

THE PATH TO YOUR HSED: ELEMENTARY (3-5)

Provider Version

At a Glance



• WHAT IT IS

Studying 3rd-5th grade academics | Identifying skill and knowledge gaps | Working to address the gaps to complete a 5th grade academic level | Developing and/or strengthening study and life skills



• IDEAL FIT

Someone who has expressed they only attended school for a short period of time but want to learn | Has a bigger reason to want to do it (help their kids with homework, progress at work) to help face challenges | Has the time to dedicate to studying



• ELIGIBILITY

Active in MEP | Completed up to the equivalent of 2nd grade in the US/Mexican school systems | Has basic reading, math, and writing skills (can read and write simple sentences and add/subtract numbers)



• YOU END UP WITH

One step closer to enroll in a pre-HSED program and some career training programs | Worked to fulfill a personal reason(s) for wanting to complete formal education | Increased confidence in ability and skills to move forward in preparation



• MOBILITY/TIME

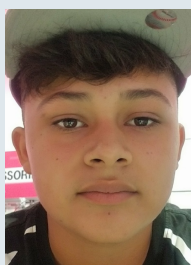
A minimum of 2-5 hours a week available to study with consistency | Should have the ability to attend tutoring/class (in person or virtually) | Recognizing this can be a 1-3 year undertaking



• THE REALITIES

A lot of time spent on academics and study skills | The amount of time will depend on the individual, including how long it has been since they were last in school | It is recommended to enroll in an ABE program or work with instructors with an ABE background to address gaps and experience working with young adults

Student Profile



Elvin is a 17-year-old from El Salvador living with his uncle. They recently moved from South Lima to Malone in New York, now working as milkers on a dairy farm. Elvin finished 4th grade in El Salvador before his local school closed down and he could not afford to travel to the school further away. While living in South Lima working on a potato farm, Elvin was enrolled in the MEP and started English class. He was a great student who practically never missed a class and made a strong connection with his instructor. His instructor did a budgeting activity and saw Elvin liked working with numbers. He had just begun improving his math skills before moving. His work schedule now makes it difficult to attend a class but his instructor gives him work to do on his own and connects with Elvin weekly to review his work.

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

Develop goal setting skills by identifying the reason why you are doing this - and the different steps to get you there

Reading - Build strong vocabulary skills, reading comprehension, and ability to summarize what you have read | Interpret information from maps, illustrations, and graphic information

Writing - Understand the writing process and use correct grammar, punctuation, spelling, sentence structure, and different styles and types of writing

Math - Basic number skills, adding/subtracting/multiplying/dividing double and triple digits, beginning understanding of fractions and decimals, measurement, algebra, geometry, problem solving, and personal finance skills

How to Assess a Good Fit

Academic Level

Students with 3rd-5th grade experience will be behind in many basic study skills and have gaps in understanding. It is not uncommon for a student to have strengths in one area but major deficits in another. Finding available and appropriate pre-assessments will help identify specific skill gaps so the most useful resources can be identified. 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 at all levels to help determine strengths and gaps. Starting with a review of a skill set that is slightly below the student's current one may help the student gain confidence and solidify foundational knowledge. Students who lack basic skills typically progress more slowly in all subjects as they are establishing the most basic skills. Working with content that is already familiar and of interest to the student is key.

Ganas/Why

If a student has the motivation and perseverance to achieve their goal, in spite of only a 3rd-5th grade experience, they are more likely to be able to address barriers. The task for both service provider and student is to identify the primary reason to further their formal education. As opposed to having extremely low literacy levels, someone with a 3rd grade education has the basic skills to function in their day-to-day life and they probably know many people who also live their lives with the same education level. The iSOSY Goal Setting materials can be used to help develop and foster a student's motivation, as well as to develop visuals/reminders of why they are working hard to move forward in their education. It will be important to provide encouragement and support for this to be a positive experience. A great way to do this is to ensure as much of a connection between a student's individual interests and the skills on which they are working.

Current Living/Working Situation

If a student is highly mobile with only a short time with you, complete a diagnostic assessment, explain the results, and provide them with a copy to show their next MEP provider or non-MEP instructor. It is advised to take photos of the results to send in a Whatsapp message and maintain copies in your office. To truly make progress, a student should dedicate at least 2-4 hours a week to studying and that should be linked with their goals. If a student is less mobile and has a semi-stable work schedule, connecting them with an ABE center or MEP tutoring will provide the most consistent instruction.

Reasons to Do It



Gain basic skills that can be used in almost all areas of your life and better prepare you to help your family and community and advance in work



Successfully reach a major goal and accomplish an academic milestone



Gain a sense of meaning and purpose, and a productive activity to balance life's demands



Build computer and study skills and have a better foundation to learn English

Goal Statement Examples

Short-Term Goals (within a month)

- ***Creates a realistic study plan, with deadlines, to fill skill gaps***
- ***Completes pre-assessment to identify skill needs***
- ***Obtains a library card and can access audio books***
- ***Has resource material to study necessary skills, including online resources***

Mid-Term Goals (3-6 months)

- ***Has met deadlines based on a plan to fill skill gaps***
- ***Consistently has a schedule for study***
- ***Has read three different types of texts***
- ***Has read 4-5 days each week***

Long-Term Goals (1+ year)

- ***Is enrolled in and attending ABE***
- ***Has completed 3th-5th grade level skills and is ready to move on to middle level skills***
- ***Moves up a full level in English toward fluency***

Student Profile



Byron is a 15-year-old OSY who traveled from Guatemala and was detained at the Mexico/US border and taken into ORR custody. The social workers were able to connect with his uncle who became his sponsor and Byron moved to live with him in Alabama. He began working in a poultry plant and qualified for the MEP. He attends English classes offered at the local church. The pastor of the church was trained as a mentor through iSOSY and has formed a relationship with Byron. Through the pastor, Byron connected with an immigration lawyer who told him that he needed to be in school or start working on his HSED. Due to his low education level (5th grade) there were limited options to enroll in GED classes to accommodate his schedule. The pastor and the MEP have developed a plan to work on financial literacy and have started a book club to help Byron and classmates improve their reading comprehension.

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. Graphic novels and comics are great for lower level readers, as well as reading aloud.

MEP Game Clubs

Playing board and card games helps with math, literacy, and reasoning skills in a fun way. Board games like Monopoly and Chutes and Ladders as well as games such as dominoes, Rummikub, Yahtzee, and Qwirkle are great for math skills. Boggle, Scrabble, and Sequence are good for literacy. Card games including Rummy, Solitaire, Uno, and 21 are portable and low-cost options. The games can be integrated into already existing programs and many of these games are now available online as well for remote learners.

Public Libraries

Libraries are a great place to take students so they can freely access both print and digital books. Visit ahead and talk to the librarians about your students and find out what documents are needed to apply for a library card. Many libraries will allow the MEP to write a letter/provide an affidavit to meet residency requirements for students. Libraries truly are community centers and offer a variety of services and spaces - it is not just about the books!

Student Profile



Floridalma is a 17-year-old OSY from Guatemala who speaks very little Spanish. She crossed the border by herself and ended up in Arizona alone to make a living. She works 12-hour shifts six days a week at a local greenhouse. When the AZMEP service providers found Floridalma, she explained that she completed the 3rd grade in Guatemala. Using the iSOSY Goal Setting materials, Floridalma realized that her goal to learn English will make her job easier and open up the possibility for promotion. In spite of her long workdays, Floridalma is excited about her future and motivated to work on English Language lessons as well as starting to strengthen her writing and math skills to help her realize her goals.