



**Migrant Education Program
Technology Training and Access Project**

LA ESCALERA INFORMÁTICA

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WHITEPAPER - PROPOSAL

SUBMITTED BY: Instructional Access, Inc.

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Migrant Education Program
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La Escalera Informática

Proposal Overview:

Instructional Access, Inc. has provided customized technology-based youth development training to “at-risk” populations for 19 years. This proposal outlines technology-based instruction for migratory students. The hands-on, instructor-led training outlined herein uses relevant technology and research-based learning pedagogy to help mitigate the inherent academic, workforce development, and social inequities migrant students commonly face.

Rationale:

Since 1998 more than 29,000 vulnerable youth have experienced Instructional Access, Inc. training programs that are especially designed to empower Migrant Education Program participants with the confidence, skills sets, and relevant tools to more equitably engage in “full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.”

“*A Computer At Home for Every Child*” is a central philosophy of the Instructional Access, Inc. student-centered training models. Access to reliable technology at home is no longer a luxury but a “reasonable and necessary” tool for students and their families. Computers have become as necessary for students striving to succeed as tools are for auto mechanics. School readiness, academic achievement, and workforce development are the primary reasons Instructional Access combines quality training and a computer for every student. Additionally, a growing body of research suggests that in many instances a computer in the home fosters greater family engagement and positive cross-generational interactions. “Young people are often the technology innovators in their homes and family computing provides them with opportunities not only to demonstrate expertise but also to perform valuable services for their families.” (*Lenhart, Madden, and Hitlin, 2005, Harvard Family Research Project*). This dynamic has been a positive unintentional outcome of our work promoting youth development, technology training, and computer access.

Instructional Access, Inc. training provides viable and relevant “anywhere, anytime access” to technology and online opportunities, especially designed to engage the often disenfranchised young citizens we are preparing to lead the technology-dependent global workforce today and in the future.

Current research suggests that effective learning programs aimed at reducing the dropout rate should include a career focus, viable certification opportunities, access to technology, and other engaging methodologies. Furthermore, a broad cross-section of literature on the subject asserts that students with access to technology have greater economic, educational, and social opportunities than their counterparts without computer access. Smart phones, iPad type tablet devices, laptop computers, and enumerable online resources dominate the modern world and in many instances dictate how global inhabitants live. Every year, greater numbers of students and their families work, attend school, negotiate business, and communicate using technology.

Need:

- Migratory student dropout rates are significantly higher than non-migratory students. (*Levy, 1987; Vamos 1992*)
- MEP student dropout rates in California exceed 50 percent. (*CA MEP Comprehensive Needs Assessment, 2007*)
- Technology use in school improves attendance, discourages dropouts, and increases graduation rates (*ETAN, 2004*)
- Eighty percent of jobs currently require computer skills. (*ComputerCareersTips.com; Norman, September 2011*)
- Students with limited access to technology do not typically perform as well as their counterparts who use and have “anytime, anywhere” access to technology. (*UC Santa Cruz; Fairlie, 2011*)

Need Con't:

- Beginning January 2, 2014 students must use a computer for the General Educational Development test (GED®)
- Kids without computers at home are far more likely than such adults (42% to 23%) to think that not having a computer at home is a problem, and kids are more likely (37% to 17%) to feel left out because they don't have a computer. (*Harvard Kennedy School of Government, NPR, and Kaiser Family Foundation, 2000*)
- More than 80 percent of Fortune 500 companies today, including Wal-Mart and Target, require online job applications. (*Snider, USA Today, October 2011*)
- Students with broadband at home have a 6-8 percent higher graduation rate as compared to similarly situated students without broadband at home. (*Gottheimer, Usdan, FCC Official Blog, October 2011*)
- Fifty percent of today's jobs require some technology skills – and this percentage is expected to grow to 77 percent in the next decade. (*Gottheimer, Usdan, FCC Official Blog, October 2011*)

Migrant Education Program Purpose, Goals, and Common Practices:

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards, graduate with a high school diploma, pass a GED® program, or earn an industry recognized certification that prepares them for responsible citizenship, further learning, and productive employment.

Through a series of initiatives, partnerships, and customized enterprises, State Education Agencies (SEA's) use program funds to identify eligible children and provide education and support services. These services include but are not limited to:

- | | |
|---|-----------------------|
| • academic instruction | • special guidance |
| • remedial and compensatory instruction | • counseling services |
| • bilingual and multicultural instruction | • testing services |
| • vocational instruction | • health services |
| • career education services | • preschool services |

“Digital Native” is the term the superintendent of Los Angeles Unified School District, Dr. John E. Deasy, used in July 2012 when asked to describe the “technology dependent” students entering the classrooms in the Fall of 2012.

Proposal:

Current research by the Department of Education suggests that the goal to assist MEP students reach academic achievement and success in school comparable to non-MEP students has been difficult. State Education Agencies (SEA's) remain challenged by disappointing statistics in spite of years of diligent work, creative partnerships, and innovative programs. Modern technology not only has the ability to ensure that “NO CHILD IS LEFT BEHIND”; it has rapidly evolved into an irreplaceable component of teaching and learning. In fact, the convergence of technology based instruction, the versatility of the internet, and the increasing affordability of computers creates a unique crossroad that enables educators to more effectively close the “digital divide” and improve the academic achievement disparities between MEP and non-MEP students.

Since its inception in 1998, Instructional Access has worked diligently to further the company's mission to provide every child with access to a computer at home. Federal mandates for migrant education and anecdotal discoveries within the professional and practitioner ranks of the MEP community supports a shift in program practices to engage a variety of technology based training programs for MEP students.

The innovative approaches and concepts in this proposal are based on the effective use of “technology tools” to meet the unique needs of migratory students. The programs are designed to offer supplemental educational opportunities that parallel the learning experiences of non-MEP students and more effectively ensure that “NO CHILD IS LEFT BEHIND”: La Escalera Informática.

Program Design:

La Escalera Informática

LA ESCALERA INFORMÁTICA

The Technology Learning and Workforce Development Program Options for MEP Students

La Escalera Informáticas Migrant Education Program is a technology based supplemental educational learning system. The programs are designed based on proven learning models, instructional practices, and researched-based theories that support computer access for “at-risk” learners. The program provides RELEVANT basic computer skills to enhance student achievement, graduation probability, greater access to online learning opportunities, career preparation, and improved community and social engagement. The delivery models are fully customizable and scalable to better accommodate the needs of migratory living and learning.

Target Population	Program Design-Configuration	Goals/Objectives
<p>Migratory Students <i>(7th-12th grade)</i></p> <p>Focus: Academic Improvement High School Graduation College Readiness</p>	<p>15-20 hour 2-day Computer Camp <i>(with or without accommodations)</i></p> <ul style="list-style-type: none"> - Microsoft based educational strategies curriculum - Intro to workforce development tools - Computer (tool) remains with student - Instruction in English or Spanish - Roundtable forums or presentations by former MEP “role-models” - College Exposure and/or College Readiness presentations 	<ul style="list-style-type: none"> • Provide 24/7 computer access • Improve computer access disparity • Increase access to community, health, and employment resources • Close achievement gap • Improve graduation probability • Enhance college readiness
<p>Out of School Youth <i>(education orientation)</i></p> <p>Focus: High School Diploma College Readiness Career Certification Healthy Living/Healthy Choices Resource Access/Awareness</p>	<p>15-20 hour 2-day Computer Camp <i>(with or without accommodations)</i></p> <ul style="list-style-type: none"> - Microsoft based educational strategies curriculum - Intensive workforce development tools - *Career/Job Certification - Instruction in English or Spanish - One-year Online Learning Subscription <i>(Life Skills, Financial Management, Healthy Living, and Career Catalogs)</i> - 1-year internet connectivity provision - Computer (tool) remains with student - Roundtable forums or presentations by former MEP “role-models” - *Accredited Online HS Diploma 	<ul style="list-style-type: none"> • Provide 24/7 computer access • Improve computer access disparity • Increase access to community, health, and employment resources • Close achievement gap • Provide Online Learning Options • Improve graduation probability • Enhance college readiness • Create Career Certification Pathway
<p>Out of School Youth <i>(workability orientation)</i></p> <p>Focus: Career Certification Workforce Development High School Diploma Healthy Living/Healthy Choices Resources Access/Awareness</p>	<p>24-30 hours multiple-day MOBILE Computer Camps <i>(without accommodations)</i></p> <ul style="list-style-type: none"> - Regional Onsite MOBILE computer labs - Intensive workforce development tools - *Career/Job Certification - Instruction in English or Spanish - Intensive Healthy Living curriculum - Intensive Financial Management curriculum - Intensive Life-Skills curriculum - Computer DOES NOT remain with participant - Roundtable forums or presentations relevant MEP resource providers 	<ul style="list-style-type: none"> • Provide 24/7 computer access • Improve computer access disparity • Increase access to community, health, and employment resources • Close achievement gap • Improve graduation probability • Enhance college readiness

***Online Career Certification and HS Diploma programs are 6-18-month in duration and require an enrollment subscription fee**

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Anticipated Outcomes and Benefits:

Academic – Instructional	Social – Citizenship
<ul style="list-style-type: none"> • Greater access to online services and resources (<i>“anytime/anywhere” access</i>) • Timely completion rate • Improved graduation rates • Greater academic student engagement • Higher quality school work products • Improved grades and test scores • Enhanced college readiness, preparation and exposure • Improved access to academic, community, and social resources • Improved student confidence • Improved writing skills • Enhanced opportunities to practice English for ELL students • Improved academic organization/preparation (note-taking, test practice, homework etc.) 	<ul style="list-style-type: none"> • Greater access to online services and resources (<i>“anytime/anywhere” access</i>) • Timely completion rate • Immediate and direct access to a computer at home (La Escalera MEP student participant) • Immediate <i>indirect</i> access to a computer at home for family members (non La Escalera MEP participants) • Improved access to academic, community, and social resources • Greater exposure to peer role-models • Improved personal/social confidence • Fewer disparities in access to technology for MEP and non-MEP students • Greater access to employment opportunities • Enhanced access to workforce development opportunities

Evaluation:

In addition to the evaluation measures currently employed by Migrant Education Programs and State Education Agencies, Instructional Access, Inc. programs include pre and post testing. Migrant Education Program staff members who attend the training sessions also complete program evaluations. Previously, Instructional Access, Inc. has used three-month, six-month, and 12-month evaluations to collect data for evaluative purposes. The company is currently exploring additional evaluation methods, which include the use of external evaluators for gathering information for quality improvement purposes and to measure program effectiveness.

Instructional Access, Inc. Structure and Viability:

Instructional Access, Inc. is based in Riverside, California, with satellite offices in the Mid-West and Hawaii. Instructional Access, Inc. has operated as a California Corporation under this name since the company’s inception in 1998. Instructional Access began as a training company for school teachers. The initial mission was to provide educators with staff development and instructional strategies for integrating technology into the classroom. In 1999 the company began working with agencies responsible for youth development.

Instructional Access, Inc. has a highly experienced staff that includes office support, logistics, finance, technology support, educational curriculum design, and instructors. The Instructional Access team is comprised of former health and human service youth program managers, evaluators, employment specialists, and public school educators. All instructors have extensive experience working with diverse student populations, especially those in “at-risk” situations. Instructional Access, Inc. teachers hold teaching licenses and the applicable Microsoft® certifications.

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Sample Program Schedule:

This example is for the 2-day training model. One-day and 2.5 day training models are also available.

La Escalera Informática		
2-day Computer Camp		
(with or without accommodations)		
BASIC PROGRAM OUTLINE		
Time Schedule	Day #1	Day #2
7:15am - 8:00am	Breakfast/Registration	Breakfast/Registration
8:00am - 9:30am	Instruction	Instruction
9:30am - 9:45am	Break	Break
9:45am - 11:45am	Instruction	Instruction
11:45am - 12:00pm	Break	Break
12:00pm - 1:00pm	Lunch (Roundtable or Role model Guest Speaker)	Lunch (College Exposure and Readiness Workshop)
1:00pm - 2:30pm	Instruction	Instruction
2:30pm - 2:45pm	Break	Break
2:45pm - 4:45pm	Instruction	Instruction
4:45pm – 5:00pm	Recap session	Debrief session
5:00pm	Class Concludes	Class Concludes
BASIC PROGRAM HIGHLIGHTS		
(for each participant)		
<ul style="list-style-type: none"> • Laptop computer learning tool • Color ink-jet printer • Microsoft Office® Software • Microsoft Office® Courseware • Workforce Development tools • “Workability” skill sets • Academic enhancement aids • College Exposure and Readiness • All meals and snacks • Role Model/Peer Collaboration 		<ul style="list-style-type: none"> • Instruction by licensed teachers • English or Spanish instruction Pre-Post tests administered • Outcome analytics report (<i>aggregate</i>) • Likert Scale style and anecdotal evaluation • Technical support • Extended warranty • Internet access subscription** • Extensive Online Course Catalog**

**** may require an additional fee**

Project Cost Estimates:

La Escalera Informática program is scalable and designed as a fully customizable program to meet the varying needs of the migratory student population, SEA’s, and regional MEP’s. The programs as described herein will vary according to the options selected and needs of the students served. As such, the prices for MEP agencies are flexible and will vary accordingly. For **groups of 20** or more, La Escalera Informática “ALL-INCLUSIVE” prices range from approximately \$1,349.00 per participant for the “basic” One-Day training model to less than \$2,000.00 per youth participant for the “comprehensive and fully-loaded” Two-Day model.

STUDENTS WITHOUT ACCESS TO TECHNOLOGY ARE MORE RAPIDLY BECOMING DISADVANTAGED, “AT-RISK”, AND LESS COMPETITIVE THAN STUDENTS WITH ACCESS TO TECHNOLOGY. The effective use of viable training and affordable useful technology has the ability to ensure that “NO CHILD IS LEFT BEHIND!”