Summer Teacher Inservice

OHIO

MIGRANT EDUCATION
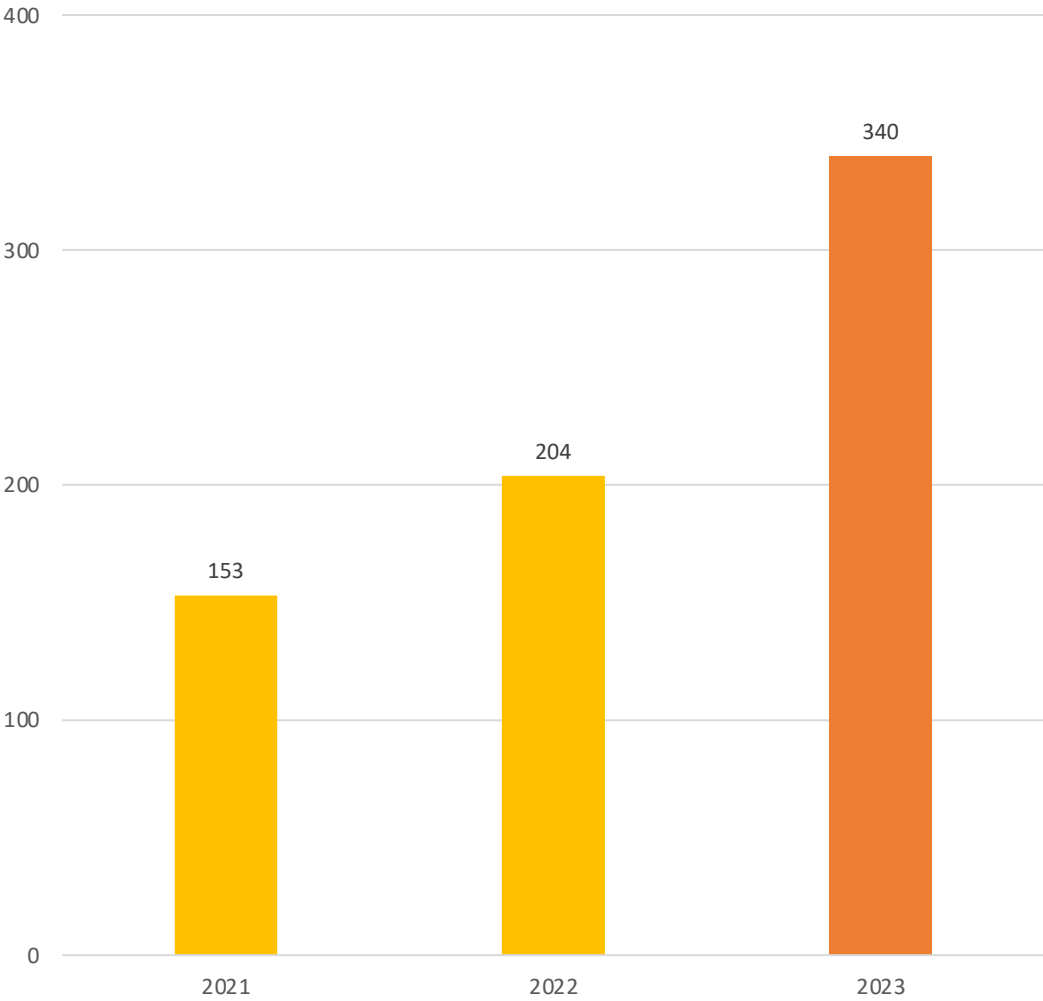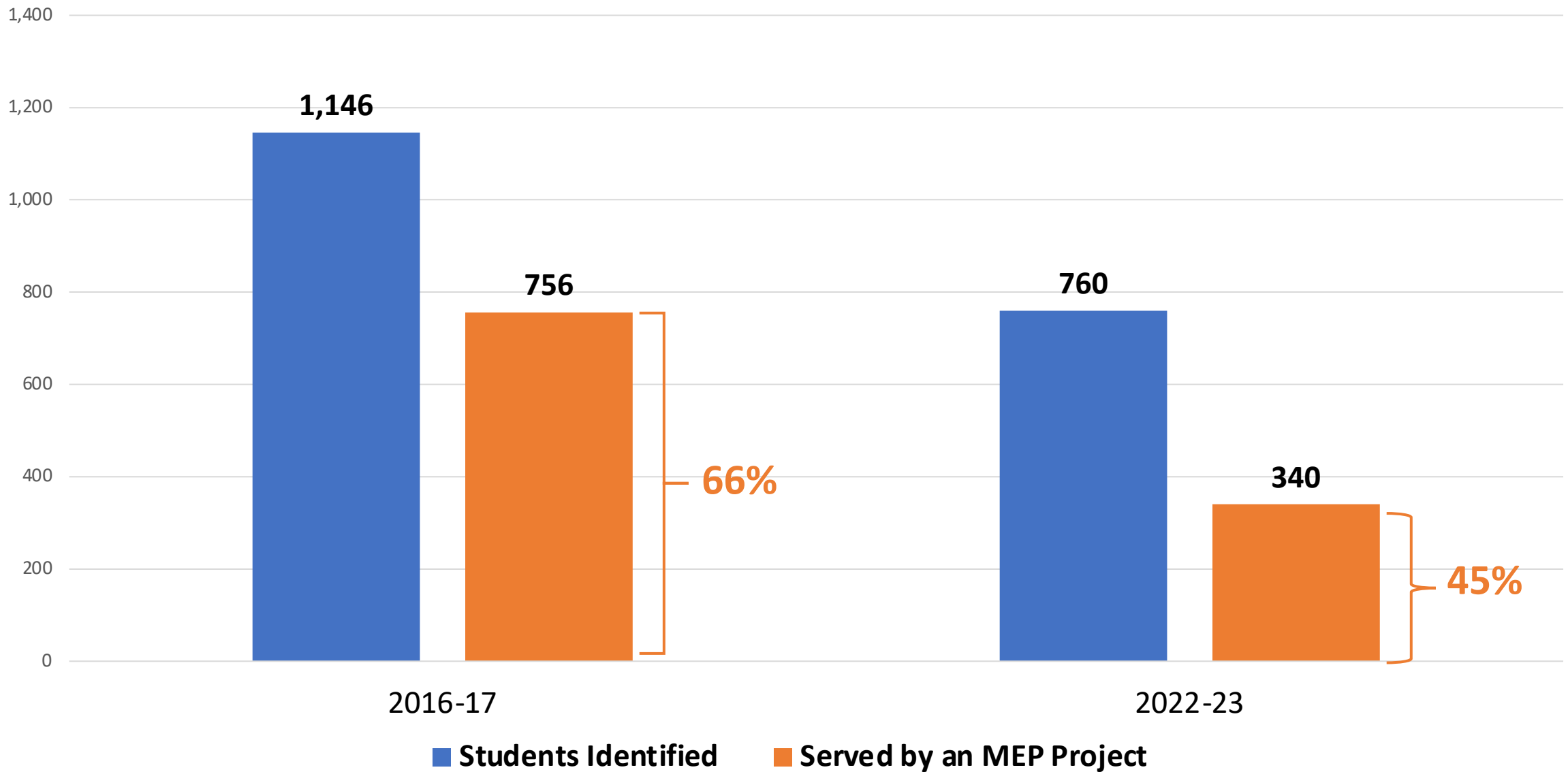
2024

Children Identified
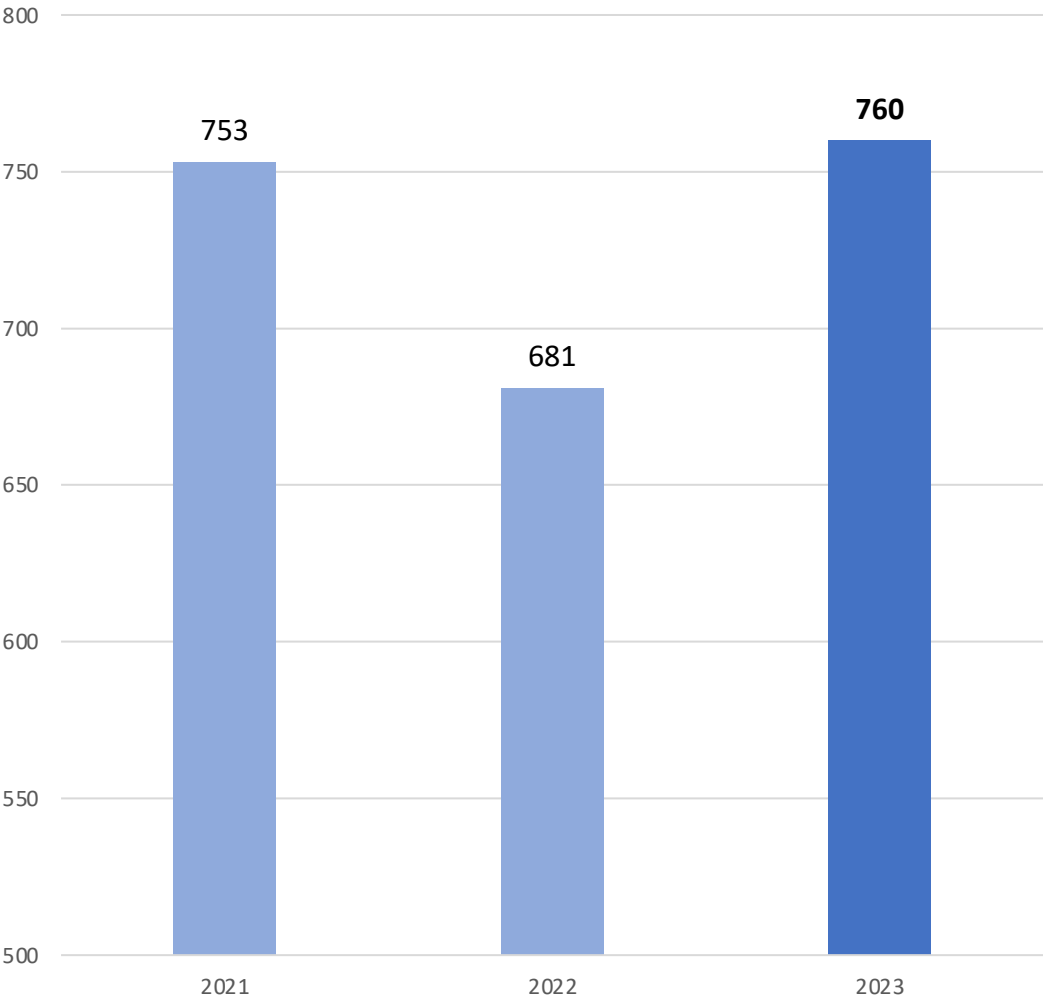
Children Served

Ohio Migrant Student Population & MEP Trends

- 2016-17
  - Students Identified: 1,146
  - Served by an MEP Project: 756 — 66%
- 2022-23
  - Students Identified: 760
  - Served by an MEP Project: 340 — 45%

Legend: ■ Students Identified ■ Served by an MEP Project

An Aging Migrant Student Population

80%

60%

20%

40%

100%

80%

60%

40%

20%

0%

FY17   FY23

→ P3 - 8th Grade   → 9th - 12th Grade, OSY
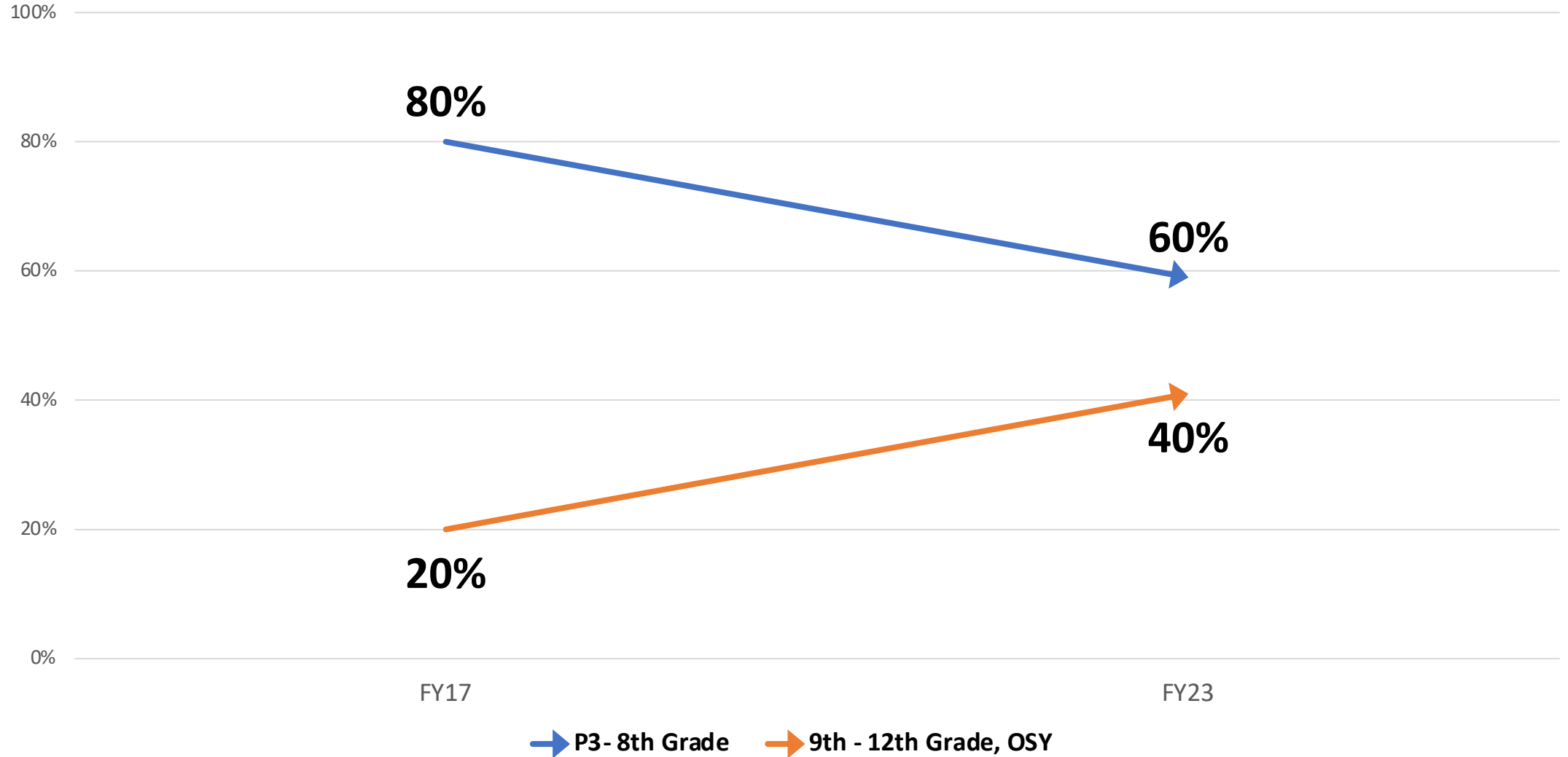
Ohio Migrant Student Population & MEP by Grade (2021-22)

Bar chart showing Total Students (orange bars) and % Served by Migrant Education Program (black line) by grade:

Grade	Total Students	% Served by Migrant Education Program
Pre-K	70	44%
K	34	53%
1st	39	59%
2nd	41	63%
3rd	40	53%
4th	35	54%
5th	35	31%
6th	41	46%
7th	28	32%
8th	49	43%
9th	43	40%
10th	34	38%
11th	36	31%
12th	23	90%
Out of School	133	29%

Legend: Total Students — % Served by Migrant Education Program

OSY Identified vs. Served

Legend: ■ Identifed ■ Served

Data by year:
- 2021: Identified 138, Served 44
- 2022: Identified 133, Served 39
- 2023: Identified 140, Served 37
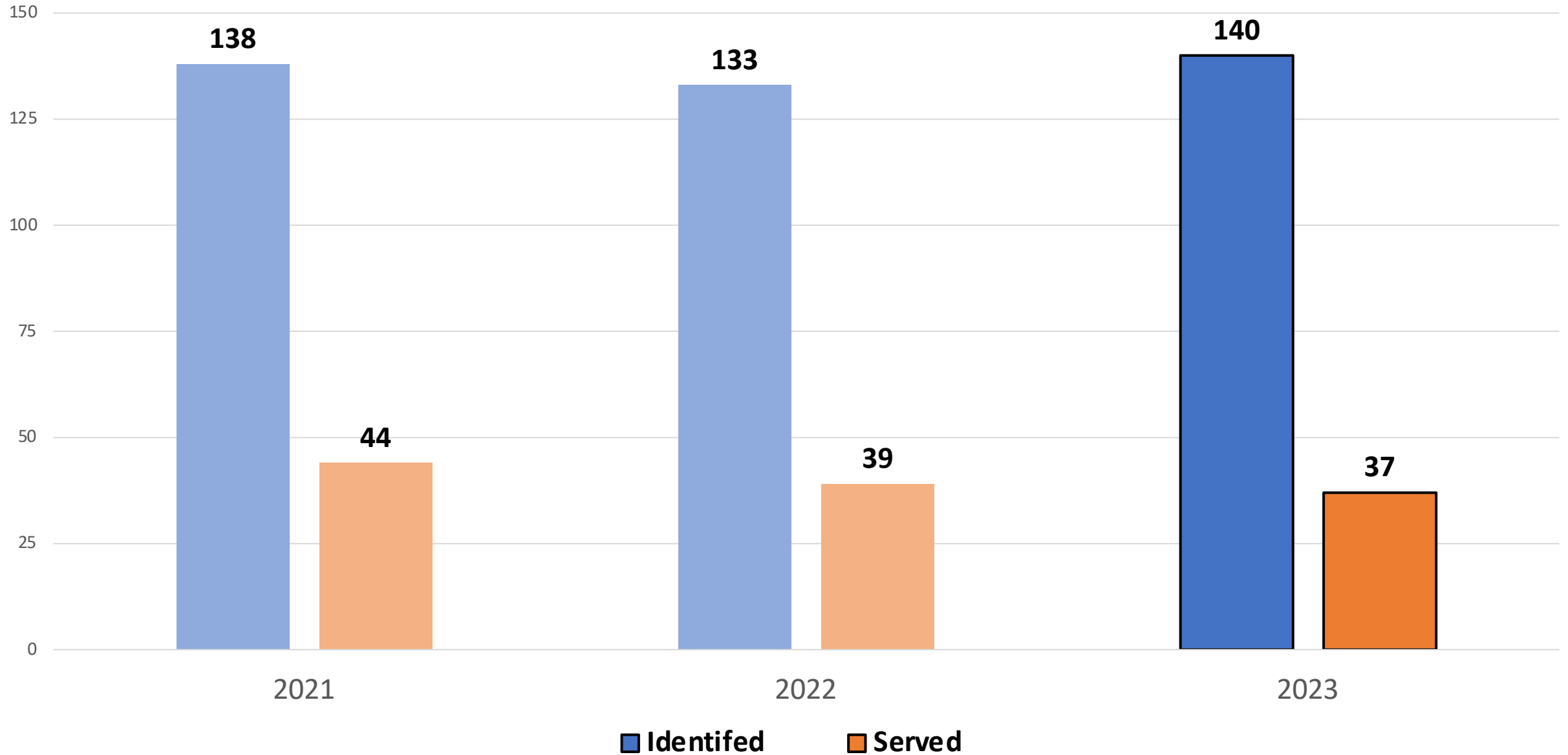
Qualifying Arrival Dates

Legend:
PP20 Putnam, PP20 Willard, PP20 Marlington, PP20 Tecumseh, PP20 Old Fort, PP21 Putnam, PP21 Willard, PP21 Marlington, PP21 Tecumseh, PP21 Old Fort, PP22 Putnam, PP22 Willard, PP22 Marlington, PP22 Tecumseh, PP22 Old Fort
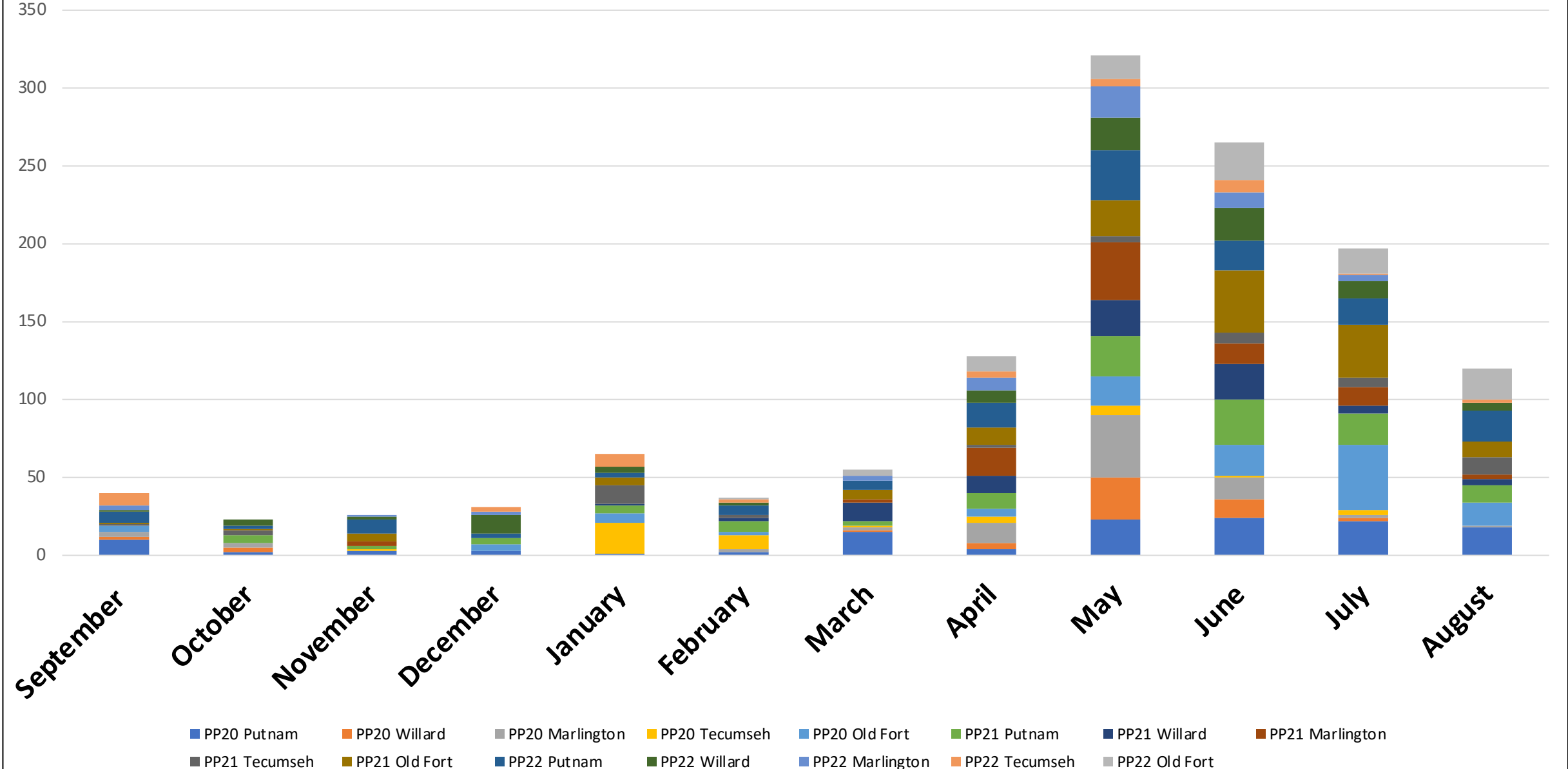
OFFICE OF MIGRANT EDUCATION

Government Performance & Result Act - *(GPRAs)*

Federal Goals

1. The percentage of MEP students that scored at or above proficient on their state's annual **Reading/Language Arts** assessments in grades 3-8.
2. The percentage of MEP students that scored at or above proficient on their state's annual **Mathematics** assessments in grades 3-8.
3. The percentage of MEP students who enrolled in grades 7-12 and **graduated or were promoted** to the next grade level.
4. The percentage of MEP students who entered 11th grade that had received full credit for **Algebra I** or its equivalent.
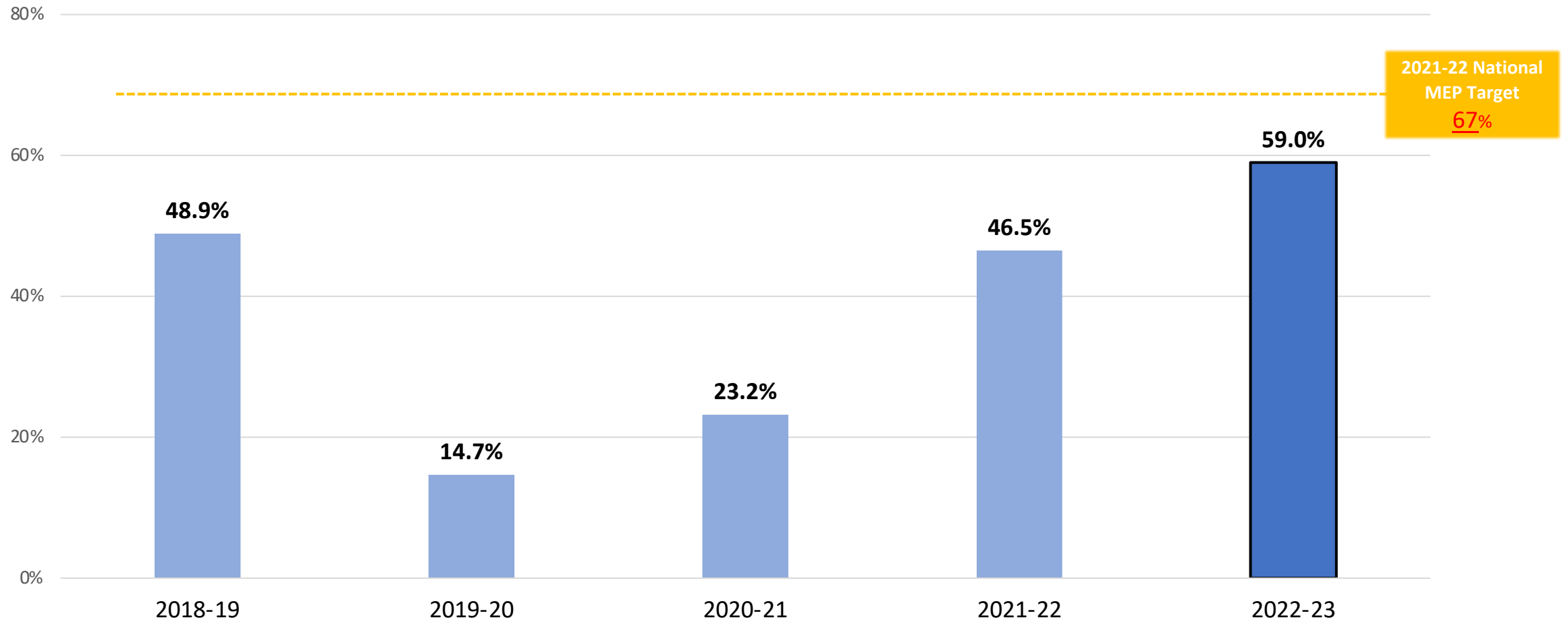
PERFORMANCE MEASURE (PM) #1 – The % of Migratory Children in Grades 3-8 Proficient in Reading/Language Arts.

Data Source: Office of Migrant Education, March 2024

PERFORMANCE MEASURE (PM) #2 – The % of Migratory Children in Grades 3-8 Proficient in Mathematics.

COVID

N/A

45.2%

37.3%

8%

41.0%

2021-22 National MEP Target
31%

Exceeds Target

2018-19   2019-20   2020-21   2021-22   2022-23

Data Source: Office of Migrant Education, March 2024

PERFORMANCE MEASURE (PM) #3 – The % of Migratory Children Enrolled in Grades 7-12 and Graduated or Were Promoted to the Next Grade Level.

Data Source: Office of Migrant Education, March 2024

PERFORMANCE MEASURE (PM) #4 – The % of Migratory Students in Grade 11 with Full Credit for Algebra I or its Equivalent.

Exceeds Target

COVID

- 2018-19: 100.0%
- 2019-20: 100.0%
- 2020-21: N/A
- 2021-22: 37.0%
- 2022-23: 55.0%

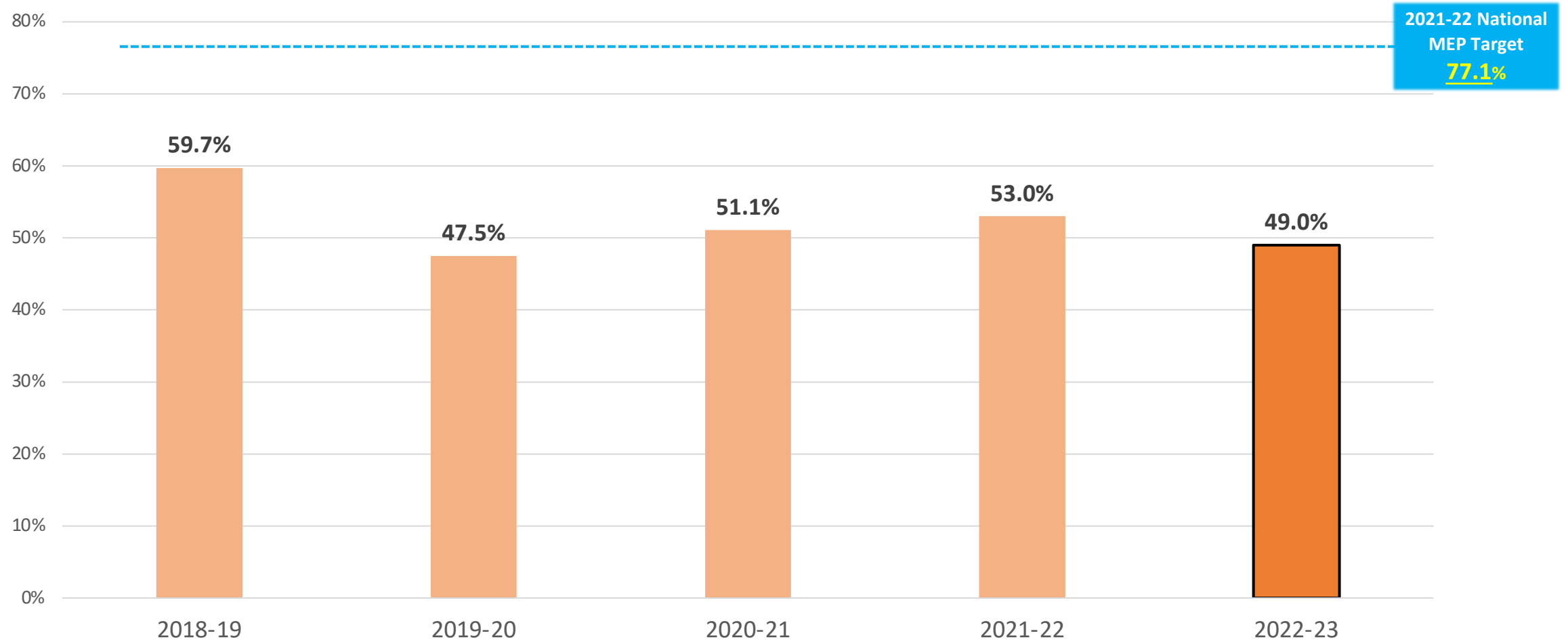2021-22 National MEP Target
39%

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MEP Leading Indicators

1. An increasing percentage of *Priority for Services* (PFS) migratory children will receive services.

2. An increasing percentage of migratory *7-12 graders* will receive services.

3. An increasing percentage of *8th grade* migratory children will score proficient or higher in *Mathematics*.

LEADING INDICATOR (LI) #1 – The % of Migratory Children Who Were Identified under PFS Provision Received MEP Services.

Data Source: Office of Migrant Education, March 2024

LEADING INDICATOR (LI) #2 – The % of Migratory Children in Grades 7-12 Received MEP Services.

2021-22 National MEP Target
77.1%

Year	Percentage
2018-19	59.7%
2019-20	47.5%
2020-21	51.1%
2021-22	53.0%
2022-23	49.0%

LEADING INDICATOR (LI) #3 – The % of Migratory Children in Grade 8 were Proficient in Mathematics.

Data Source: Office of Migrant Education, March 2024

Continuous Improvement Cycle
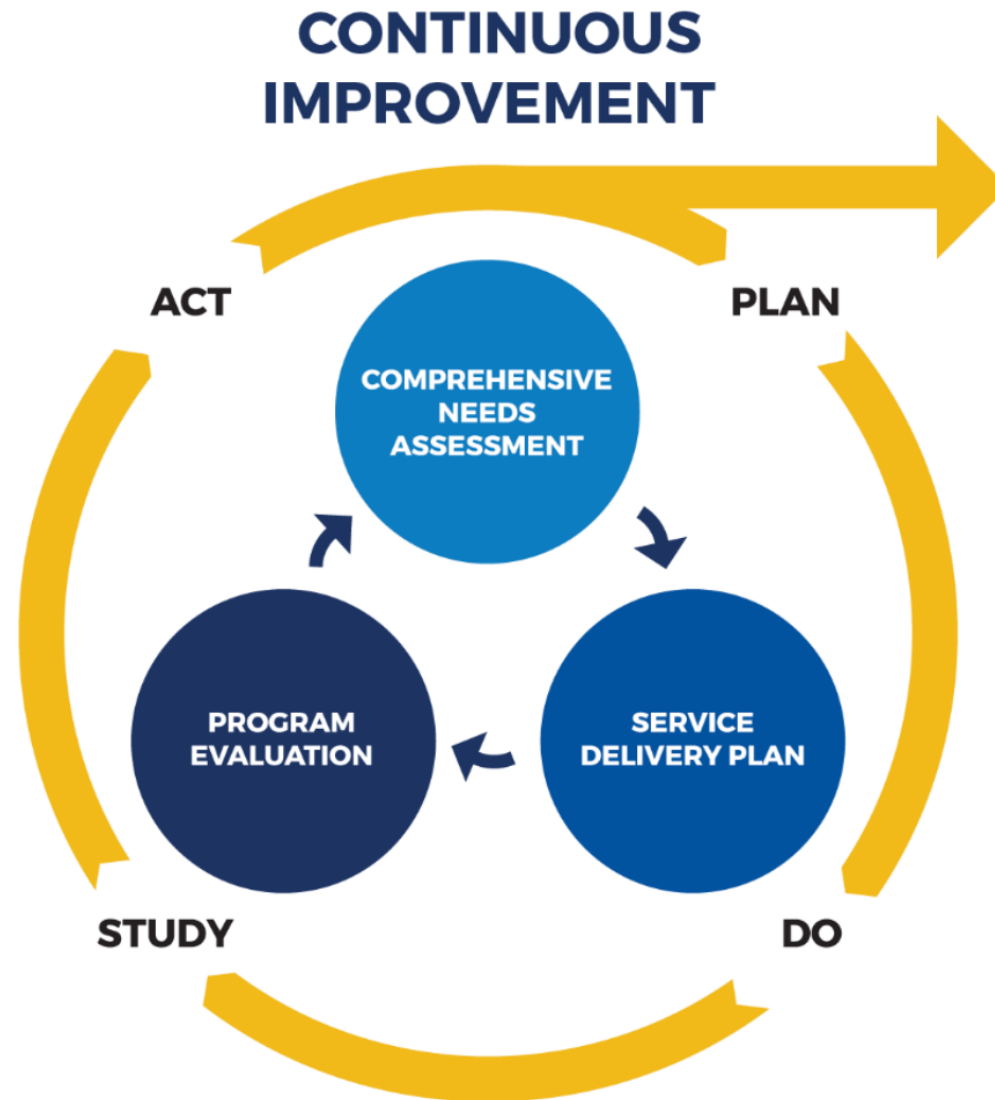
GOAL #1 - English Language Arts & Math

MEASURABLE PERFORMANCE OUTCOME (MPO)

1.1: The % of all migratory children in the state proficient in English Language Arts and Mathematics will increase to 44.6% and 48.5% respectively on the State Report Card.

Strategies	Delivery Expectations
1.1a Provide intensive academic support focused on the individual academic competency needs of students during the summer program, with a special focus on Priority for Service students.	*Required*
1.1b Facilitate personalized and quality instruction with blended learning curricula (such as iReady) and use of devices where available.	*Required*
1.1c Utilize district-adopted curricula, technology, and systems during summer program to support education continuity with the school year programming.	*Required*
1.1d Provide in-home instruction for IMAGE students and connect them with access to computers for instructional work whenever possible. Include Priority for Service students in services.	*Required*
1.1e Use family night events to guide parents in navigating education system resources to improve academic skills, including access to services for children with special needs and Priority for Service students.	*Required*
1.1f Closely monitor math performance for students in Pre-Algebra and Algebra I. Provide summer instruction for students in these math courses.	*Required*
1.1g Offer field experiences and off-site experiential learning in summer tied to the academic standards and skill areas needed for students.	*Optional*
1.1h Implement peer or volunteer tutoring strategies, especially for Priority for Service students, that leverage positive relationships in support of academic persistence. This may include peer-assisted learning strategies, high school students working with elementary students, or volunteers from local colleges and the community.	*Optional*
1.1i Facilitate connection to external resources such as the public library, summer reading programs, book mobiles. Provide access to mobile learning devices.	*Optional*

GOAL #2 - EL Learners

MEASURABLE PERFORMANCE OUTCOME (MPO)

2.1: The % of migratory students enrolled in the MEP that have an LEP designation and receive the needed EL instruction will increase sixty-six percentage points to 80%.

Strategies	Delivery Expectations
2.1a Focus language acquisition supports on academic reading and writing, particularly on fluency, vocabulary and comprehension. Ensure Priority for Service students who are English learners are served.	*Required*
2.1b Refine the deployment of assessments of English fluency to appropriately identify student needs and align to other Ohio assessments of fluency, such as the Ohio English Language Proficiency Assessment (OELPA) if possible.	*Required*
2.1c Implement bilingual peer or volunteer tutoring and mentoring strategies that leverage positive relationships in support of academic persistence. This may include peer-assisted learning strategies, high school students working with elementary students, or volunteers from local colleges and the community.	*Optional*
2.1d Provide consistent and continuous professional development for MEP instructors on English language proficiency standards and language acquisition strategies.	*Optional*
2.1e Engage more bilingual professionals, including teachers and paraprofessionals, who are fluent in English and the first languages of MEP students and parents.	*Optional*

GOAL #3 – Health & Social Needs

MEASURABLE PERFORMANCE OUTCOME (MPO)

3.1: Community health fairs and health fairs specifically geared for migrant parents will be coordinated at the rate of 1 new location per year for the next three years and provided access to existing social services.

Strategies	Delivery Expectations
3.1a Coordinate dental and vision screening and referral services for migrant students; identify additional external resources, such as community health centers and clinics to pay for and provide necessary treatments for students.	*Required*
3.1b Coordinate dental and vision screening and referral services for the parents of migrant students; identify additional external resources, such as community health centers and clinics to provide necessary treatments for students.	*Required*
3.1c Coordinate dental and vision screening and referral services for new communities of migrant workers; identify additional external resources, such as community health centers and clinics to provide necessary treatments for students.	*Required*
3.1d Connect MEP participants to mental and physical health resources when needed.	*Required*
3.1e Connect parents and comunities to existing social service agencies that can assist with needs outside the scope of the migrant education program.	*Required*
3.1f Inform parents about health and nutritional objectives to help students learn through routine outreach items, such as information bags or kits.	*Optional*
3.1g Offer health and social service supports to Out-of- School Youth to encourage participation in the Migrant Education Program.	*Optional*
3.1h Offer mental health and emotional support referrals to students and adults where available.	*Optional*

GOAL #4 – Middle & High School Students

MEASURABLE PERFORMANCE OUTCOME (MPO)

4.1: The % of migratory children in grades 7-12 that receive MEP services will increase 28.1 percentage points to 77.1% on Federal Leading Indicator #2.

4.2: The % of migratory children enrolled in grades 7-12 and graduated or were promoted to the next grade level will increase by eight percentage points to 67% on Federal Performance Measure #3.

Strategies	Delivery Expectations
4.1a Offer IMAGE services to 7-12 grade students who cannot attend the summer building program.	*Required*
4.1b Provide the Chromebooks and other supplies necessary for 7-12 grade students to access i-Ready ELA & Math lessons, APEX for secondary credit recovery and other online programs.	*Required*
4.1c Offer opportunities for students to enter into meaningful careers. This could include partnerships with Career Tech centers or various other training & employment programs that lead to a good standard of living.	*Optional*

Strategies	Delivery Expectations
4.2a Offer credit accrual and recovery options that meet Ohio academic standards and can be accepted for credit at the student's homebase school. Blended learning, Flex Credit and career- technical programming may be included in options. Program options should be scheduled in a flexible manner to meet student needs and availability.	*Required*
4.2b Closely monitor math performance for students in Pre-Algebra and Algebra I. Provide summer instruction for students in these math courses.	*Required*
4.2c Create advising support for making postsecondary choices, particularly for college.	*Required*

GOAL #5 – Out-of-School Youth (OSY)

MEASURABLE PERFORMANCE OUTCOME (MPO)

5.1: Out-of-school youth (OSY) participating in the summer MEP will increase to 50%.

Strategies	Delivery Expectations
5.1a Have out-of-school youth identify their specific education needs on the IMAGE Teacher Log form and provide services based on out-of-school youth preferences, choices and scheduling needs.	*Required*
5.1.b Deploy English language acquisitions strategies for out-of- school youth.	*Required*
5.1c Provide Chromebooks and other supplies necessary for OSY students to access online programs.	*Required*
5.1d Build partnerships with farm management and businesses to provide instruction and show value to employers, particularly if providing career-technical education skills.	*Optional*
5.1e Offer career-technical experiences that tie both to work duties and academic standards. Offer programming at flexible times of the day.	*Optional*

GOAL #6 – School Readiness

MEASURABLE PERFORMANCE OUTCOME (MPO)

6.1: The % of migrant children ages 3 to 5 participating in the summer MEP will increase twelve percentage points to 60%.

6.2: 80% of migratory children ages 3 to 5 enrolled in the MEP will demonstrate growth on the San Diego PreK Assessment.

Strategies	Delivery Expectations
6.1a Offer IMAGE services to students ages 3 to 5 who cannot attend the summer building program.	*Required*
6.1b Provide Chromebooks and other supplies necessary for PreK students to access online programs.	*Required*
6.1c Partner with Migrant Head Start to provide IMAGE services to their preschool children ages 3 to 5 that also qualify for the Title I-Part C, migrant education program.	*Optional*

Strategies	Delivery Expectations
6.2a Teachers will administer the San Diego PreK Assessment to all preschool students attending both the summer building program and the IMAGE program	*Required*

Online IPT Testing - Summer 2024

ORAL Assessment... (Required)

Used for identifying LEP students. This is a minimum data element that USDoE expects all states to collect.

Teachers are only required to pre-test on the student's first day of attendance. No need to post-test at the end of the summer program.

Reading & Writing Assessment... (Optional)

Teachers are welcome to assess their students' reading level or if they want to see a sample of their writing .

*You are welcome to use your OELPA data to identify LEP students instead of the IPT

Summer iReady

- All summer MEP projects will continue to use *iReady* as required by our State Service Delivery Plan

- Quality lessons in **Reading** & **Math**

- Provides the progress monitoring data we need to show growth in the summer programs

- Teachers will set up their own students' accounts

iReady is not a curriculum, it is a *supplemental tool* for teachers

Summer i-Ready Administrator

Page Warner,
Education Coordinator

Page.Warner@nwoesc.org

Options/Information for Online Coursework through the Ohio Migrant Education Program

Gary Herman, APEX Coordinator

Gary.Herman@PutnamCountyESC.org

Credit Accrual/Recovery – This should be the primary goal

Career Exploration (limited under APEX) Can have more options for additional cost

Remediation

Course List: bit.ly/ApexMigrantCourseOptions

Core Courses

- English 9
- English 10
- English 11
- English 12
- Physical Science
- Biology
- Environmental Science
- High School Health
- Algebra I
- Geometry
- Algebra II
- Math Foundations (I or II)
- Mathematics of Personal Finance
- U.S. History: up to the Civil War
- U.S. History: since the Civil War
- World History
- Economics
- Government

Elective Courses

- Chemistry
- Physics
- Spanish I
- Spanish II
- Bridge Math (reviews Alg 1, Geometry, & Alg. 2)
- Accounting
- Business Applications*
- Computer Applications*
- Human Resources Principles
- Information Technology Applications
- Intro to Business & Technology*
- Principles of Business, Marketing, & Finance
- Principles of Health Science
- Principles of Information Technology

APEX Registration Process
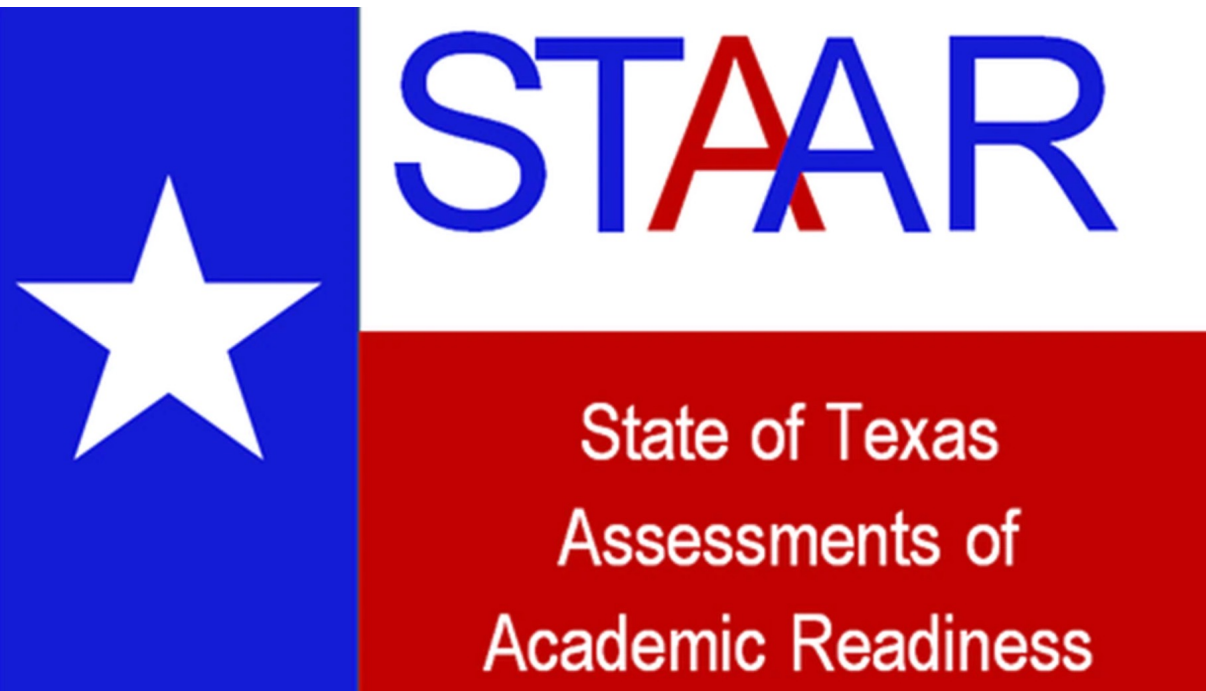
1. **Contact Gloria for verification of course option**
   - *Gloria.Altamirano@nwoesc.org*
2. **Fill out online Registration Form**
   - *bit.ly/MigrantCourseRegistration*
   - *Person filling out request will receive a PDF copy to confirm submission. Link will be emailed to TR Clerks.*
3. **Contact Gary if you have any questions**
   - *Gary.Herman@putnamcountyesc.org*

- For Texas high school students who did not pass their EOC exams.

- Texas students have one last chance to pass it in the summer.

- Teacher training will be on an as-needed basis.

- Students needing to retake a EOC exam must be provided STAAR tutoring above anything else.

San Diego PreK Assessment
Teacher Form

Name: _____ Age: _____ Date: _____

DIRECTIONS: Assess the student in English and use this form to record their responses.

Shape Recognition:

Color Recognition:

Red	Blue	Green	Yellow	Purple
Black	Orange	Brown	White	Pink

Uppercase Letter Recognition:

M	R	B	Q	H
E	L	V	G	A

Lowercase Letter Recognition:

t	k	j	n	i
y	u	z	d	f

Number Recognition:

7   9   1   4   6   2   0   5   3   8

I know how to write my name *(Circle one):*   Yes   No

Teacher's Name: _____

Student Name: _____ Post-Test Date: _____

Shape Recognition:

Color Recognition:

Red	Blue	Green	Yellow	Purple
Black	Orange	Brown	White	Pink

Uppercase Letter Recognition:

M	R	B	Q	H
E	L	V	G	A

Lowercase Letter Recognition:

t	k	j	n	i
y	u	z	d	f

Number Recognition:

7   9   1   4   6   2   0   5   3   8

I know how to write my name *(Circle one):*   Yes   No

SCORING: Enter the number of correct responses out of 48 possible to calculate the Growth Score.

[Post Test Score – Pretest Score ➡ Growth Score]

Post Test _____
Pretest _____

Growth Score = [ ]

Basic Eligibility Criteria

Malena Gutierrez – State ID&R Coordinator

Migrant Child

MEP Student Eligibility:

- Under the age of 22 years old
- Has not graduated from US High School or earned a GED
- Made a qualified move* within the last 36 months as migratory agricultural worker/migratory fisher

(OR)

- Made a qualified move within the last 36 months with or to join a parent/guardian/spouse that is a migratory agricultural worker/migratory fisher.

* a "move" due to economic necessity, from one residence to another, across school district lines.

FOR MEP PURPOSES, proof that the qualified worker is legal guardian or spouse is not required.

Migrant Agricultural Worker (MAW)

A person who…:

- Made a **qualified move*** within the last 36 months <u>AND</u>
  - Engaged in new temporary or seasonal employment or personal subsistence in agriculture soon after the move. <u>OR</u>
  - Actively sought such new employment (soon after the move) and has a recent history of moves for temporary or seasonal employment

* a move due to economic necessity, from one residence to another, across school district lines.

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Migratory Fisher

A person who…:

- Made a **qualified move*** within the last 36 months <u>AND</u>
  - ➢ Engaged in new temporary or seasonal employment or personal subsistence in fishing soon after the move. <u>OR</u>
  - ➢ Actively sought such new employment (soon after the move) and has a recent history of moves for temporary or seasonal employment

* **a move due to economic necessity, from one residence to another, across school district lines.**

Qualified Work

Temporary or **Seasonal** employment or **personal subsistence** in agricultural or fishing.

- <u>Temporary</u>- *lasts for a limited period of time, usually a few months but not longer than 12 months.*

- <u>Seasonal</u>- *occurs during a certain part of the year because of the cycles of nature and by nature cannot be continuous or carried out throughout year.*

- <u>Personal Subsistence</u>- *worker and family consume a substantial portion of crops, dairy products or livestock they produce or fish they catch as a matter of economic necessity.*

Qualifying vs. Non-Qualifying Work

Qualifying Work

1. Harvesting Fruits/Vegs.
2. Nursery/Greenhouse Work
3. Meat/Seafood processing
4. Packing/Canning: *(fruits, Vegs, and/or seafood)*
5. Livestock Farms*/Dairy
6. Sod Farms

Non-Qualifying Work

1. Construction
2. Landscaping
3. Food Service
4. Housekeeping
5. Factory work
6. Cannabis-related activities

* Animal produced or kept primarily for breeding or slaughter purposes, including but not limited to beef cattle, hogs, sheep, goats, and horses. However, does not include animals raised for sport, recreation, research, service, or pets.

MEP Referral System

Ohio Administrators
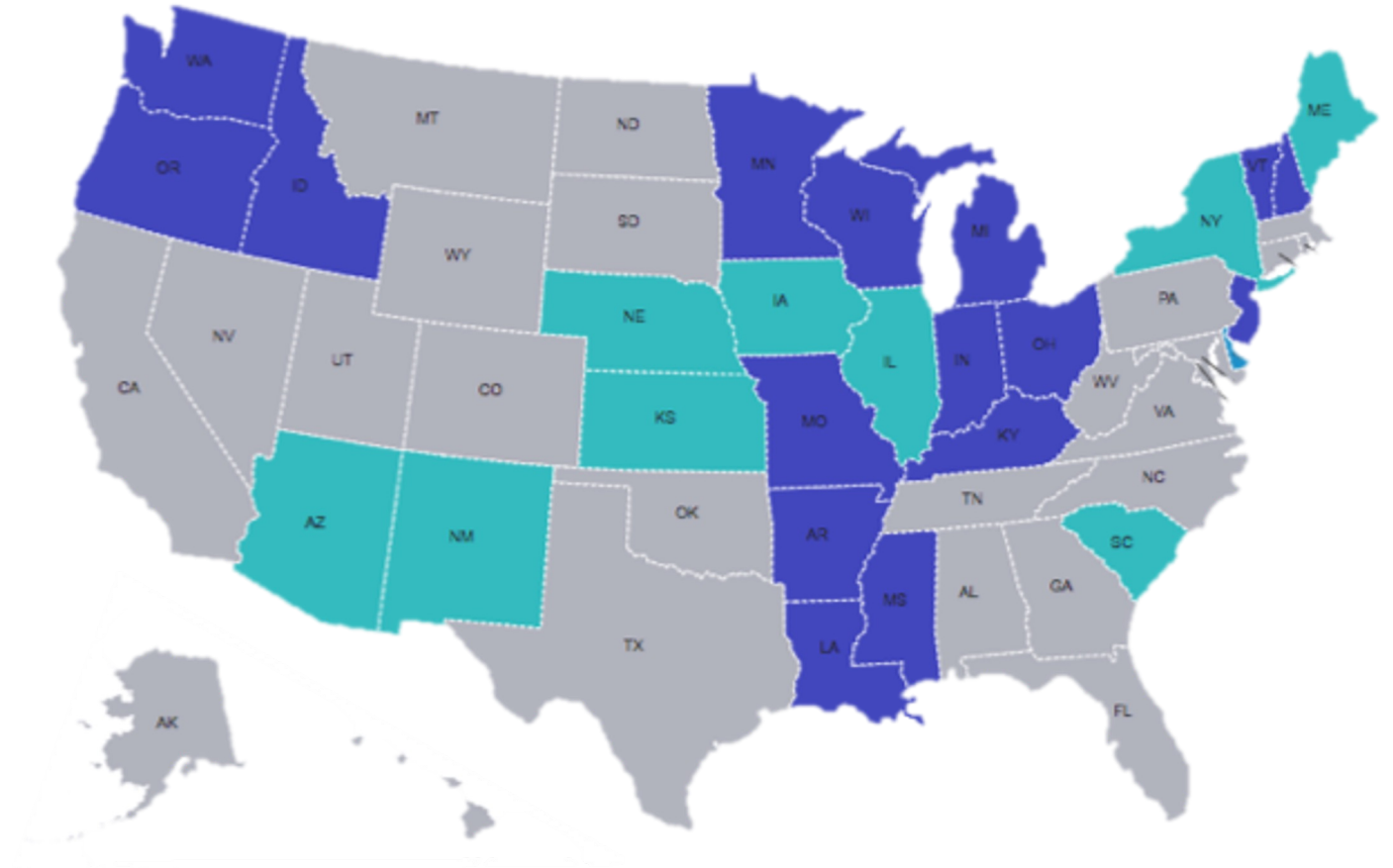
- ❖ Ohio Migrant Education Center (OMEC)

Secondary-Level Users

- ❖ Recruiters
- ❖ MEP Staff

Open Users

- ❖ School Districts
- ❖ Agencies/Organizations
- ❖ Community Members
- ❖ Parents/Guardians
- ❖ Self-Referrals

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ldrreferrals.net

Tutorial Video

The MEP Referral System

- Connects to the MEP Referral System

- Two minutes to complete your lead

- Default language is English

- Family contact Information

- Move & Work History

- Additional Comments

Continuation of Services (COS)
Summer Request Form

I. MEP Site: _____ MEP Teacher: _____ Date: _____

II. Student Name: _____ OHID#: _____ DOB: _____

Current Grade: _____ Homebase School: _____ STOP COS Date: _____

III. Reason for COS request (Student must be at risk of failing to be approved):

☐ Student has current Individual Education Plan (IEP) or 504 Plan.
☐ Child's grade placement is not grade appropriate.
☐ Child Received an LES or NES on the Oral IPT assessment, or a non-proficient designation on the OELPS/A.
☐ Child failed one or more of the following core subjects (English, Math, Science, and Social Studies) at the end of the most recent school year.

☐ Child failed at least one section of the Texas STAAR, Florida FCAT, or other state assessment during the most recent school year
☐ Child was retained in the same grade at the end of the most recent school year
☐ Student Working on Secondary Credit Accrual
☐ Other: _____

IV. Comments (Explain how you will work with this student to address their "At-Risk" Concerns):
_____
_____

FOR OMEC USE ONLY			
IV. Decision:			
☐ APPROVED			
☐ DENIED	OMEC Director	Data Director	Date
Approved under provision: 1304(e)(2)-☐ 1304(e)(3)-☐			

The district commits to continuing to service the student but for whom the district will not receive funding.

Continuation of Services (COS)

- Eligibility for Title I-C is only good for 36 months.

- COS allows the MEP to serve students who have reached the end of their eligibility for no more than **12 additional months.**

- The MEP will not be able to count students served through COS.

- **OMEC approval is required** before COS is offered to students.

- The reporting process for COS students is completely different from migrant-eligible students.

- Student must be "At Risk" of failing in order to be approved.

Priority for Services

MEP Site: _____ Teacher: _____ Grade: _____

Child's Name: _____ Ohio ID#: _____ DOB: _____

Criteria I -   SCHOOL INTERRUPTION:

School interruption must have taken place between [9/1/23 5/31/24]. *(Check ONLY one)*

____ Interruption based on QAD _____

— Other Previous School Interruption:

☐ **NO SCHOOL INTERRUPTION**

_____
(Provide evidence of previous qualifying move)

Criteria II -   AT-RISK OF FAILING:

Student is found to be at-risk of failing because: *(Check ALL that apply)*

____ Child has current Individual Education Plan (IEP) or 504 Plan. (IDEA Designation)

☐ **NOT AT RISK OF FAILING**

— Child received an **LES** or **NES** designation on the Oral IPT assessment, or a non-proficient designation on the OELPS/A.

____ Child failed or is lacking one or more of the following core subjects (English, Math, Science, Social Studies) at the end of the most recent school year. (*Provide a copy of transcript/grade card*)

____ Child failed at least one section of the Texas STAAR, Florida FCAT, or other State assessment. Indicate which one_____

____ Child was retained in same grade at the end of the most recent school year.

— OSY - Student is an Out of School Youth, OS grade designation on COE.

____ Drop-Out – dropped out of school the previous school year and not enrolled in the current school year.

If this student has met Criteria I & II above for Priority for Services, explain how you worked with this student to address the "At-Risk" concerns(s) that you checked under Criteria II above:

_____
_____

Priority for Services (PFS)

✓ A PFS form must be completed on all migrant students that are provided an MEP-funded service.

✓ Student has to meet both Criteria I & II to be PFS.

✓ For students who meet both Criteria I & II, teacher must fill out the bottom portion.

✓ This form needs completed *ASAP*.

✓ Use MSIX to get data on school interruption.

✓ All teachers must have a list of their PFS students in their classroom.

Submit to OMEC

- FTE Worksheet – Submit when staffing is complete.

- TR Clerk Name & Contact Information

- List of Teacher Names, Grade & Email (iReady)

- MEP Profiles Summer 2023 (iReady)

- MEP Program Calendars

- Family Night/Event Dates

Paperwork Due 2 days after last day of any term.

THANKS!
Any questions?

Call OMEC
419-332-6007