

## INTRODUCTION

The High School Equivalency Program (H-E-P) is designed for migrant and seasonal farm workers and/or their offspring who, in many instances, have experienced numerous -- and sometimes inherent -- obstacles in their attempts to become better educated in the traditional public schools of the country. In an effort to circumvent these bitter experiences, this program seeks to provide (1) a climate conducive to serious study, (2) favorable living accommodations and positive social interaction, (3) intensive academic challenges on an individual basis, (4) professional counseling on both an individual and a group basis, (5) subsequent placement relative to each student's pre-determined goals, and (6) continuous follow-up for each student enrolled in the project.

As students achieve passing scores on the General Educational Development Exam (henceforth referred to as the GED exam), placement personnel meet with these successful individuals to complete the placement phase of the program in either one, or a combination of the three emphasized avenues -- employment, job training, or post-secondary school education.

After placement has been fulfilled by one of the aforementioned routes, each student receives follow-up guidance and appropriate supportive services to facilitate his continued success. The individual placed in a training program is given further assistance in securing employment when the training phase is completed. Those individuals placed in post-HEP job situations are given assistance in continuing their training and education in addition to counseling and supportive services commensurate with need, and relative to their career interests and

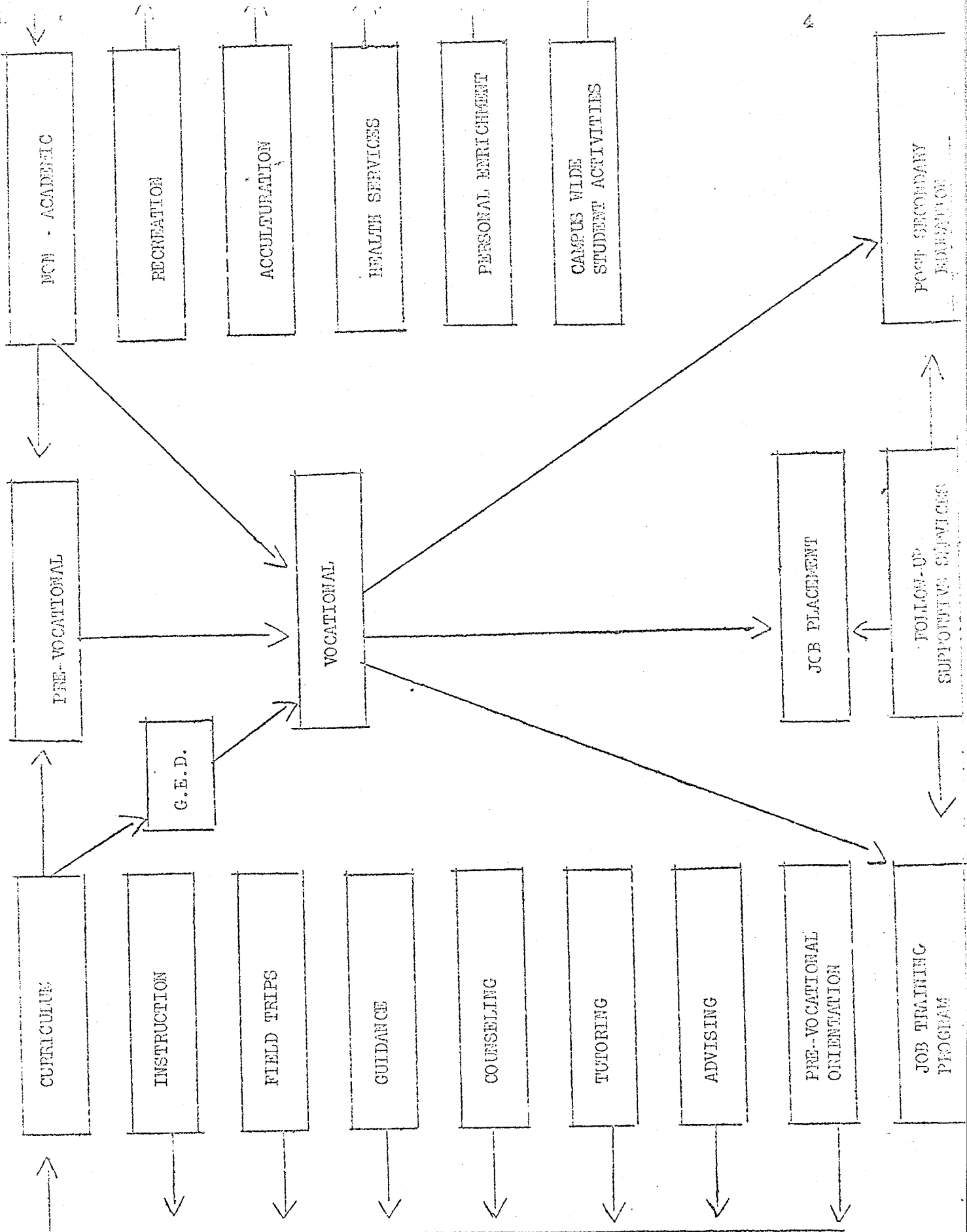
to employment success. Individuals granted assistance for post-secondary education via the recently awarded scholarship allotment granted by the university and those who are placed in other cooperating post-secondary institutions (Miami Dade Junior College--North, South and Downtown campuses; Florida Memorial College; and Marymount College, Boca Raton, Florida) are entitled to, and will receive counseling, tutoring, and other supportive services by both the project and the placement institution, to insure success in the post-secondary endeavor.

The goal of H-E-P is sustained, progressive employment for migrant and seasonal farm worker youth. The sub-goals are successful achievement on the GED and a successful placement experience. H-E-P uses education as a viable vehicle to facilitate an ascent from poverty, realizing that far more must be done in addition to the mere accomplishment of a high school diploma if the migrant cycle is to be broken. The academic and training emphasis is on the development of survival skills, specifically in the areas for which evaluation is provided on the GED examination; pre-vocational skills relative to obtaining and handling an interview; human relations (especially as it relates to interacting with peoples of varying ethnic backgrounds); and dealing effectively with the structure of a working situation. In vocational training, the emphasis is geared toward learning a saleable skill which has progression potential and a low probability of structural unemployment.

The H-E-P at the University of Miami is designed to be flexible, experimental, and redemptive in nature. Techniques, materials, and procedures which have been shown to be effective or to have potential for successful implementation will be utilized in this program, as opposed to those more commonly

utilized in traditional public school settings. For example, experience and research would suggest an individualized approach to the educational component but it may be appropriate to attempt such an approach through the use of auto-instructional techniques, materials and equipment, coupled with a systematic approach.

It is recognized that complex problems are not ordinarily solved by simple approaches, especially in dealing with individuals, who, in some instances, have found the schools distasteful. Therefore, this program will be a cooperative effort of federal, state and local agencies, a private institution of higher learning, the local community (represented by individuals from various walks of life, who are duly recognized as an advisory board), and other interested individuals. By focusing and coordinating the efforts and resources of public agencies, private institutions (business, industry and education) and individual citizens, it is anticipated that the complex task of moving the enrollees out of poverty may be facilitated.



## PRE-SERVICE AND IN-SERVICE TRAINING

### Pre-Service

It is felt that a pre-session workshop is not warranted for the ensuing year, because the University of Miami H-E-P is a continuous program without the type of structure which would necessitate a pre-service.

Instead, several activities have been tentatively scheduled, to include the following:

1. Review of the H-E-P Proposal, evaluation and reports from other High School Equivalency Projects, and study of materials from ESC.
2. Discussions of the purpose of H-E-P, and its place on the University of Miami campus.
3. Visits from University personnel, representing housing, sports and recreation, student government and administration.
4. Visits from representatives of book companies and educational services firms.
5. Films - documentaries on migrant workers and teaching the disadvantaged.
6. Trips to migrant camps and to agencies offering services to migrants.
7. Discussion of recruitment plans and policies.

8. Planning of curriculum and materials, including visits to local facilities, such as the Curriculum Lab of the university.
9. Research and discussion concerning the GED Examination, its nature and content, and the state and county policies governing its administration.

#### In-Service and Professional Development

The following are planned as on-going in-service activities for all H-E-P staff members during the ensuing year:

1. Visits from consultants from ESC, during which ESC personnel consult with individual staff members concerning curriculum, materials, and methods.
2. Workshop-type meetings conducted by ESC personnel. These emphasize group dynamics, student-staff relations, and residential problems.
3. Attendance of Director and staff representative(s) at H-E-P conferences.
4. Attendance of staff members at Regional H-E-P Workshop.
5. Participation of selected staff members and H-E-P students in exchange activities with other projects.
6. Attendance of various staff members at local educational functions, such as some sessions of the Florida Education Association Convention; workshops on migrant problems, inter-cultural communications, reading, etc. as they are available locally; and educational workshops sponsored by the School of Education at the University of Miami.

7. Regular staff meetings.
8. Distribution by the Administration of H-E-P of any relevant materials, reports and studies which may become available.
9. Continuation of several research projects.
10. On-the-job training for non-academic personnel and for H-E-P students who are candidates for staff positions.

## RECRUITING

Due to the continuous turnover of students who leave H-E-P, recruiting is conducted as an on-going activity. The recruiting responsibility is delegated to the Recruiting Committee consisting of three staff members. Currently serving on the committee are the Job Developer, a Resident Counselor, and a Social Studies instructor.

Recognizing the value of regularly scheduled trips to the field, a recruiting calendar is prepared monthly and distributed to all interested parties. Recruiting is confined to the South Florida area with regularly scheduled trips to Homestead, Pompano Beach, Boynton Beach, Belle Glade, Fort Myers, and Immokalee - where the bulk of migrants are located. The Migrant Educational Talent Search Program (METS) cooperates by actively recruiting in their six regional offices located in the above-mentioned cities. METS aides and counselors bring applicants to the regional office for interviewing when the HEP recruiter is scheduled to be there. METS provides the interviewing facility for HEP.

Other sources have also been developed - Division of Vocational Rehabilitation, Organized Migrants in Community Action (OMICA), Division of Family Services, school guidance counselors, churches, Migrant Legal Services, EOPI, Neighborhood Youth Corps, and HEP students, to name a few.

Recruiters interview the applicants to ascertain goals, potential, and motivation. All applicants are given a short reading test to determine reading ability. No one is kept from entering HEP due to a low reading ability, although the number of low achievers in reading is kept to about twenty percent of the total student population.



All applicants are certified as eligible by the referring agency. Applicants who live in areas not covered personally by the recruiters are certified as eligible by the referring agency and reading scores are obtained through the local adult education office.

The recruiting committee meets periodically and selects students for entry into HEP. Applicants who are eligible, but for whom no space is available, are referred to other HEP projects in the eastern United States.

Recruits must also meet the following criteria established by the Office of Economic Opportunity:

Selection Criteria

1. Member of migrant or seasonal farm worker family.
2. Meet the poverty eligibility criteria.
3. Single marital status.
4. Between the ages of 17 and 22.
5. A resident of the United States.

Poverty Eligibility Criteria

The families of selected H-E-P students must meet the poverty eligibility criteria set forth below:

<u>Family Size</u>	<u>Nonfarm Family</u>	<u>Farm Family</u>
1	\$2,250	\$1,875
2	2,900	2,400
3	3,550	2,950
4	4,250	3,550
5	4,900	4,075
6	5,550	4,600
7	6,200	5,125

For families with more than 7 members, add \$650 for each additional member in a nonfarm family and \$525 for each additional member in a farm family.

The responsibility for travel to and from the project is, in most cases, that of the HEP. Funds are earmarked in the program budget for both student and staff travel.

## RESIDENTIAL FACILITIES

All H-E-P students are housed during the summer months in the Rosborough-Walsh (960) Dormitory. During the Fall and Spring semesters they are interspersed into the main student body in the following manner: Five double rooms for females and one double room for males in the McDonald-Pentland Towers; five doubles for females and three doubles for males in the Rosborough-Walsh Dormitory; eight double rooms for males in the Mahoney-Pearson Complex; three double rooms for males in Eaton Hall. The above combination comprises a total of fifty slots.

A contract furnishing bedsheets, pillows, pillowcases, bed pads and blankets is part of the dorm package offered to H-E-P students.

Furthermore...

Upon entering the program each student receives an identification card which permits free admission to most university-sponsored events, check cashing privileges, use of the library, and the acquiring of a yearbook.

Lounge and recreational facilities are located on the ground floor of each building. Recreation rooms contain card tables and television sets. Vending machines are located off the main lobby of each building. The dining hall is adjacent to the complexes. University of Miami H-E-P students are provided with the twenty meal plan, consisting of three meals per day, Monday through Saturday, and brunch and dinner on Sundays.

Under the University's program of medical care the majority of the students' health needs can be met at the Health Center and/or the Guidance Center. H-E-P is also privileged to have the services of the Speech and Hearing Clinic available.

Serving the religious needs of our students are several centers. Some of the most frequented ones are: the Baptist Student Union, Christian Science Center, Coordinated Ministry, Episcopal Church Center, Hillel Foundation and St. Augustine Roman Catholic Church.

Each resident area on campus is staffed by a full-time head resident counselor, assisted by graduate and undergraduate personnel, whose primary role is to help the resident students in all matters of personal and academic concern.

In addition to the University's resident counselors, H-E-P employs its own full-time resident counselor, who resides on campus. The responsibilities of this counselor include student advising and counseling as well as the making of referrals. Counselors are also expected to provide leadership in the development of educational, cultural, social, and athletic programs for the student body.

PROGRAM OF SUPPLEMENTARY AND  
NON-ACADEMIC ACTIVITIES

Regularly scheduled activities include the following:

- Tutoring and Study Hall. Volunteer workers, paid part-time tutors, and regular staff members participate.
- Vocational Studies. A complete program of vocational training and helps is provided.
- Testing. Practice tests are given, along with helps in test-taking techniques. Achievement tests for use in HEP and also those required for college entrance are administered regularly.
- "Mini Courses" Short courses are made available, some on a required basis and some as electives. These are rotated according to the interests of the students and the availability of instructors and facilities. They have included typing, music, arts and crafts, creative writing, sex education and gymnastics.
- Arts and crafts classes are offered regularly twice each week and sewing once a week.
- Other courses now planned for the coming year include ethnic studies, personal finance, and speech.
- Recreation. A University student is employed on a part-time basis as Recreational Director. He is supplied with sports equipment and a library of games and reading materials. He organizes groups and provides plans for individuals in the areas of indoor and outdoor games, fishing, sports, field trips and dances.
- In addition, the HEP students, both male and female, participate in intramural sports with university students.
- Student Government. At least one period is scheduled each week for

"GRADUATION"

A graduation ceremony is held every three months. At this time GED diplomas are awarded. Also, awards are given for Highest GED Score, Academic Progress, and Academic Achievement.

## COMMUNITY AND TARGET GROUP INVOLVEMENT

The reports on volunteer workers, interagency cooperation, and external relationships give some indication of community involvement in University of Miami HEP.

Another major aspect of "external relations" is the Advisory Board, which is provided in the original proposal, and which has functioned more purposefully than many bodies of its kind. To our project the Advisory Board has functioned as a genuine, active entity, and not just as a listing of honorees.

Some of the members of the Advisory Board have made very large contributions of interest, time, and money, and others have been moderately concerned and active.

Periodic meetings have been held at the program site during which projects were planned, various phases of HEP (especially those having to do with job opportunities) were discussed.

The membership includes educators, persons who are involved in social services of various types, a physician, an attorney, a judge, clergymen, a number of representatives of the business and industrial community, various city and county officials, persons involved in employment service, and some influential personalities of the University campus.

Current projects of the Board include:

1. Securing scholarship aid for HEP graduates at the host University,
2. Obtaining transportation for HEP activities.
3. Planning, in conjunction with students, social activities.
4. Developing scholarships at technical and vocational schools.

The target group has been helpful in serving as consultants and as recruitment personnel. Former migrants who have made successful vocational placements in life have been some of our best consultants, and both former and present students and their families have been some of our most reliable recruiters. HEP students serve on the rotating recruiting committee. The HEP students have the responsibility for self-government, and on several occasions they have made organized evaluations of the program.

#### Utilization of Existing Agencies

Several references have been made throughout this report relative to the utilization of existing agencies such as the Community Action Migrant Program, Neighborhood Youth Center, Neighborhood Youth Corps, Teacher Corps, Dade County Migrant Health Services, Vocational Rehabilitation, local educational systems, and other federally funded projects, local and elsewhere.



External Relationships

Miami HEP has received a considerable amount of coverage in most of the major publications of the area. News stories and feature stories of significant length, and with photographs, have appeared in the Miami Herald, the Miami News, the Coral Gables Times, the South Dade News Leader, and the Dade Chamber of Commerce magazine. Generous space has been given to several projects, such as student council activities, sewing classes, and graduation ceremonies. Feature stories concerning individual students and staff members have appeared in several publications. The two major University periodicals have carried articles and features. HEP has been cited as an "assistance" project of a number of organizations in their publications and bulletins. It has been featured in the publications and on the bulletin boards on churches and civic organizations.

Several HEP staff members are in demand frequently as speakers and consultants, and are able to promote the program widely in this fashion. HEP has been the subject of full-length lecture programs, and has been featured or mentioned on many other occasions, in meetings and conventions of church organizations, civic clubs, education groups, University classes, workshops, and business and professional societies. Some of these meetings have been state-wide or regional in scope.

HEP students have given speeches and provided entertainment at a number of social functions, churches, schools and education meetings in the community and on campus. One HEP student was featured in a dramatic reading on television. Exchange visits have been made with

public school groups, church groups, one prominent private school, and an Indian school.

Outcomes which are directly traceable to some of the above mentioned publicity and public relations efforts are:

- Recruitment opportunities
- Contacts leading to job opportunities
- Contacts leading to scholarship opportunities
- Donations of articles and equipment for H-E-P
- Volunteer services of highly qualified persons in many fields
- Personal gifts and social opportunities for individuals and small groups of H-E-P students

## POST- NEP PLACEMENT

Placement after terminating H-E-P is an integral part of the program. There are four types of placement usually obtained: job, job training, vocational school, or college. When a student enters the H-E-P Program, he is initially counseled by the Curriculum Coordinator and Employment Coordinator. This is done to determine academic and vocational goals and usually takes place within two weeks of arrival at H-E-P. Four weeks later the student meets with the H-E-P staff for a staffing session. His academic progress is reviewed, a target date for GED completion may be assigned, and his goals are reviewed, revised and new goals set, if necessary.

After successful GED completion, or withdrawal from the program, the student is given interest inventories to determine skills and aptitude. Resources initially explored are: employments where H-E-P students have been placed previously, Economic Opportunity Programs, the National Alliance of Businessmen, the Florida State Employment Service, the Division of Vocational Rehabilitation, Youth Industries, Neighborhood Youth Corps, classified sections of various newspapers, referring agencies, and firms that have made commitments to the project.

Students who want to enter college are referred to Migrant Educational Talent Search for placements outside of Dade County. College placements in Dade County are handled by H-E-P through previously made arrangements with financial aid officials at the various institutions located both, in Dade, and within the surrounding areas.

Students who leave the Miami area for placement are referred back to the initial referring agency for assistance in job placement.

Counseling and job orientation are necessary phases of placement. Students are taught the mechanics of applying for a job, filling out applications, appearing at job interviews, and how to look for a job utilizing the various community resources available.

## PLACEMENT FOLLOW-UP

After a job placement is effected, a continuing follow-up is made to determine students' progress, provide counseling, and to provide whatever supportive assistance is necessary to insure his continued success. The student soon realizes that, although he is no longer active in the program, people are still concerned about him and are "on his side" insofar as job success is concerned. The employer develops an interest in the student's well-being and progress, and can easily become more amenable to hiring additional H-E-P students.

Shortly after the student is hired, his immediate supervisor is contacted personally in order to assess the former student's progress. The student is also contacted in order to gain his impressions and to determine what assistance is needed. This initial contact is made during the first two weeks on the job. During the next two weeks the supervisor and student are contacted again, this time by phone or in person, depending on the apparent needs of the individual.

A Progress Evaluation Report form is left with the supervisor (or mailed to him) and he, in turn, fills it out two weeks after the second contact is made and returns it to the H-E-P. The Progress Evaluation Report is filled out monthly by the supervisor for a period of six months, then quarterly for the balance of the year, then on a semi-annual basis thereafter.

Telephone or personal contacts are made with supervisor and trainee periodically. The supervisor is encouraged to call H-E-P

when a problem appears to be developing in order that more intensive counseling can be offered. Students are encouraged to call H-E-P when problems arise so that counseling and assistance in thinking through the problem can be offered.

During the first month of employment, a letter is sent to the employer requesting verification of placement. This verification, along with the notes taken at personal and telephone contacts with the supervisor and student, is filed in the student folder.

A student who has been placed in an out-of-town placement is handled somewhat differently. The same forms are used as in the local placement, but they are sent by mail. The referring agency usually conducts the follow-up and will furnish additional details.

A student who is placed in college is contacted monthly to discuss his progress in school. The college is asked to verify the enrollment. All papers are filed in the student's folder.

Placement in a vocational school is treated as if it were a job placement and the same procedures would apply.

Name: John B. Sanchez

Title: Executive Director

Address: 5915 S. W. 94th Street  
Miami, Florida

Phone: 661-1070

Place of Birth: New York City, New York

Marital Status: Married, two children

Education: Graduate Jefferson High School, Tampa, Florida  
M.Ed., University of Florida  
Working on PhD in School Administration at Florida State U.

Experience: Veteran of Korean Conflict, USMC  
Teaching, elementary and junior high, Tampa, Florida  
Also, English for the foreign born  
Television teacher, WEDU-TV, Tampa, elementary science  
U.S. Civil Service Commission, investigator  
Miami H-E-P, Job Developer and Recruiter, University of Miami

Organizations: Lions Club of Coral Gables, Florida  
South Dade Resources Council  
National Education Association  
National Organization on Legal Problems in Education  
Phi Delta Kappa Education Fraternity

Name: Billie Clare Davis

Title: Associate Director

Address: 19645 N.W. 12th Court, Miami Florida 33169

Marital Status: Married. One daughter.

Education: High School--East Bakersfield High, Bakersfield, California

Drury College, Springfield, Missouri--A.B. in sociology

University of Missouri--Course work (40 hours) for M.A. in sociology. Thesis not completed.

Twelve months full-time study of Spanish language and Latin American culture, in San Jose, Costa Rica.

University of Miami, School of Education--Graduate courses in secondary education, curriculum, and administration.

Experience: Eight years writer and editor of educational materials for a church-related publisher.

Six years in church-related educational services (teaching young adults and preparing instructional materials) in San Jose, Costa Rica and Santiago, Chile.

Frequent engagements as lecturer and consultant in areas of education, curriculum, and social action--as related to migrants, Spanish-speaking, and disadvantaged children and youth. Many workshops and conventions sponsored by NEA and state and local education associations.

Free-lance writing for general and educational publications.

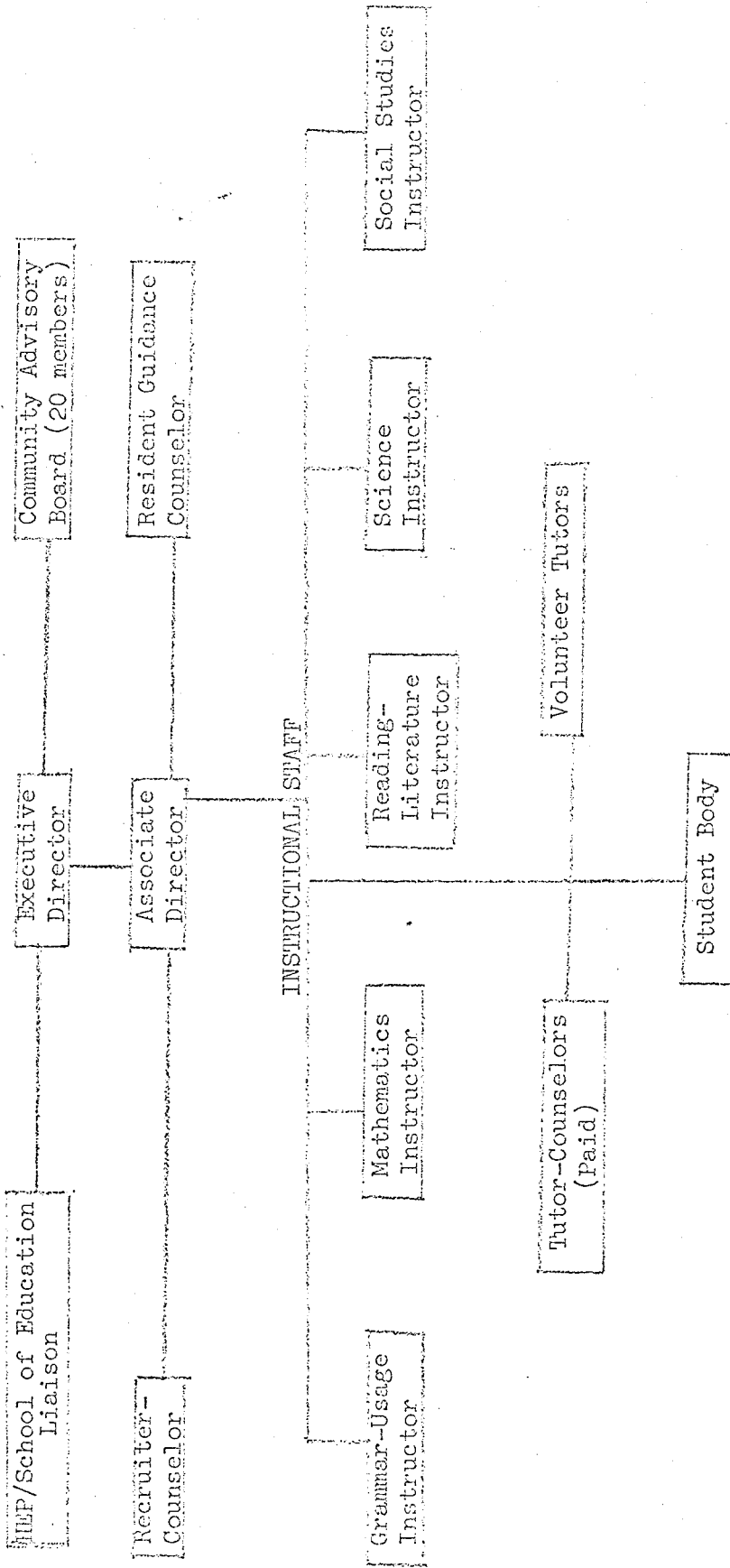
Miami H-E-P since July, 1968.

Organizations: Life Member, National Education Association  
Board of Directors, Redlands Christian Migrant Association  
Editorial Board and Curriculum Consultant, Editorial Vida

The autobiographical story, I Was a Hobo Kid, which relates experiences of a migrant child, originally appeared in the Saturday Evening Post, was condensed in Readers Digest, and now appears in a number of books, including: Reader's Digest Anthology; Prose and Poetry for Enjoyment, L.W. Singer Co.; Better Language and Thinking, Appleton-Century Crofts, Inc.; A Sociology of Education, American Book Company; New Horizons, Book One, Laidlaw Brothers; Literature for Life, Houghton Mifflin Company. The story was filmed by the National Education Association under the title, A Desk for Billie.



HEP ORGANIZATIONAL CHART



## JOB DESCRIPTION

Director

The administrative duties of HEP handled by the Director are:

1. To serve as administrator of the HEP budget and as University liaison person for HEP.
2. Be responsible for staffing.
3. Be responsible for staff development.
4. General program administration and coordination.
5. Full-time immediate administrator.
6. To assume responsibility for the day-to-day program operation.

## JOB DESCRIPTION

Associate Director

The primary duties of the Associate Director are:

1. To supervise instructional activities and academic personnel; and to coordinate the individual efforts of each subject area instructor.
2. GED administration: assume responsibility as liaison with Lindsey Hopkins Hopkins testing center, and coordinate staff recommendations for GED candidates.
3. To assume responsibility for:
  - A. Scheduling
  - B. Testing (except for that included in the recruiting effort)
  - C. Classroom procedures
  - D. Materials used in instruction
  - E. Academic counseling
  - F. Use of multi-media in instruction
  - G. Evaluation of instruction, and submission of periodic findings to the Director
  - H. Research projects
  - I. Staff meetings relative to instruction and student academic progress.
4. To involve the School of Education personnel in research efforts, and serve as liaison between the School of Education and the HEP staff.
5. To coordinate tutoring and volunteer services which concern the area of instruction.
6. Assume Director's responsibilities in his absence.
7. Any other duties that may be assigned by the Executive Director.

## JOB DESCRIPTION

Recruiter-Counselor

The primary duties of the Recruiter-Counselor are:

1. Placement and Job Development
  - A. Placement of students
    1. Jobs
    2. Vocational schooling
    3. Job training
    4. College
    5. Inter-agency referral
  - B. Job development: contacting business, industry, government, in an effort to develop jobs for HEP graduates as well as locating schooling and job training situations that might be available.
  - C. Off-campus housing in greater Miami - assist students in locating suitable housing after they have been placed.
  - D. Follow-up activities
    1. Counsel students at placement site
    2. Contact agency when inter-agency referral results in placement
    3. Direct contact with student when no placement was effected
  - E. Vocational counseling - prior to making a placement
2. Recruiting, including acting as chairman of the Recruiting Committee.
3. Any other duties that may be assigned by the Executive Director or Associate Director.

## JOB DESCRIPTION

Resident Guidance Counselor

Resident Counselor has, in addition to personal counseling, the following responsibilities:

1. General Counseling
  - A. The counselor meets the new student at the bus station, welcomes him to the program, and has the initial conference with him.
  - B. Scheduled conferences in counseling suite or student apartments.
  - C. Emergency conferences and special sessions as needed.
2. Clinical Services
  - A. Making clinic appointments as necessary
  - B. Securing prescriptions and medications not provided by the clinic
  - C. Visiting the confined students
  - D. Informing parents or other authorities when necessary
  - E. Providing transportation when necessary
  - F. Conferring with County Health Services
  - G. Follow-up with students who are under treatment.
3. Vocational counseling, career exploration and occupational information.
4. Records and correspondence with parents and agencies.
5. Student government - counselor acts as advisor as needed.
6. Social activities - counselor assists students as needed.
7. Exit procedures - counselor has conference with graduating or withdrawing student, and accompanies student to bus station and presents ticket to his destination.
8. Any other duties that may be assigned by the Executive Director or Associate Director.

## JOB DESCRIPTION

English Grammar and Usage Instructor

1. The main end of instruction is that students pass the test in the GED battery known as "Test of Correctness and Effectiveness of Expression".

Responsibilities in this connection include:

- A. Analysis of needs of students in the area of grammar and usage.
  - B. Provision of suitable instruction for meeting the needs and helping students to develop skill in English adequate for the task of passing the test.
2. The second aim of the grammar instructor is to help the students to become proficient in the use of the English language to the point that they will be able to perform acceptably in a college or vocational placement.
  3. The grammar instructor, along with all other staff members, is to act as a general counselor, to aid, guide, and educate the HEP students in every possible manner; and perform any other duties that may be assigned by the Executive Director or Associate Director.

## JOB DESCRIPTION

Social Studies Instructor/Vocational Counselor

1. In the Social Studies area, the instructor teaches with the following objectives in mind:
  - A. Satisfactory student performances on the GED in social studies.
  - B. Student comprehension of basic concepts in social studies, such as those in economics, patterns of human existence, forms of government, and outstanding events in history.
  - C. Student ability to read, interpret, and draw conclusions about new information.
2. In order to meet the above-mentioned objectives, the instructor:
  - A. Orders and uses a variety of reading and audio-visual materials
  - B. Conducts group discussions on important concepts
  - C. Formulates individualized programs of instruction
  - D. Supervises tutors
  - E. Encourages students to inform themselves about current events through the liberal use of newspaper and magazine articles.
  - F. Presents students with compact overviews of economics, geography, history, and government in such a manner that concepts from all of these areas are interwoven, and students are, hopefully, presented with as wide a range of information as that found on the GED.
  - G. Keeps an up-to-date record of each student's academic performance, and holds regular conferences with him concerning his rate of progress.

- H. Evaluates the student's readiness to take the GED exam by administering the Iowa Tests of Educational Development, and other such tools, and evaluating the results accordingly.
3. In the capacity of a Vocational Counselor, the instructor holds individual conferences and small-group discussions on job information and the world of work. Counselor activities are based on the fundamental premise that students - once in possession of significant vocational information and realistic analyses of their own interests and abilities - will make meaningful career choices on their own. The counselor places written information in student folders which is pertinent to student vocational interests and problems, including Interest Check Lists, results of student conferences, and recommendations relevant to future job or college placement.
4. The Teacher-Counselor will also perform any other duties that may be assigned by the Executive Director or Associate Director.



## JOB DESCRIPTION

Reading and Literature Instructor

1. The main end of instruction is that students pass the GED examination in the subject area.

Duties in this connection include:

- A. Analysis of needs of students in the areas of reading and literature.
  - B. Provision of suitable instruction for meeting the needs and helping students to develop skills in reading and literature adequate for the task of passing the GED test and performing acceptably in a college or vocational placement.
  - C. Along with all other staff members, the teacher of reading and literature is to act as a general counselor, to aid, guide, and educate the HEP student in every possible manner.
2. The instructor will also perform any other duties that may be assigned by the Executive Director or Associate Director.

## JOB DESCRIPTION

Mathematics Instructor

1. The main end of instruction is that students pass the mathematics section of the GED examination.  
Duties in this connection include:
  - A. Diagnosis of needs of students in the area of mathematics, as relevant to the GED exam.
  - B. Provision of suitable and/or corrective instruction for meeting the needs and helping students to develop skills in mathematics for the task of passing the GED.
2. Along with all other staff members, the mathematics instructor acts as a general counselor and consultant, to aid, guide, train, and educate the HEP student in every possible manner.
3. The instructor will also perform any other duties that may be assigned by the Executive Director or Associate Director.

## JOB DESCRIPTION

Administrative Secretary

The primary duties of the Administrative Secretary include the following:

1. Intake
  - A. Room assignment
  - B. Notifying dormitory of arrival of students
  - C. Securing ID cards
  - D. Securing meal cards
  - E. Securing linen
  - F. Securing information for application and control card
  - G. Officially notifying the University of arrival of students (by letter)
  - H. Notifying parent and agency of arrival of student
  - I. Initial appointment at clinic for physical examination
2. Exit procedures
  - A. Initiating check-out procedure
  - B. Collecting HEP books and materials, ID cards, meal card, room key, and linen
  - C. Informing University, dormitory, parents, and referring agency
3. Typing:
  - A. Requisitions
  - B. HEP forms
  - C. Weekly Status Report
  - D. Correspondence
4. Duplicating forms
5. Filing
6. Maintaining staff personnel records, including time and attendance records
7. Answering telephone
8. Making appointments for students with staff
9. Mailing follow-up forms to students and employees, as directed by the Placement Counselor.
10. Perform any other duties that may be assigned by the Executive Director

## JOB DESCRIPTION

Curriculum Secretary

The primary duties of the Curriculum Secretary include the following:

1. Typing:
  - A. Instructional materials for all the instructors
  - B. Control cards and applications for entering students
  - C. Intake forms for student folders
  - D. Requests for high school transcripts
  - E. HEP forms
  - F. Absentee lists
  - G. Correspondence
2. Duplicating forms and instructional materials
3. Filing
4. Keeping student records up to date
5. Answering telephone
6. Making appointments for students with staff
7. Recording tutors' hours and submitting time sheets to the payroll office.
8. Performing any other duties that may be assigned by the Associate Director.

## STAFF SELECTION

All HEP staff members must meet the established criteria for employment at the University of Miami as well as those of the Office of Economic Opportunity - Migrant Division. At the inception of HEP on the University campus, professional staff members were given the rank of Visiting Instructor in Education and accorded faculty status and all of the privileges that complement said designation.

The Director of the HEP is responsible for recruiting and selecting all HEP staff members. Staff members are selected on the basis of:

1. Successful professional experience.
2. Academic achievement.
3. A sincere personal commitment to work with a segment of disadvantaged youths who need special help and understanding.
4. The ability to function effectively in a multi-ethnic setting.
5. Experience and/or knowledge of multi-cultural distinctions.

THE ACADEMIC SCHEDULE  
FOR GED PREPARATION

The regular academic schedule for GED preparation consists of five classes each day Monday through Friday. The classes are 55 minutes in length, and meet from 9 A.M. until 2:55 P.M. Beginning at 3:00 P.M. regular supplementary and activity periods are scheduled.

Each student is regularly assigned to each of the five sessions daily: Grammar, Social Studies, Science, Literature and Reading, Math. The program of study is completely individualized and the grouping heterogeneous. Each teacher is responsible for about 15 students during each of the academic periods.

In addition to regular class sessions, each student is scheduled for individual tutoring as needed, for study periods, and for special sessions of practice in testing.

## COUNSELORS AND TUTORS

### Counselors

Contrary to the traditional taboo of mixing business with pleasure, experience with the generally sensitive emotional composition and the cultural backgrounds of seasonal and migrant farm workers indicates a necessity to approach counseling from a recreational perspective insofar as the students are concerned, with the counselors keenly aware of the business objective. Translation: Our students come from families who have had to sacrifice for survival, extracting the amenities of life whenever and however they possibly could. Their efforts are generally geared to immediate goals and instant satisfaction; the long range dream of Utopia is meaningless. Counselors must relate and tie in test results, classroom performance, and teacher observations to their personal observations of students' interests and talents when they are relaxed and are actually operating as freely as possible. Formalized attempts at counseling sessions before such data are gathered will only elicit statements and answers which the counselee suspects are desired by the counselor.

With the recreational approach in mind, the resident counselor plans, along with volunteers and students, evening and weekend excursions such as beach parties, free and/or reasonably priced cultural activities and sports events. The financial details of priced activities will be handled through contributions whenever possible. In other instances they will be shared by all involved.

Tutors (paid)

Instructional packets and teacher orientation will be provided for all tutors whenever possible. Tutors will be selected through the College Work-Study Program.

Tutors (volunteer)

Our program's major source of volunteer tutors is the regular University student body and primarily those who volunteer in an effort to fulfill School of Education course of study tutor/teaching requirements. Resident advisors volunteer as tutors for study hall sessions, and assist the program in its effort to solicit additional tutorial aid.



## TEACHING APPROACHES

Teaching approaches used in H-E-P are diverse, just as are the achievement levels, interests and ability levels of the students. The methods range from individual tutoring, programmed auto-instructional materials, large and small group discussions, role playing, simulation, games and brainstorming; to formal class lectures. However, individualized instruction is the underlying theme, regardless of the content area or the instructor.

Because of the diversity of approaches, each subject content area instructor has prepared an Instructional Management System. These systems include: (1) objectives, (2) content, (3) sequential flow charts and/or operational design for an organized on-going program, (4) catalog of materials, (5) test items and materials or sources, and (6) criteria for evaluation of performance.

### Problems Encountered

During Program Year B, the following were designated as high-priority problems to be solved:

1. Lack of adequate office space for administration, counseling and staff.
2. Lack of adequate classroom space and facilities.
3. Lack of availability of auto-instructional equipment and materials.
4. Lack of duplicating machines.
5. GED testing inconveniences.

These problems were resolved during Program Year C.

## PROGRAM CHANGES UNDER EXPANDED OR REDUCED BUDGET

If the University of Miami H-E-P budget were expanded, it is anticipated that:

1. Enrollment would double.
2. Administrative offices and classroom facilities could be erected through the use of Office of Economic Opportunity funds.
3. A Learning Center would be built and stocked with auto-instructional materials. This Learning Center would be recognized by the University of Miami as a valid, on-going activity of learning, and a vital adjunct to the School of Education in its teacher training program.
4. We have made a modest beginning toward acquiring a Learning Center. Equipment and materials from Educational Development Laboratory have been ordered for use in the Language Arts area.