

THE PATH TO YOUR HSED: MIDDLE SCHOOL (6-8)

Provider Version

At a Glance



• WHAT IT IS

Studying middle school academics by identifying and working to address skill gaps to complete an 8th grade academic level | Developing and/or strengthening the skills needed to enter a high school diploma equivalent program



• IDEAL FIT

Comfortable with 5th grade academics | Has basic computer skills | Understands the time needed to study | Able to ask for help and communicate with instructional staff



• ELIGIBILITY

Active migratory student in MEP who has completed up to the equivalent of 5th grade in the US/Mexican school systems



• YOU END UP WITH

The ability to enroll in high school equivalency programs and some career training programs | Increased confidence in ability and skills to move forward in preparation



• MOBILITY/TIME

Need a minimum of 2-5 hours a week available to study | Must dedicate time consistently | Should have the ability to attend tutoring/class (in person or virtually) | This can be a 1-3 year undertaking



• THE REALITIES

A lot of time spent on academics and study skills | Amount of time depends on student's abilities and how long since they were last in school | Academics should be paired with English classes (if needed) | Recommended to enroll in an ABE program or paired with instructors who have an ABE background to address gaps and work with young adults

Student Profile



Chanda is a 16-year-old who came to Pennsylvania from a refugee camp in Nepal, where she completed seven out of the 10 years of school. She would like to enroll in high school, but lives with her single mom and four siblings that she needs to support. She works the late-night shift at a meat processing plant so it is difficult to enroll in school or attend pre-GED classes. When Chanda is not working, she sleeps a few hours before taking care of her younger siblings while her mom goes to work at a hotel. Her English is intermediate, and she would like some lessons to become more proficient. The PAMEP was able to connect Chanda with a provider who did a locator test to see her academic strengths and weaknesses and is working to develop a study plan that will help Chanda prepare to do self-study for the GED.

Skills Guide

Recognize when you do not understand something but know what to ask for help with and who to ask

Persevere even when something is hard and you might not succeed at first

Willing and able to work on identified skill gaps and focus on both strengths and areas that need more work

Reading/Language Arts - Strong vocabulary and critical questions, using context clues to summarize and analyze what was read, identify main ideas and supporting details, and be able to cite text evidence; read a variety of genres and discuss what is read; analyze maps, illustrations, and graphic information

Math - Number concepts, algebra, and geometry; the relationships between fractions, decimals, percentages, ratios, and proportions; measurement, data analysis, word problem solving, and basics of financial literacy

Science/Social Studies - Texts and interpretation; compare and evaluate data; charts and graphs, including timelines

Writing - Persuasive essay with multiple paragraphs that cites evidence from a provided text; construct sentences correctly with proper spelling and grammar; follow the writing process to edit and revise as needed to ensure a logical and clear message

How to Assess a Good Fit

Academic Level

Students with a 6th-8th grade academic experience will need to focus on both foundational academics and study skills that are needed to prepare for the HSED prep. Taking a placement/locator assessment will help identify specific skill strengths and gaps. The Test of Basic Adult Education and other placement tests are designed for adult learners to help determine accurate abilities. It is helpful to start at a level that is slightly below the student's current one to help the student gain confidence and solidify skill sets.

Ganas/Why

Many students with a middle school education will express an interest in getting their high school degree and have some understanding that this will help them advance and have a more stable life in the United States. What they might not know is what a commitment of time and effort it will take them to achieve this. Using the iSOSY Goal Setting materials can help a student take that bigger picture/abstract goal and break it down into concrete, small steps. Some ways that you can determine a student's motivation could be noting if they are responsible for checking in with you, if they meet deadlines, and if they do research. It will be important for you to provide encouragement and support for this to be a positive experience.

Current Living/Working Situation

If a student is highly mobile, they can still work hard to gain the pre-requisite skills or fill personal skill gaps, but it will be key that any placement assessments and academic program work are documented by the provider to be able to share with their next program. Students should make a commitment of attending one class each week as well as a minimum of 2-3 hours of homework/study time in order to make progress.

Reasons to Do It



Achieve a major accomplishment that will open doors and opportunities



Realize the key to economic self-sufficiency starts with a high school diploma



Increase technological literacy, academic, and study skills



Be prepared for advancement in the workplace and further vocational training opportunities

Goal Statement Examples

Short-Term Goals (within a month)

- Develops a realistic study plan that identifies resources, deadlines, and supports
- Completes a locator/placement exam to identify skill needs
- Obtains a library card and reads a book (audio books count!)
- Registers for an English class

Mid-Term Goals (3-6 months)

- Accomplishes 30-50% of outlined goals
- Attends English class regularly
- Reads 20-30 minutes a day
- Moves up a level in English and/or academic study

Long-Term Goals (1+ year)

- Obtains 8th grade education and is ready to move to HSED exam preparation
- Speaks English with fluency
- Is able to support family through financial stability

Student Profile



Kody is 18 and works with his extended family who have been shrimping their entire lives in Louisiana. He and his family move between Houma and Grand Isle often every fishing season, resulting in Kody and his siblings being away from Houma around 45-50 days per year. This interruption was so difficult that Kody decided by the end of 6th grade to be homeschooled in order to spend more time shrimping. Homeschooling did not work well for him and he did not complete the 7th grade requirements and stopped school. Kody loves shrimping and wants to expand the business. He knows he needs more schooling to do so. The LAMEP worked with Kody to develop a study plan that has materials available both online and off, allowing him to strengthen his academic skills whenever he can study, whether he has internet or not. Kody's MEP provider checks in with him weekly to support and monitor his progress. Kody's long-term goal is to be able to take a local entrepreneurship course and develop a marketing plan for his family's shrimping business.

Project Ideas and Established Programs/Partners

MEP Book Club (focus on reading comprehension)

Reading comprehension (being able to read, process what you read, understand it, and talk about what you are reading) is one of the key skills to be able to successfully complete the HSED exams. One way to work on this is to add a MEP Book Club to programming. This can be integrated as part of an English class or on its own. The books can be in the student's native language as these skills are not English-specific. The most important thing is that students are reading, talking about what they read, and then connecting what they read with other areas in their lives or what they have read in the past.

MEP Read-a-Thon

To encourage students to read on a regular basis you can plan a read-a-thon. A read-a-thon sets up a goal that everyone is trying to meet together. It can be either the number of books a student reads or, even better, the number of minutes a student reads. Setting a weekly/monthly minute-reading goal will help establish each student's routine of reading on a regular basis.

Connect with Your Local Adult Education Center

Working with your ABE center can be a valuable partnership - whether it be to refer students to already existing programs, gain access to the expertise and academic resources they have, or working together to create an academic program that meets the needs of your migratory population. Many ABE centers also facilitate the TABE placement exams and can assist with determining placement and academic gaps.

Student Profile



Mary is a German Mennonite OSY in Kansas. She and her sister completed 8th grade but now stay home to prepare for marriage by learning to cook, clean, and take care of younger siblings. Mary and her sister are preparing for their presentation to the community, and Mary has expressed a goal to become a great baker. The KSMEP service provider focused on that interest in baking and provided lessons with math measurements, English, reading, and filling out forms. Mary's sister started joining the lessons and learned alongside. Mary felt successful in those lessons and decided she wanted to complete her high school education. Mary took a locator test which showed she had some gaps and needed to work on some pre-HSED materials before starting a HSED prep program to be most successful.