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GOAL SETTING WITH OSY SCENARIO

Going to High School

Abigail is 19 and not enrolled in high school. She finished primaria (elementary school) in Mexico, and she is interested in continuing her studies at the level of secundaria (middle school). She lives and works in rural Vermont, on a dairy farm, and has no transportation. She has a good internet connection, and the support of a MEP staff mentor who visits every two weeks. There is a laptop computer available for her to use. There is a HEP program available to her, but she doesn't feel academically ready to make the jump to US high school content (preparatoria) without secundaria under her belt.

Long-term goal: Complete secundaria.

Medium-term goal: Enroll in secundaria.

Short-term goal: Understand the requirements and options for enrolling in secundaria.

Plan: Class 1 -> Lesson 1 & 2 to help her put her dreams into a visual format

[You go back to student's home, but she is not there. Her number is no longer working and no one else at home is there either. The next week you get a call from the program in South Carolina who lets you know they found your contact information in the student book. You let them know where you left off and continue from there.]

Class 2 -> Do Classes 3 & 5 virtually

Class 3 -> Lesson 4 in person (or virtually and leave out chutes and ladders game)

If time permits:

Class 4 -> Lesson 6 in person (or virtually)

High School Diploma or GED?

You have a student who lives about 1.5 hours away who always says she wants to graduate high school but keeps dropping out in the fall semesters to help make money for the family and is in Florida each spring. She has thought about trying to get her GED instead. She has some support from the Head Start's family services office where her little brother attends. They will help out by allowing her to use their office space and computers in the evenings. There are GED classes nearby that she could take in the evenings. It is October now and they usually leave in January. Since she lives far away, you can only make it out there in person once every three weeks.

Long term goal: Graduate high school OR complete a GED.

Medium-term goal: Work with the student to choose a path and a date to start the process.

Short-term goal: Weigh the pros and cons of completing a high school diploma v. GED.

Plan: Class 1 -> Lesson 1 to get the mindset going and maybe create a pro/con list of what would be the best steps for her.

[At this point, the student shares with you that she is moving back to Florida, so you are able to write in your contact information in the back of the book and call the FL MEP so they can continue with her goal setting materials.]

Class 2 -> Lessons 3&4: Once it is established if she will get a GED or high school diploma, work through these lessons (two may be combined for time crunch). For this student it is very important to do Activities in Lesson 4 to help her work through identifying *Setbacks and Helpers* as well as *What is/is Not in My Control*.

Class 3 -> Lesson 5

Class 4 -> go back to Lesson 2



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Driver's License

After meeting with a parent, you are going around the camp to see if anyone is new and you meet a new 20-year-old OSY. He was born in Georgia but was raised most of his life in Mexico. He says he wants to get his driver's license and will be here until the end of June (it is currently February). He lives at a camp that might be hard to use as his permanent address. OSY is at a camp that receives summer English classes, but this spring you have some time to pop by for a few classes. He says he is skeptical about school, so you don't want to start off with a 7-week class plan. The OSY has some basic English skills but will need to improve his language abilities or take the test in Spanish.

Long-term goal: Get driver's license.

Medium-term goal: Pass permit test.

Short-term goal: Figure out what paperwork he will need to apply.

Plan: Class 1 -> Combine Lessons 2-3: Since you know what the goal is, help student to understand goal planning and the importance of writing it down.

Class 2 -> Combine Lessons 5-6: In Lesson 5, perhaps choose the shorter reading since the student is not enthusiastic about school.

[Student moves to Kentucky, but since you had written in the book your name and contact information, he was able to call you and let you know. You call KY MEP to hand off the referral.]

Class 3 -> Lesson 4 since it is almost inevitable that there will be a setback or unexpected challenge/to establish some more accountability check-ins.

Class 4 -> Lesson 1 if student has been enjoying this and seems inspired to go back to school and/or pursue other goals to show how they can start the goal planning process all over again.

Where to Start?

You meet a 21-year-old OSY working the swing shift on a dairy who seems to have a variety of ideas of what he wants for himself, but he can't seem to figure out how to get from where he is (drying tobacco in Tennessee) to his goals. In your short intake, he expressed interest in speaking more English (currently has none), being less shy, and owning a small business back in Guatemala where he eventually wants to return. You will not have much time with him, so instead of trying to teach him a little bit about all those subjects, the student and you have decided teaching him to set goals and work towards them! You also have a volunteer who speaks Spanish who has expressed interest in mentoring students.

Plan:

Take a few hours to meet with the volunteer and give her binder (which you printed for her ahead of time), her materials, and other agency appropriate trainings. You, the volunteer, and OSY talked on the phone and they agreed to do the goal-setting workshop on a Sunday afternoon and Wednesday morning.

Class 1 -> Lessons 1-4

Class 2 -> Lessons 5-6