to break the ice.
- [GOSOSY OSY Profile](#) to begin to assess needs.
- [Bilingual Clip Sheets](#) provide helpful information on various subjects they might be interested in.

Conversations- clearly show what you can offer

- Be flexible
- Don't expect to work between the hours of 8-4 or 8-5 with OSY.
- You will need to be available when they are available.
- This means nights and weekends and sometimes during the day.



Academics

- Often we struggle with where to start
- Find out what is the last grade they attended.
- Are they interested in continuing on in school.
- This is a good conversation to have in the beginning.
- Is English something they are interested in?



**English is often my favorite
tool to move them forward**



**DON'T MAKE
PROMISES YOU
DON'T INTEND
TO KEEP.**

Scheduling

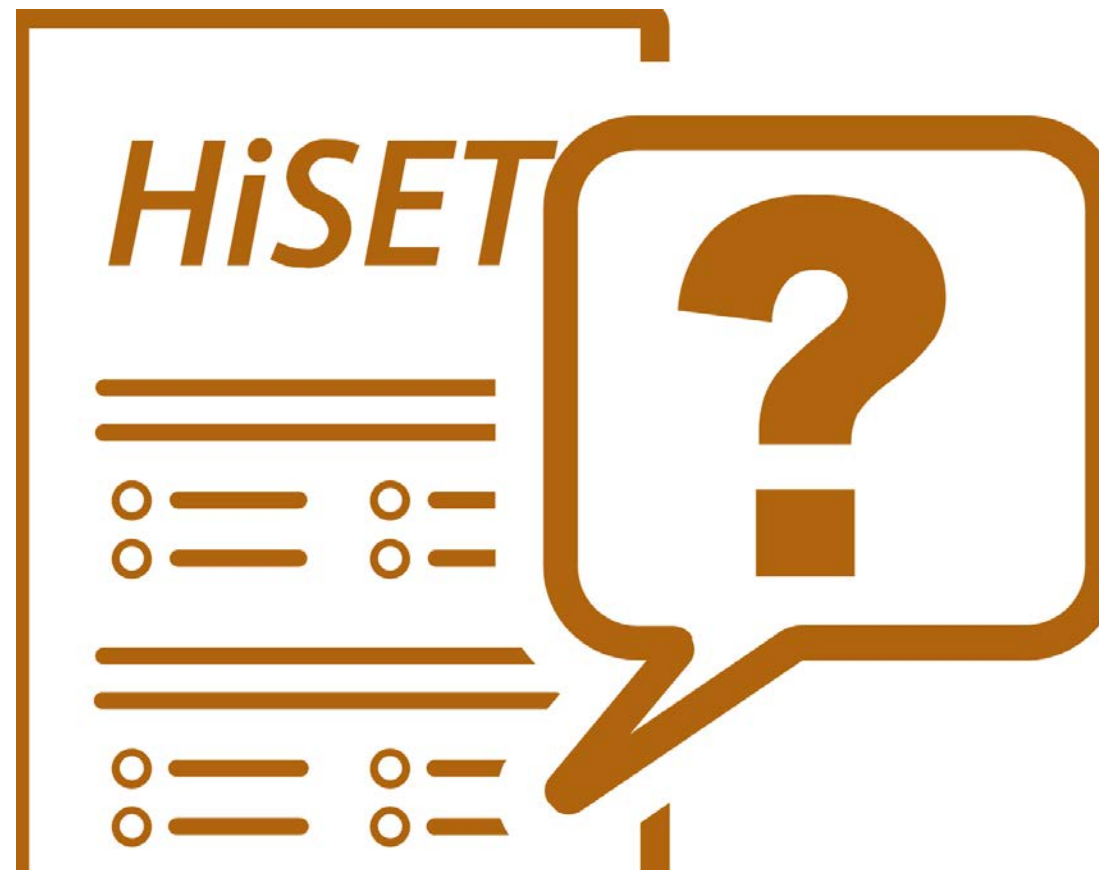
- Let them know of your expectations.
- Find out their availability.
- Find out their goals.

- All visits are important but make sure to try and establish rapport. Make sure they are comfortable with you. Build TRUST!



Options for Services

- **GED/ HiSET**
- **Mentioning first since we often never get to this conversation with them.**
- **The purpose of MEP is to help students graduation so don't forget this with OSY.**



HEP and local Adult Ed Programs

- Be in contact with your local programs.
- Be aware of what they offer and how you can work together.
- For example many require a specific reading level for students in order to prepare for the test.
- You will need to tools to know how to determine this about your students.



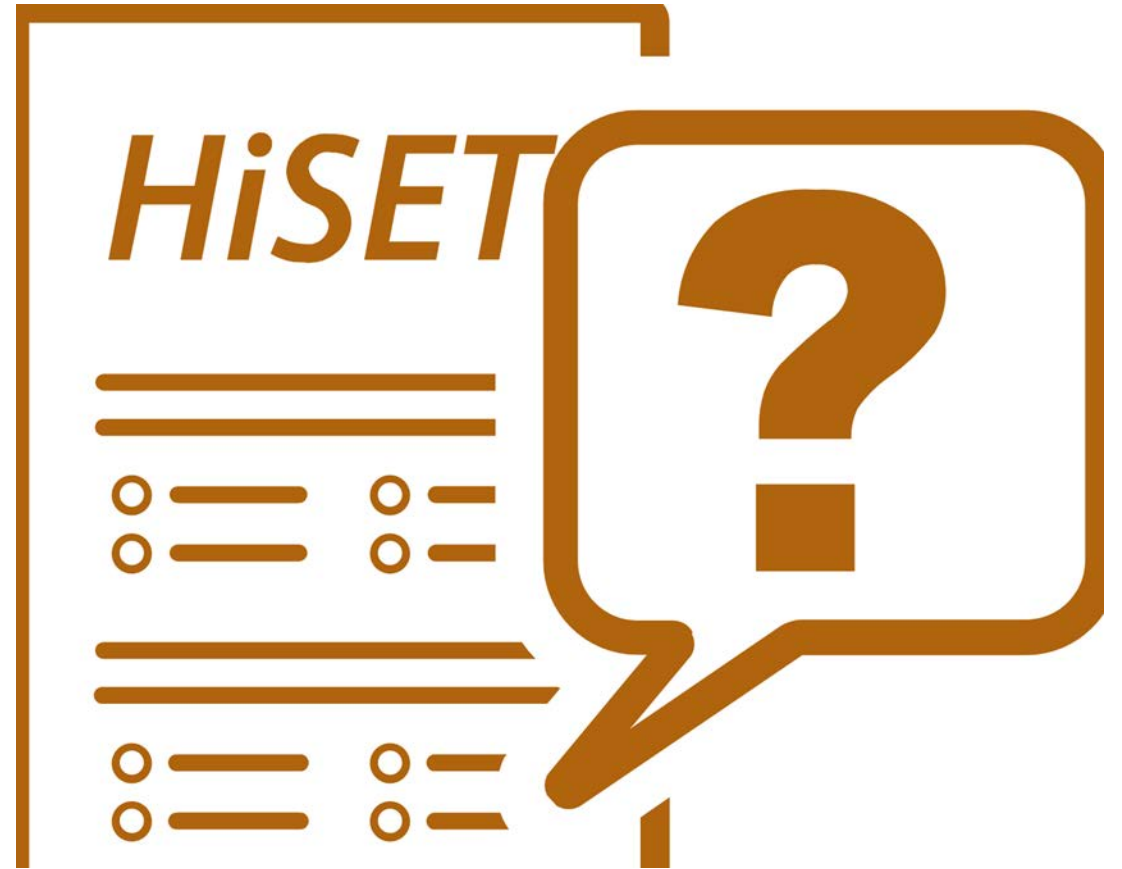
HEP and local Adult Ed Programs

- **See what aides and advice these programs have for you.**
- **Don't go it alone but be very aware of requirements for your students.**
- **Sometimes your efforts can be in preparing them for these classes and sometimes your efforts need to be helping them enroll in these classes.**



If that resource is not available

- There are lots of on-line resources to study for Hi-Set for GED.
- HiSET Spanish Resources-
<https://hiset.ets.org/es/prepare/overview>
- HiSET English resources
- <https://hiset.ets.org/prepare/overview>



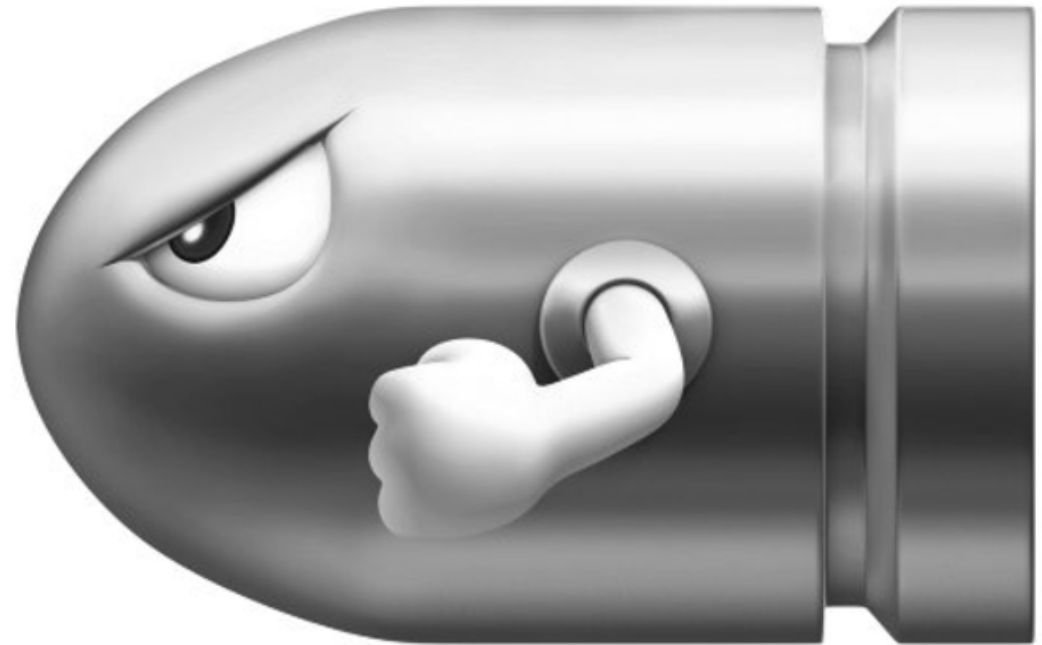
Life & Study Skills

- GOSOSY has a ton of resources for serving OSY
- They have academic resources as well as life skills, mental health, and ELL resources.
- <http://www.osymigrant.org/GOSOSYinstructional.html>
- These can all be a part of your plan for services for OSY.



No silver bullet

- **There is no one service that will work with all OSY- same as for K-12 students.**
- **Services need to be tailored to your students.**
- **You will often have multi-leveled learners.**
- **This will take planning and preparation on your part.**



English as a Second Language Class

- Myriad of ways to teach English
- Through Content
- <http://www.sparkedininnovations.net/LPLessonPlan.html>
- Through Music
- [Beatles Help-
https://www.azlyrics.com/lyrics/beatles/help.html](https://www.azlyrics.com/lyrics/beatles/help.html)
- Sample lesson plan



ELL Classes

- Through hands on-learning life skills projects
- Making calls
- Changing the oil
- Talking to the police
- Fire Safety
- Taking a message
- Making an appointment
- [Helpful books](#)
- [Free Books](#)



ELL Classes

- Through literature
- Recording children's books
- Through Skype and on-line classes that they can listen in on.
- Through ELL materials loaded on MP3 players or SD cards for Android Phones



ELL – Continued Education Classes

- Through Computer skills classes
- http://www.cursosinea.conevyt.org.mx/minicursos/curso_pcmacsun/index.htm
- [All sorts of different computer programs](#) from Aula Clic
- Through [Kahn Academy](#)



Tons of Resources- Make it relevant

- GOSOSY listings
- <http://www.osymigrant.org/GOSOSYinstelw.html>
- Use everyday things-
- [Craiglist](#)
- [Local sales](#)
- [Kelly Blue Book](#) in [Spanish](#)
- [Zillow](#)- [Trulia](#)- house values



Good sites or Apps

- [Duolingo](#)
- Google Translate
- [YouTube](#)- lots of videos that help students.
- Help students learn to go their own research.

A blue rectangular advertisement for Duolingo. The background is a dark blue with small white stars. The text "Learn a language for free. Forever." is written in white, sans-serif font. Below the text is a rounded green button with the text "Get started" in white.

Learn a language for free. Forever.

Get started

Health Related Resources

- [Womens Health related resources in Spanish](#)
- [FDA Resources in Spanish](#)
- [Sexually transmitted diseases](#)
- [GOSOSY mental health lessons](#)
- [Pesticide Resources](#)
- [Drug and Alcohol Resources](#)



Academics

- Understanding how to take them to the next level

- Common Core Spreadsheet

- <http://www.sparkedininnovations.net/Differentiating%20Instruction.html>

Blue: English Language Arts (ELA)

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
1	Alphabet	Blend	Adjective	Abbreviation	Alliteration	Alliter
2	Author	Capitalization	Adverb	Adverb	Analogy	Comparative
3	Illustrator	Character	Pronoun	Antonyms	Audience (as listener)	Conjunctions
4	Beginning	Setting	Irony/sar	Apostrophe	Author's purpose	Figurative language
5	Ending	Consonant	Encyclopedia	Clause	Capital	Hyperbole
6	Consonant	Vowel/sound	Fiction	Effect	Compare	Idiom
7	Vowel	Fantasy	Nonfiction	Contraction	Contract	Implied
8	Drawing	Illustrate	Folklore	Declarative	Double-negative	Clause
9	Fairy tale	Sequence	Fable	Explanatory	Drawing conclusions	Interjections
10	Letter	Reader	Discussion	Fair	False	Introductory phrase
11	Letter sound/relationship	Punctuation (e.g., comma)	Main idea	Interrogative	Genre	Main idea
12	Picture book	(question, etc.)	Message	Multiple-meaning words	Synonyms	Metaphor
13	Peace	Question	Dialogue	Opinion	Issue	Narrative
14	Story	Statement	How/like	Organization	Making inferences	Onomatopoeia
15	Song	Reality	Soft	Plural	(inferring)	Oral presentation
16	Print	Syllable	Edit	Possessive	Metaphor	Personification
17	Retell	Vocabulary	Publish	Punctuation (comma)	Outline	Point of view
18	Rhyme	Media (e.g., book, video)	Author's purpose	Thesaurus	Possessive nouns	Preposition
19	Sentence	Min. (illustration)	Table of contents	Interact	Interact	Prompt
20	Speech	Summary	Glossary	Atlas	Precedent	Punctuation mark
21	Title	Information	Singular	Encyclopedia	Questions/quotation	semi-colon
22	Uppercase (capital)	Noun	Plural	Run-on sentence	marks	Reference source
23	Lowercase	Verb	Plur	Sequential	Sentence fragment	(interview, alma mater)
24	Word	Compound word	Punctuation (e.g., comma, semi colon, etc.)	Stanza	Stanza	Stanza
25	Word					

OSY deserve the same attention as K-12 students



Contact information

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