

Wisconsin



Strategies • Opportunities • Services
for Out-of-School Youth

S O S O S Y

2013



“Dropping out is quitting on yourself, it’s quitting on your country, and it is not an option – not anymore. Not when our high school dropout rate has tripled in the past thirty years. Not when high school dropouts earn about half as much as college graduates. And not when Latino students are dropping out faster than just about anyone else. It is time for all of us, no matter what our backgrounds, to come together and solve this epidemic.”

-President Obama



“I went back to school for a better future. At first I didn’t want to go because it was hard with a baby. But then I thought about the baby, and I wanted to give her a better life so I went back. I wanted to quit so bad and I had to work and I had to fix dinner. But I had one teacher who put a lot of trust in me. I thank God I listened to the teacher who kept pushing me and pushing me.”

-Recovered out-of-school youth



“When I started falling behind they helped me with the PASS program to get my credits. They got me in a program at the community college that will help me get my diploma from my high school, and I will get college credits so I’m not behind everyone else.”

-Recovered out-of-school youth

Migrant Education Program requirements mandate that youth up to age 22 be served, including those not enrolled in school... OSY continue to be one of the fastest growing subgroups within the MEP as well as the one least served. Policies are urgently needed to extend opportunities to out-of-school migrant youth who wish to continue their education as well as to develop service delivery models for states to assist them in meeting the instructional and support services needs for those OSY who are here-to-work.

Improving educational access and connecting them to much needed support services for both groups of OSY migrant youth – the *here-to-work* youth and the *drop-out* -- will require the leadership of OME and the coordinated initiatives of state, local and school district educational agencies.”

– *Success in Secondary School and Access to Postsecondary Education for Migrant Students: A Policy Brief.*

The Strategies●Opportunities●Services for Out-of-School Youth Consortium Incentive Grant includes the 20 states of Alabama, Colorado, Florida, Idaho, Illinois, Kansas, Kentucky, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Tennessee, Vermont and Wisconsin. It also includes seven partner states of Alaska, Arkansas, Georgia, Maryland, Missouri, Montana and Washington.

SOSOSY Consortium Goals

The goal of the SOSOSY consortium is to increase State and staff capability to provide services to OYS based on a review of research and best practices to improve the educational attainment of migratory out-of-school youth whose education is interrupted.

SOSOSY will accomplish this goal through a coordinated effort across Consortium States to ensure maximum adaptability to State and local needs and resources. SOSOSY will address the following objectives:

- Increase the capacity to deliver services
- Increase the number of OSY served
- Increase the number of OSY who demonstrate gains between pre and post assessments



SOSOSY collaborative partners; the National PASS Center (NPC), National Center for Farmworker Health (NCFH), National HEP/CAMP Association, and the Adult Learning Resource Center (ALRC) assist in the accomplishment of Consortium objectives:

“[The MEP] called around and found a program that would work for me. The program gives you options for when you can go (morning or afternoon). The program is everyday but it’s easier than regular school. The program cares more than regular teachers do. They make sure you can get to class and have ways to get your work done.”

-Recovered out-of-school youth

“[The tutor] asked me what I wanted to learn. I told him I want to learn sentences. He asks me every week what I want to learn and we do that the next week. We practice questions and answers about work and going to the store or just talking with people.”

-English language learner

Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY STUDENT PROFILE

Date:		MEP Project Region:			COE# or MEP ID:		
Name:				<input type="checkbox"/> Male <input type="checkbox"/> Female		Age:	
Address/Camp:			Phone:		Optional: How long is youth planning on being in the area?		
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Last grade attended? (Check)		When?		Where?	
English oral language proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 st grade/primero de primaria <input type="checkbox"/> 2 nd grade/segundo de primaria <input type="checkbox"/> 3 rd grade/tercero de primaria <input type="checkbox"/> 4 th grade/cuarto de primaria <input type="checkbox"/> 5 th grade/quinto de primaria <input type="checkbox"/> 6 th grade/sesto de primaria		<input type="checkbox"/> 7 th grade/primero de secundaria <input type="checkbox"/> 8 th grade/segundo de secundaria <input type="checkbox"/> 9 th grade/tercero de secundaria <input type="checkbox"/> 10 th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11 th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12 th grade/quinto y sexto semestres de preparatoria (Bachillerato)			
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:							
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:			
Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:			
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:				Availability: (Check)			
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:				Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> Health education <input type="checkbox"/> Life skills <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Job training <input type="checkbox"/> PASS <input type="checkbox"/> HEP <input type="checkbox"/> Career exploration <input type="checkbox"/> MP3 player <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> ESL <input type="checkbox"/> CAMP <input type="checkbox"/> Other:			
Comments:							



Strategies, Opportunities, and Services for OSY (SOSOSY) TRACKING FORM*

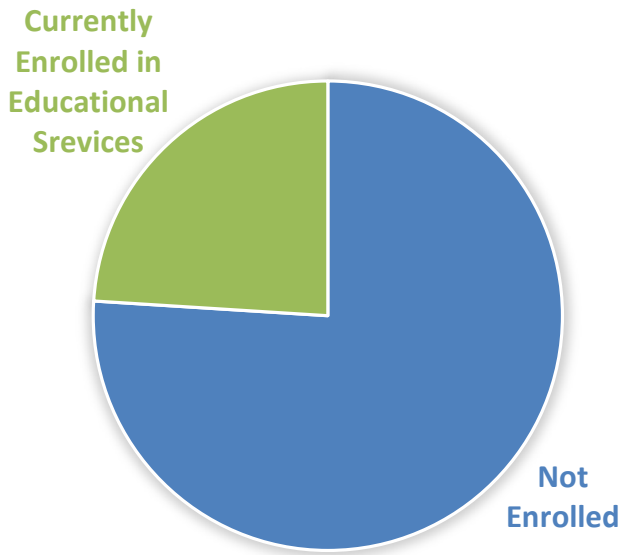
Date _____ Completed by _____
Site _____ Phone _____ FAX _____

Out-of-School Youth Name	Last Grade Attended	Received Instructional Service							Received Support Service					Gain of 20% Between Pre- and Post-Assessment?	
		Pre-GED	GED	H.S. Diploma	Life Skills/ ML	ESL	CGD	Other **	MAT	NUTR/ Health	T/I	TRSP	Other **	Yes	No
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

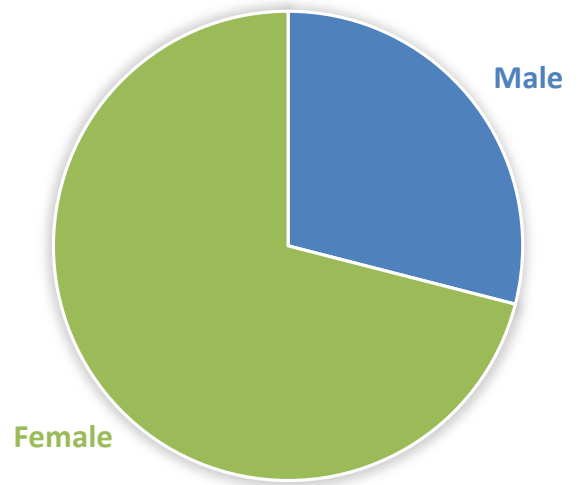
CGD=Career Goal Development ESL= English as a Second Language Service MAT= Material Resources ML=Mini Lessons NUTR=Nutrition

The following charts are based on the compilation of OSY data profile/surveys given to Wisconsin OSY. These OSY were asked detailed questions about their background, education goals and needs. This data provides a sample of what can be discovered through the use of the profile.

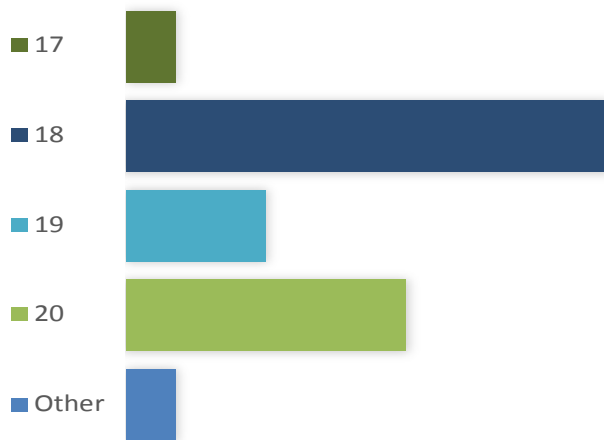
OSY STATUS



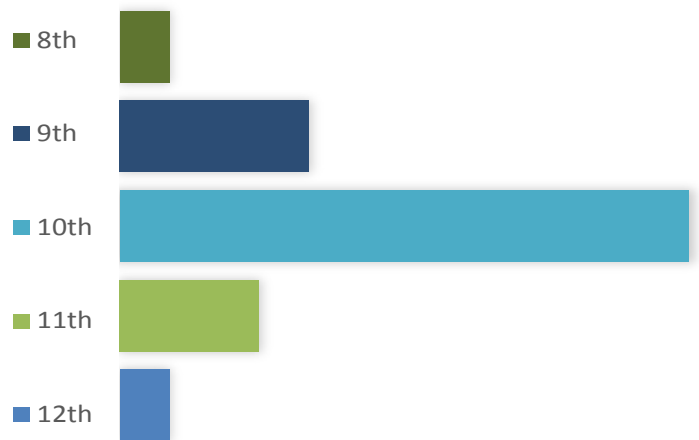
GENDER



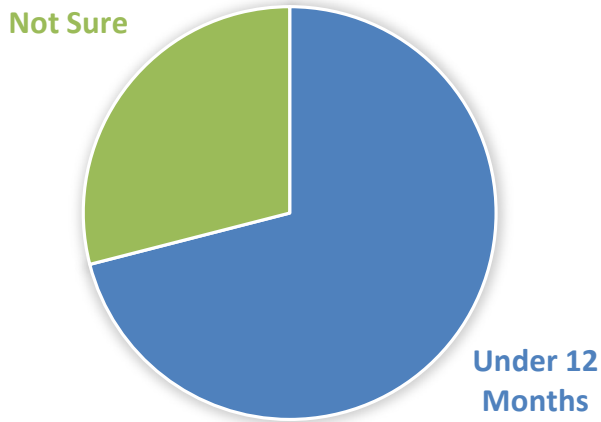
AGE



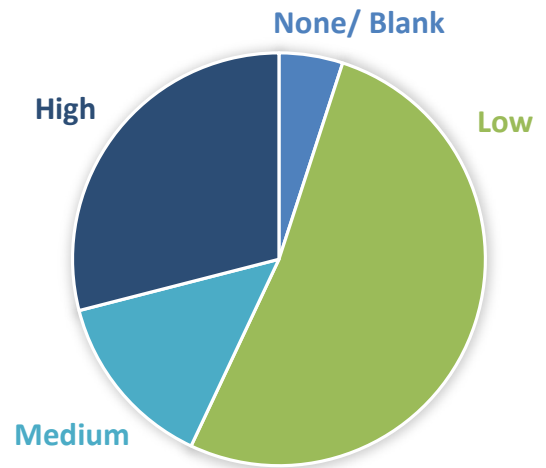
LAST GRADE ATTENDED



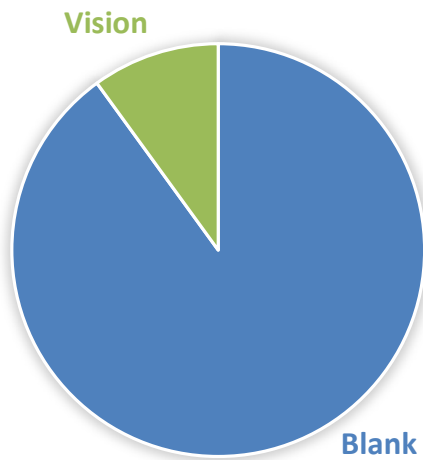
ESTIMATED TIME YOUTH IS PLANNING TO SPEND IN AREA



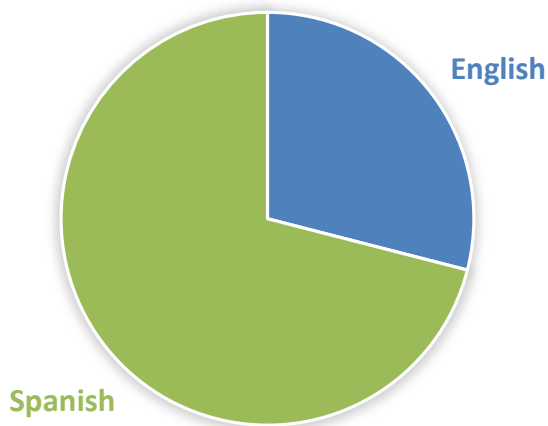
SELF-REPORTED ENGLISH ORAL PROFICIENCY



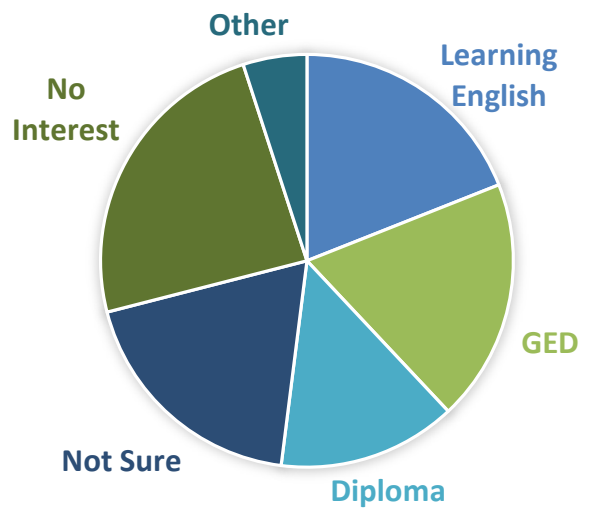
HEALTH NEEDS



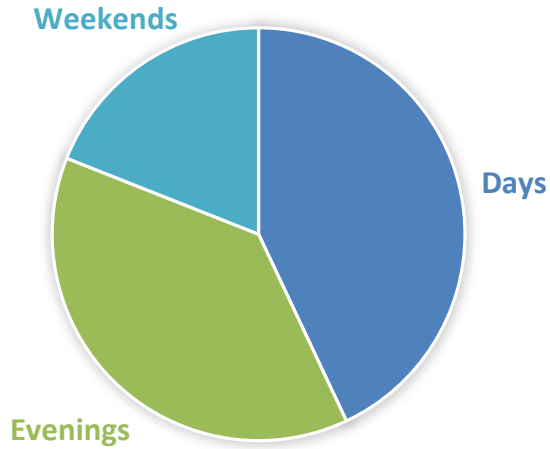
HOME LANGUAGE



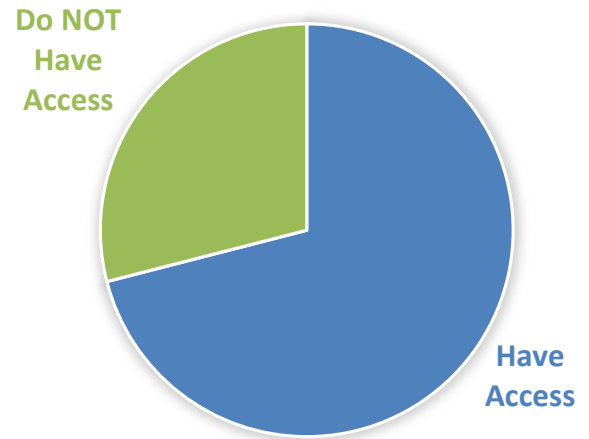
OSY EXPRESSED INTEREST IN



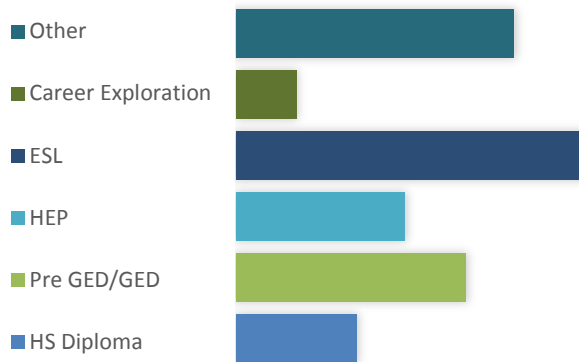
AVAILABILITY OF OSY



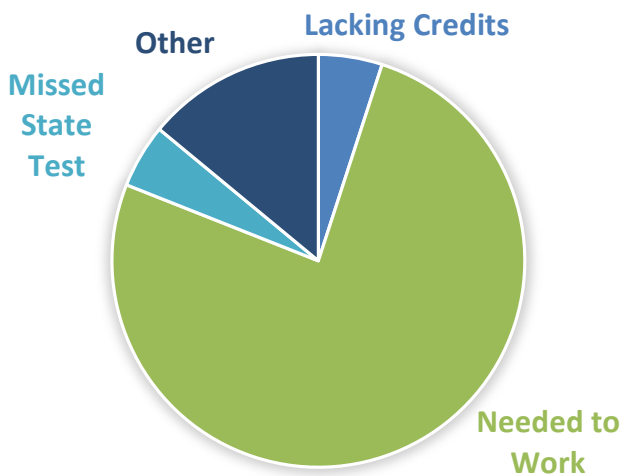
ACCESS TO TRANSPORTATION



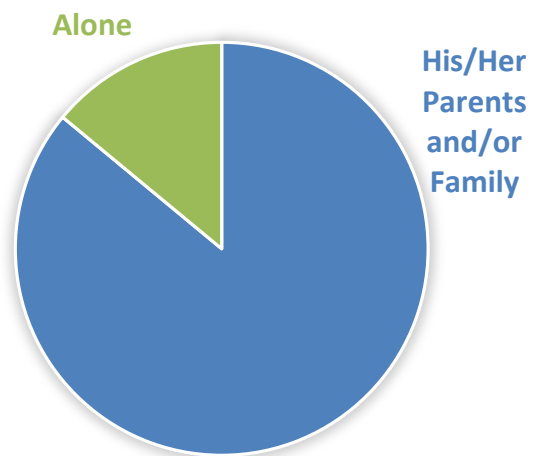
OSY IS A CANDIDATE FOR



REASON FOR LEAVING SCHOOL



HOUSING: YOUTH LIVES WITH





**Solutions for Out-of-School Youth (SOSY)
2011-2012 STATE OSY STUDENT PROFILE DATA**

Reporting Period: Please provide your state OSY profile data for the period of 9/1/11 to 8/31/12.

State	TST Representative/Reporter	Phone Number	E-mail Address	Data Reported as
WI	Myrna M. Toney	608 266-2690	Myrna.toney@dpi.wi.gov	<input type="checkbox"/> XAggregate <input type="checkbox"/> Snapshot

Please provide the following data in aggregate numbers for your state's OSY population based upon the OSY profiles collected in your state.

Number of Out of School Youth ___5___ Recovery ___16___ Here-to-Work	Gender ___6___ Male ___15___ Female	Age ___0___ 16 years ___1___ 17 years ___10___ 18 years ___3___ 19 years ___6___ 20 years ___1___ Other (Please list)	Last Grade Attended ___ 2 nd grade ___ 3 rd grade ___ 4 th grade ___ 5 th grade ___ 6 th grade ___ 7 th grade ___1___ 8 th grade ___4___ 9 th grade ___12___ 10 th grade ___3___ 11 th grade ___1___ 12 th grade
Estimated time spent by youth in the area ___15___ Under 12 months ___0___ Permanent ___6___ Not sure	Self-reported English Oral Proficiency ___6___ High ___3___ Medium ___11___ Low ___1___ None		Comments:
Home Language: Please list the numbers of OSY speaking English, Spanish, and other languages. ___6___ English ___15___ Spanish ___0___ Other (Please list)	Health Needs ___0___ Medical ___2___ Vision ___0___ Dental ___0___ Urgent ___0___ Other (Please list)		Comments:
OSY Expressed Interest in: ___4___ Learning English ___0___ Job Training ___4___ GED ___3___ Earning a diploma ___4___ Not sure ___5___ No interests ___1___ Other (Please list)	Availability of OSY ___9___ Days ___8___ Evenings ___4___ Weekends ___0___ Other (Please list)		Comments:
Access to Transportation 15 ___ The number of OSY who have 6 access to transportation ___6___ The number of OSY who do not have access to transportation	Reasons for Leaving School ___1___ Lacking credits ___16___ Needed to work ___1___ Missed state test ___3___ Other (Please list) abusive boyfriend Secundaria only goes to grade 10 To get married		Comments:
Housing: The number of OSY who live with: ___0___ A crew ___0___ Friends outside of work ___18___ His/her parents/family ___ His/her spouse/children ___ Children ___3___ Alone	List the number of OSY who are candidates for: ___2___ HS diploma ___4___ Pre GED/GED ___3___ HEP ___ Adult Basic Education ___6___ ESL ___ CAMP ___ Health Education ___ Job Training ___1___ Career Exploration ___ Life Skills ___ PASS ___ MP3 Players ___5___ Other (Please list) not interested- work must be a priority		Comments:

Instructional Materials on *SOSOSY* Website

The following materials have been collected, reviewed and submitted by the *SOSOSY* Technical Support Team (TST) to share as resources through the *SOSOSY* Website.

SOSOSY Education Resource Rubric

The Educational Resource rubric outlines the *SOSOSY* curriculum and other resources in a user-friendly format that is organized by the following descriptors:

- Intended audience
- English language assessment
- Areas of focus
- Type of material
- Language (English/Spanish/both)
- Cost/ Reproduction

SOSOSY New Mini Lessons (11/29/12)

- ***Legal Rights Mini-Lessons***

A series of three mini-lessons intended/designed/provided to increase the knowledge of migrant farmworkers regarding basic legal rights in the United States. The mini-lessons are similar in design and format to the mini-health lessons, including a student lesson plan, teacher lesson plan, practice dialogues, new vocabulary, student activity, pre and post assessment, and student handouts. The legal lessons were developed by the Illinois Migrant Council and the Illinois Migrant Legal Assistance Program. Lessons address:

- My Basic Rights
- Right to Be Paid
- Housing Rights

- ***Parenting Mini-Lessons***

Parenting mini-lessons is intended/designed/provided to increase the knowledge of those who are about to be parents or who are parents regarding the responsibilities of starting and nurturing a family. The mini-lessons are similar in design and format to the mini-health lessons. The parent lessons were developed primarily by the Washington Migrant Education Program in conjunction with the National PASS Center. Topics include such issues as pre-natal care, child safety, keeping your child healthy, etc. The lessons address:

- Taking Care of Yourself During Pregnancy

- ***A Healthy House Mini-Lessons***

The healthy house mini-lessons are intended/designed/provided to increase the awareness and knowledge of those maintaining a household regarding cleanliness. The mini-lessons follow the same format as the legal and parenting lessons. The lessons were developed by the National Center for Farmworker Health in collaboration with the Geneseo Migrant Center. Lessons address:

- Insect and Rodent Control: Keeping Them Out
- The Refrigerator and Your Health

- **Vermont Mini Lessons (8/22/2011)**
 - Form Filling Assessment Worksheet
 - SOSOSY Basic Calendar Skills
 - SOSOSY Filling Out a Form
 - SOSOSY Giving Directions
 - SOSOSY Leaving a Voicemail
 - SOSOSY Map Lessons

- **For Your Health/ Para Tu Salud**

Developed collaboratively by the National Center for Farmworker Health (NCFH) and the BOCES Geneseo Migrant Center, is a series of bilingual mini-lessons designed to increase the health knowledge of OSY through information about prevalent health issues. The materials consist of bilingual instructional packets that include teaching plans, an introductory lesson, guided practice, useful vocabulary, practice dialogues, and pre/post tests. The mini-lessons' non-sequential format lends itself to the limited time and intermittent attendance of the students.

- A Visit to the Doctor
- A Healthy Mouth
- Let us Learn about HIV/AIDS
- Can I Get Sick from the Heat?
- Protect Your Back While Working
- What Do I Do if I Get an Insect Bite
- Wash Your Hands and Get Rid of Germs
- Nicotine and Your Health
- What is an STD?
- The Basics of Birth Control Methods
- What You Need to Know About Pesticides

- **The Finanza Toolbox**

The Finanza Toolbox is designed to increase the financial knowledge of migrant farmworkers through introduction to eight financial education topics and useful money management practices. Developed for use with children, teens, out-of-school youth and adults, Finanza provides an instructional package that includes bilingual lesson topics, teaching plans, student surveys, and practice activities. The mini-lesson, non-sequential format is particularly adaptable for instructional needs when time is limited or attendance is intermittent. As a product supported by a grant from the New York State Banking Department, these materials are not copyrighted, and can be reproduced without permission.

English for Living and Working

- **English for Working and Living Curriculum Workbook**, Vermont
- **Teachers Guide for English Working and Living** – Vermont
- **Problem Posing ESL for Migrant Farm Workers in Vermont**

Addresses the need for ESL materials that are directly relevant to farmworkers' life experiences and day-to-day problems. The dialogues use problem-posing ESL strategies adapted from The Pedagogy of the Oppressed by the Brazilian adult educator, Paulo Freire. Each dialogue in this booklet is a code, a realistic and relevant representation of the context and content within which students experience problems and face challenges. This booklet is not copyrighted and can be reproduced without permission.

- ***The Migrant ESL Resource Booklet***, developed by the University of Michigan English Language Institute, is intended to be a bilingual resource for teachers and tutors of English as a second language to migrant farmworkers in the USA. The lesson plans were selected from among the institute's most successful topics and activities; it is not a student book per se, but many pages can be used directly with students. This booklet is not copyrighted and can be reproduced without permission.
- ***English in Minutes***, was created by the Tennessee Opportunity Programs (TOPS) to help Spanish speakers learn English. There are five books in the series. They are based on complete conversations of survival English. They contain the phrase in Spanish, English and the phonetics for Spanish speakers to pronounce the phrase correctly. Each book has an accompanying audio CD. These materials are copyrighted and must be purchased.
- ***2008 ELL Lesson Plans***, developed by the Tennessee Migrant Education Program (MEP). This manual contains a series of lesson plans targeting the needs, interests and language proficiency of beginning-level adult English Language Learners (ELLs). Within these user-friendly lesson plans, ESL teachers are directed to various on-line resources supporting Life Skills topics such as understanding directions, reading maps, exercise and diet, emergency information, a visit to WalMart, getting a job, etc. These materials are not copyrighted and can be reproduced without permission.
- ***Living in America*** is designed to the needs, interests and language proficiency of beginning-level adult English Language Learners (ELLs). The curriculum, consisting of thirty (30) instructional packets, was primarily for migrant farmworkers, but addresses the needs of all ELLs who have limited literacy and oral skills. The curriculum provides the framework for successful learning, with concise, easy-to-follow directions and a selection of topics that are relevant to the situations and tasks encountered by newly arrived adults. Civic-based lessons, paired with life skills lessons, provide learners with an awareness of the principles and laws that are part of life in the United States. The curriculum developers coined the term "social civics" to account for situations where a particular behavior is inappropriate, but not illegal. The two-lesson packets are non-sequential with each lesson providing approximately 12-180 minutes of instruction. The four to six hours of instruction per packet may be divided flexibly to meet the learner's needs and time requirements. This curriculum is copyrighted and must be purchased.

Math

- ***Math on the Move (MOM)***, developed by the Geneseo Migrant Center, is a series of Pre-GED math lessons geared to out-of-school youth (adult oriented). MOM consists of 24 lessons, in either English or Spanish, which are designed to be used as stand-alone segments to address a particular skill area, although each builds upon assumed knowledge addressed in prior lessons. These materials are not copyrighted, and can be reproduced without permission.
- ***Math for Living***: Ten stand-alone lessons in English and Spanish are designed to improve financial literacy and life skills with examples, practice problems, and vocabulary relating to work, smart shopping, and budgets, as well as information on obtaining the resources for college. Created for use in the MASTERS (Mathematics Achievement and Success Through Engagement in Resources for Migrant Students) Consortium Incentive Grant project, the lessons are non-sequential and written at a middle school reading level. Activities reinforce basic math skills while teaching practical concepts that apply to both everyday life and successful careers.

Reading

- **Reading on the Move** is a series of stand-alone lessons, written at a 3rd – 5th grade reading level, geared toward out-of-school youth (adult oriented) to introduce or strengthen basic reading skills. Activities throughout the lessons emphasize proven, research-based, teaching strategies, including active student involvement, consideration of the student’s background, establishment of a relationship between the author and the student, linkage of reading and writing skills, and presentation of vocabulary in context. Also included in the lessons are basic study skills and practice using reference materials. An assessment, which may be used to measure student mastery of the content, is provided for each lesson.

Other

- **Bilingual Tip Sheets**, also developed by the Geneseo Migrant Center, is a new series of fifty (50) bilingual Clip Sheets developed around the following topical areas: Careers, Opportunities, Health, Looking for a Job and Survival Skills. These Clip Sheets were developed with Out-of-School Youth in mind. These materials are not copyrighted, and can be reproduced without permission.
- **Looking for a Job Sheets** is a series of bilingual sheets designed to assist a youth in obtaining and keeping a job. Included are vital basics such as: approaches to job-hunting and employers, filling out applications, identifying work qualities/skills, interviewing skills, contacting references, writing a resume, and keeping a job.
- **Taming the TV Monster** is a workshop/lesson designed to provide migrant farmworker parents, guardians, and other caregivers with the information necessary to determine how much television viewing and what kind of television programming is appropriate for their children, to understand the pros and cons of children watching television, and to learn how to monitor and manage television viewing in their home.

Technology Resources

- **SOSOSY Audio Index**, An index has been prepared that lists the audio enhancements with their corresponding written material. The audio index contains the following breakdown by topic of the lessons included in the following publications:
 - Ingles de sobrevivencia (Survival English 1)
 - Ingles de sobrevivencia (Survival English 2)
 - Guía Bilingüe Inglés–Español, Libro 1 (Bilingual English–Spanish Guide, Book 1)
 - Guía Bilingüe Inglés–Español, Libro 2 (Bilingual English–Spanish Guide, Book 2)
 - Español/Inglés Nivel 1 (Spanish/English Level 1)
 - Español/Inglés Nivel 2 (Spanish/English Level 2)
- **Youth Video Project:** Digital media is an essential communication tool for today’s YouTube generation. Digital media can enhance the learning process, engage the uninterested student and encourage students to write, perform, edit, and apply their visual creativity to the development of a video with a meaningful message. A demonstration video plus “How To” video have been developed to provide a brief introduction to basic cinematic techniques by an experienced videographer to assist students to plan, record, and edit their own short film. These video productions were prepared by the Illinois Migrant Council.

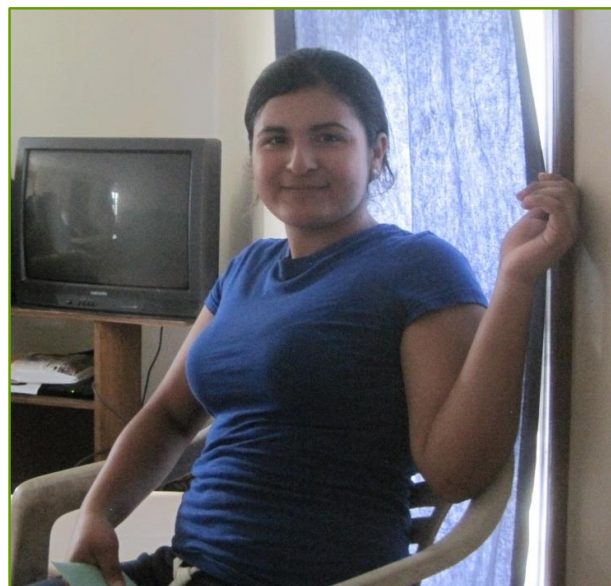
- **MP3 Audio Files Information**, MP3 audio files, for use on computers and MP3 Players and created for secondary-aged migrant out-of-school youth (OSY) by consortium member states, are accessible through the *SOSOSY* website.
 - **The Living in America** audio enhancements have been developed by *SOSOSY*'s collaborative partner, the Adult Learning Resource Center (ALRC). The audio files are 10 to 15-minute supplements for each identified *Living in America* (LIA) Unit, divided into Lessons A and B. The supplements will be appropriate for both the National Reporting System for Adult Education (NRS) Levels 2 and 3 (Low Beginning and High Beginning ESL). The following MP3 audio files accompany the *Living in America* curriculum series and are available through the *SOSOSY* website:
 - Using Money
 - Going to the Store
 - Navigating the Community
 - Understanding Families
 - Using the Phone
 - **For Your Health** was developed as a supplement to A Visit to the Doctor, part of *the For Your Health* curriculum series. The lesson activities move from simple repetition of key words and phrases to more linguistically and cognitively challenging tasks such as listening for key words and new information within authentic conversations.

Academic and Career Readiness Skills (ACReS), April 2013, was developed and translated by the National PASS Center & graphically enhanced and edited by Fort Scott Community College (FSCC). ACReS was created to engage migrant youth in an academic course for developing or improving both the critical thinking and life skills that will allow them to be successful in a formal educational environment or advance in their careers. There are six units with lessons that are written at a fourth grade reading level with consideration given to nonnative English speakers.

- Unit 1: Read, Write, Now (Basic Literacy)
- Unit 2: Two Plus You (Basic Math Review)
- Unit 3: Reading for Fun and Understanding
- Unit 4: Financial Literacy
- Unit 5: Life Skills
- Unit 6: Degrees Open Doors to Success

I used to think, "Why do I need a high school diploma? I live with my husband and we can just work, and I don't need high school." Then the [migrant tutor] helped me understand that if I get my high school degree, then even if I'm not married I could get a nice job. You can find a better job with a diploma than without.

-Recovered out-of-school youth



Instructional Services Offered

Adult Basic Education Study Program	High School Equivalency Program (HEP)
Balanced Literacy	Home Visits
Basic Math	Human Rights Watch Education Program
Basic Literacy	iPods/instruction-cognate book with CD
Bilingual GED classes	iPods/MP3 ESL
Career awareness instruction	Language Arts
College Preparation	Leadership Development
Computer literacy/instruction	Lessons that specifically target needs, such as domestic violence
Consumer and citizenship instruction	Life Skills Lessons
Counseling for re-enrollment in school	Living in America Curriculum
Creating high school graduation plans	Math Instruction
Credit accrual and recovery	Mini-lessons on hygiene and health
English Immersion	Mini-lessons on legal rights
Enrollment in Alternative Ed courses	Organic Farming Classes
E-Plaza	Out-of-State TAKS Testing
ESL	Portable Assisted Study Program (PASS)
Evening secondary classes	Photography/documentary projects
Exploration of job opportunities	Reading Instruction
Face-to-face Instructional Materials	READY (Resources in Education and Development for Youth)
Family Literacy	Resume Writing
Field Trips	Science Instruction
Financial Literacy	Social Studies Instruction
GED classes/tutoring and Pre-GED	Summer School
Goal Setting	Tutoring
GRASP	Vocational/Career Education
Health and nutrition Education	Youth Advisory Council Development

Supportive Services Offered

Adolescent activities	Nutrition
Access to local clinics	OSY Summer Bags/sessions
Advocacy	Parent Education
Books	Parent Involvement
Clothing	Poison Prevention
Counseling for re-enrollment in school	PT Assessment
Dictionary development (Tzeltal/ Spanish/English)	Preparation of support letters
Family support	Referrals to legal aid
Guidance/Counseling	Referrals to educational (GED/EDL) programs in sending states
Health, dental and eye care	Referrals to health providers and food banks
Health fairs; health packets	Safety booklet focusing on health choices/driving while intoxicated
Home visit/outreach	School Supplies
Homeless services	Social work, outreach or advocacy
Immigration/legal issues	Translation
Interpretation	Transportation
Leadership	Welcome Kits
Legal aid information	Work Experience
Life Skills	WOW/GAIN
Material assistance, clothing, equipment and furniture	



**Strategies • Opportunities • Services
for Out-of-School Youth**



**SOSOSY Website:
<http://www.OSYmigrant.org>**

**Wisconsin Department of Public Instruction, MEP
125 S. Webster St., Box 7841
Madison, WI 53702
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