IMAGE

Training

2024

OMEC Staff

José Salinas - *Director*

Gloria Altamirano - *Project Data Director*

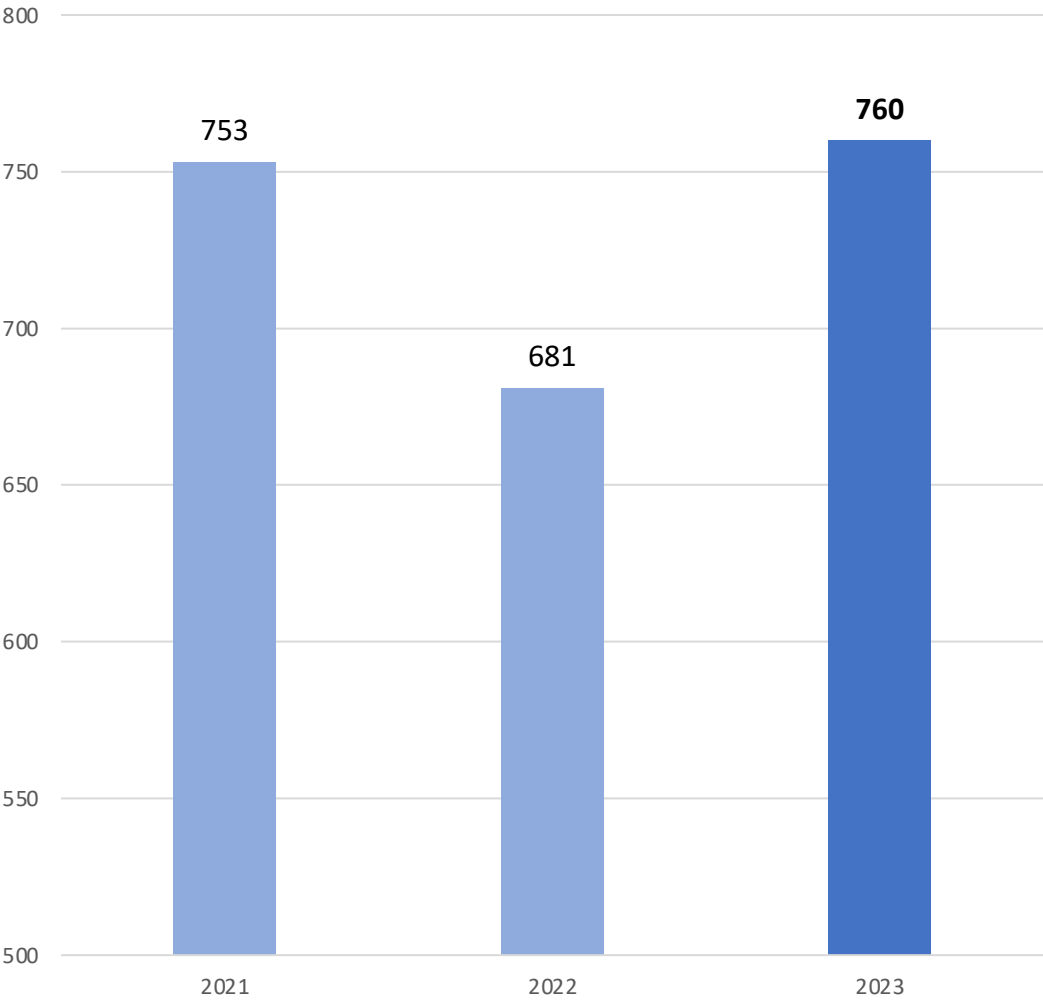Malena Gutierrez - *State ID&R Coordinator*

Pat Kingsborough - *Office Manager*
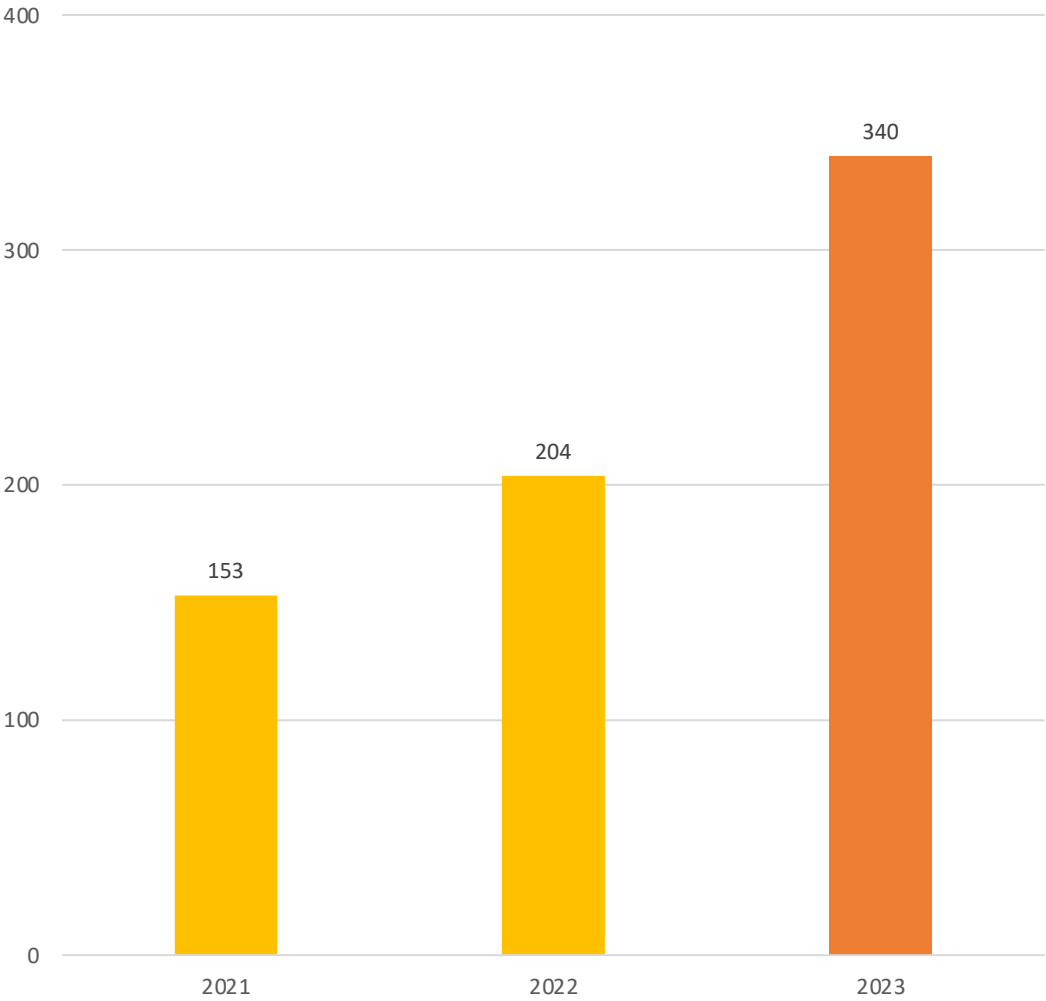
Page Warner - *Education Coordinator*

Lisa Florez - *Health Fair Coordinator*

Corina Barranco - *State Migrant Liaison*

Ohio Migrant Student Population & MEP Trends

- **■ Students Identified**
- **■ Served by an MEP Project**

Year	Students Identified	Served by an MEP Project	Percent
2016-17	1,146	756	66%
2022-23	760	340	45%
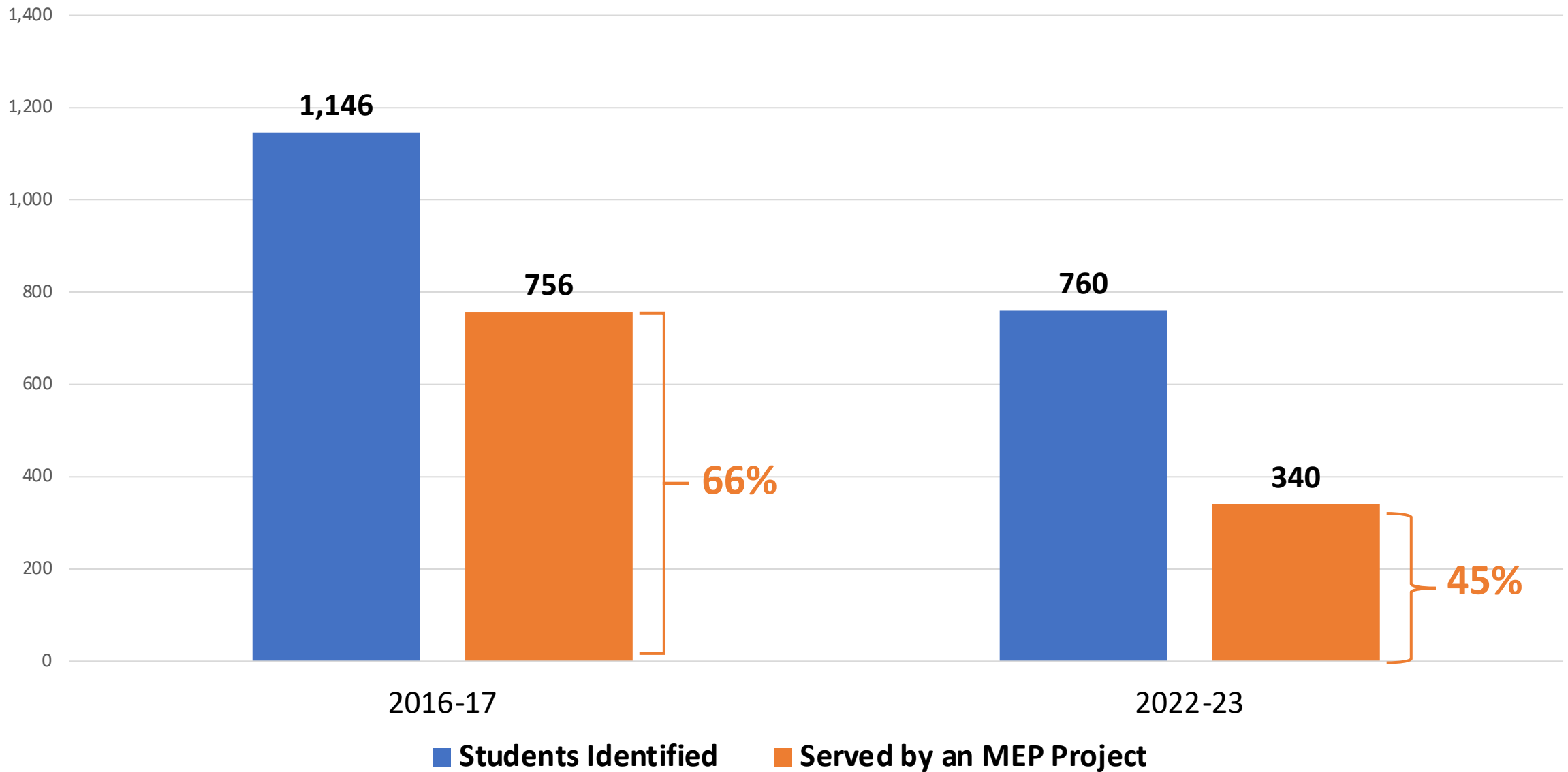
An Aging Migrant Student Population

80%

60%

40%

20%

100%

80%

60%

40%

20%

0%

FY17   FY23

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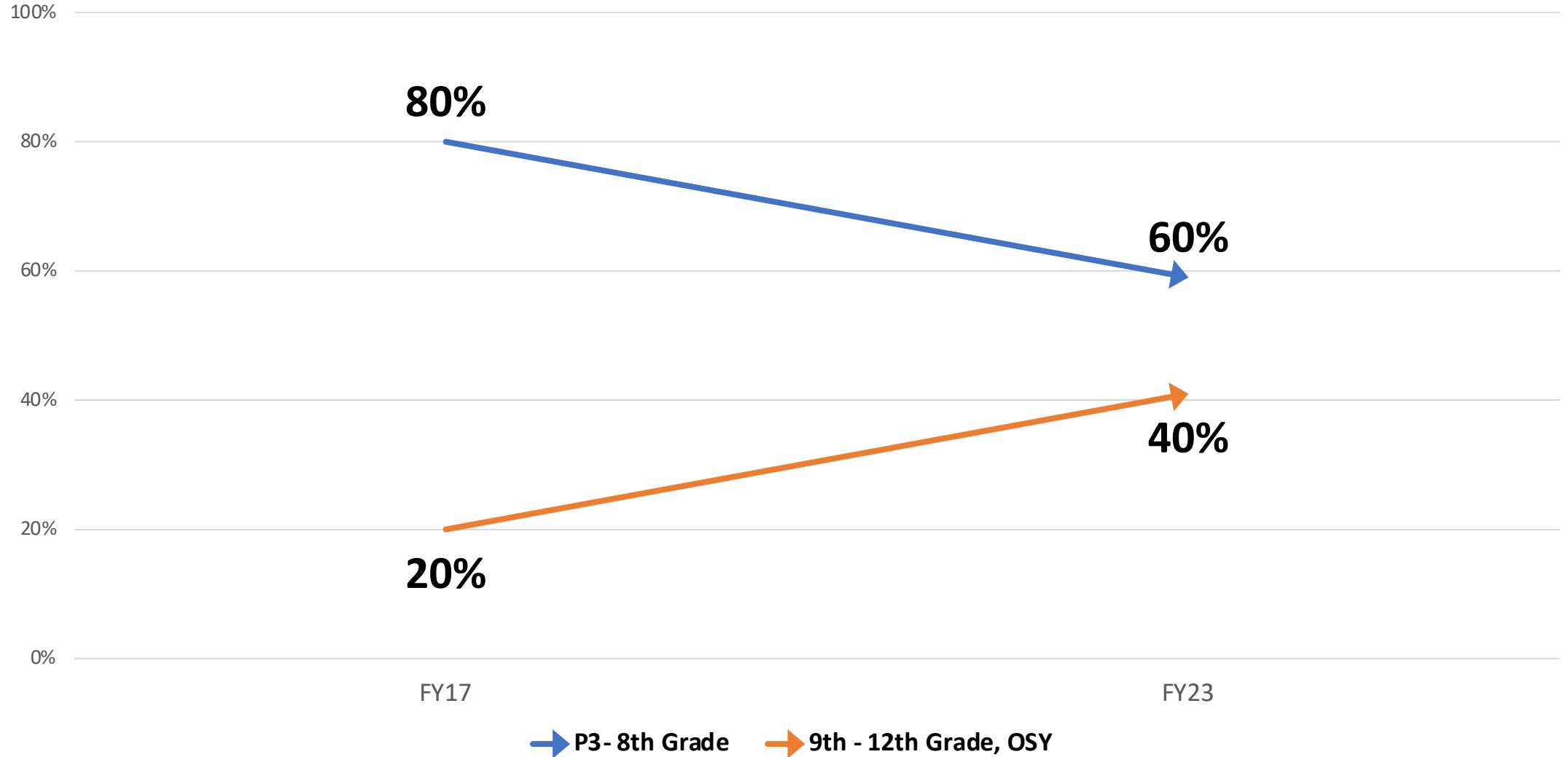
Ohio Migrant Student Population & MEP by Grade (2021-22)

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%

Total Students — % Served by Migrant Education Program
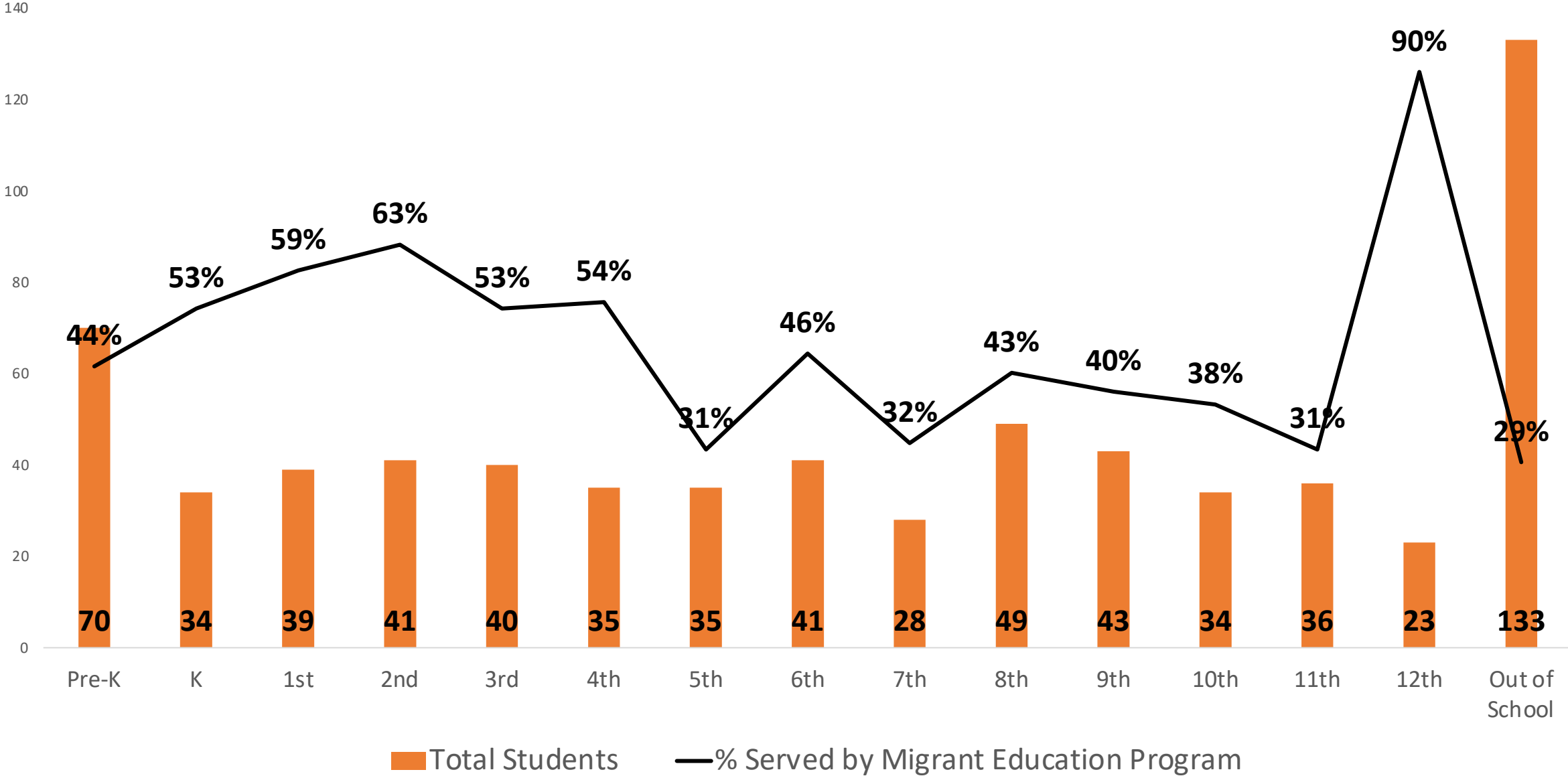
OSY Identified vs. Served

	2021	2022	2023
Identifed	138	133	140
Served	44	39	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
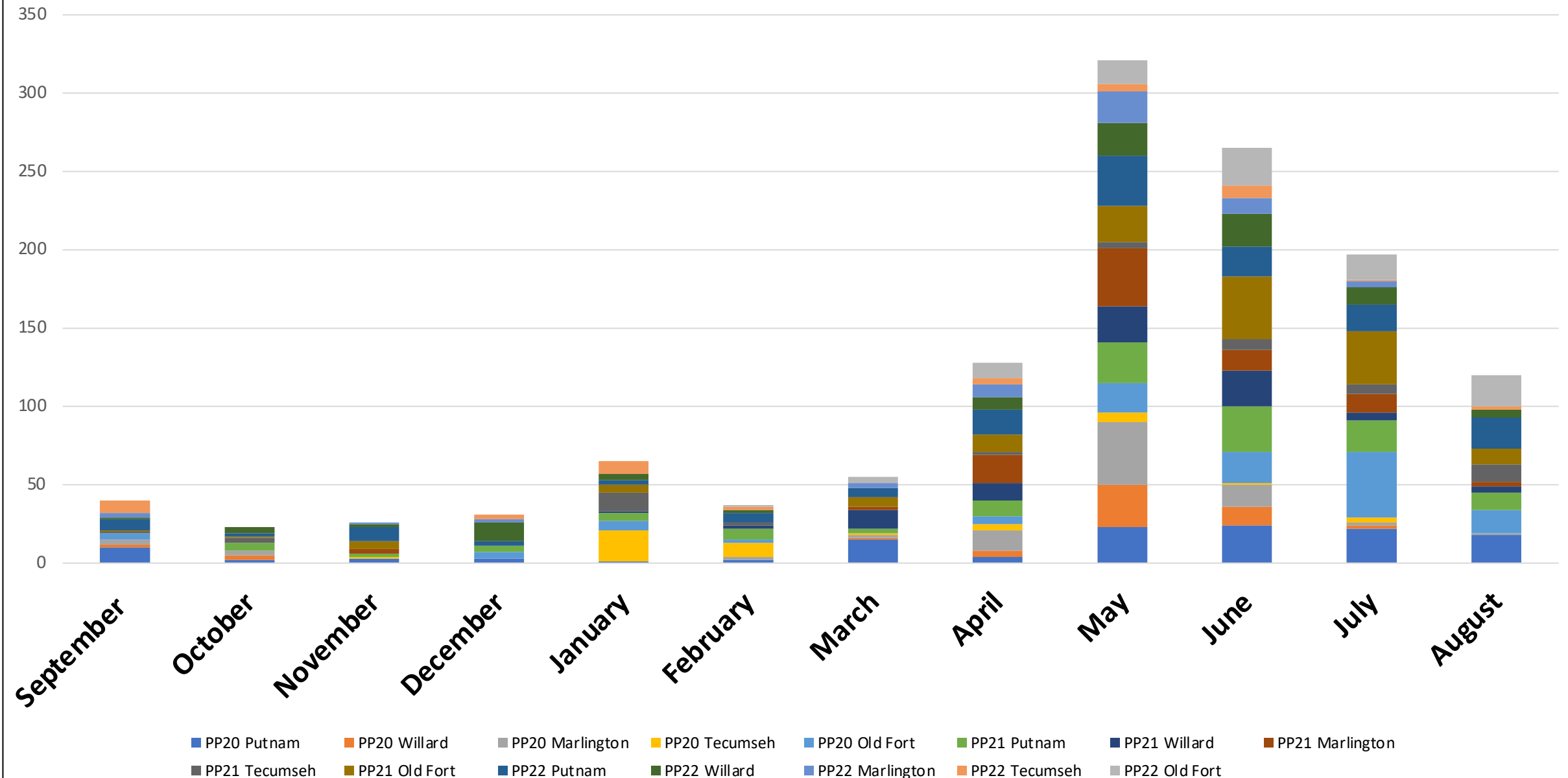- PP22 Tecumseh
- PP22 Old Fort
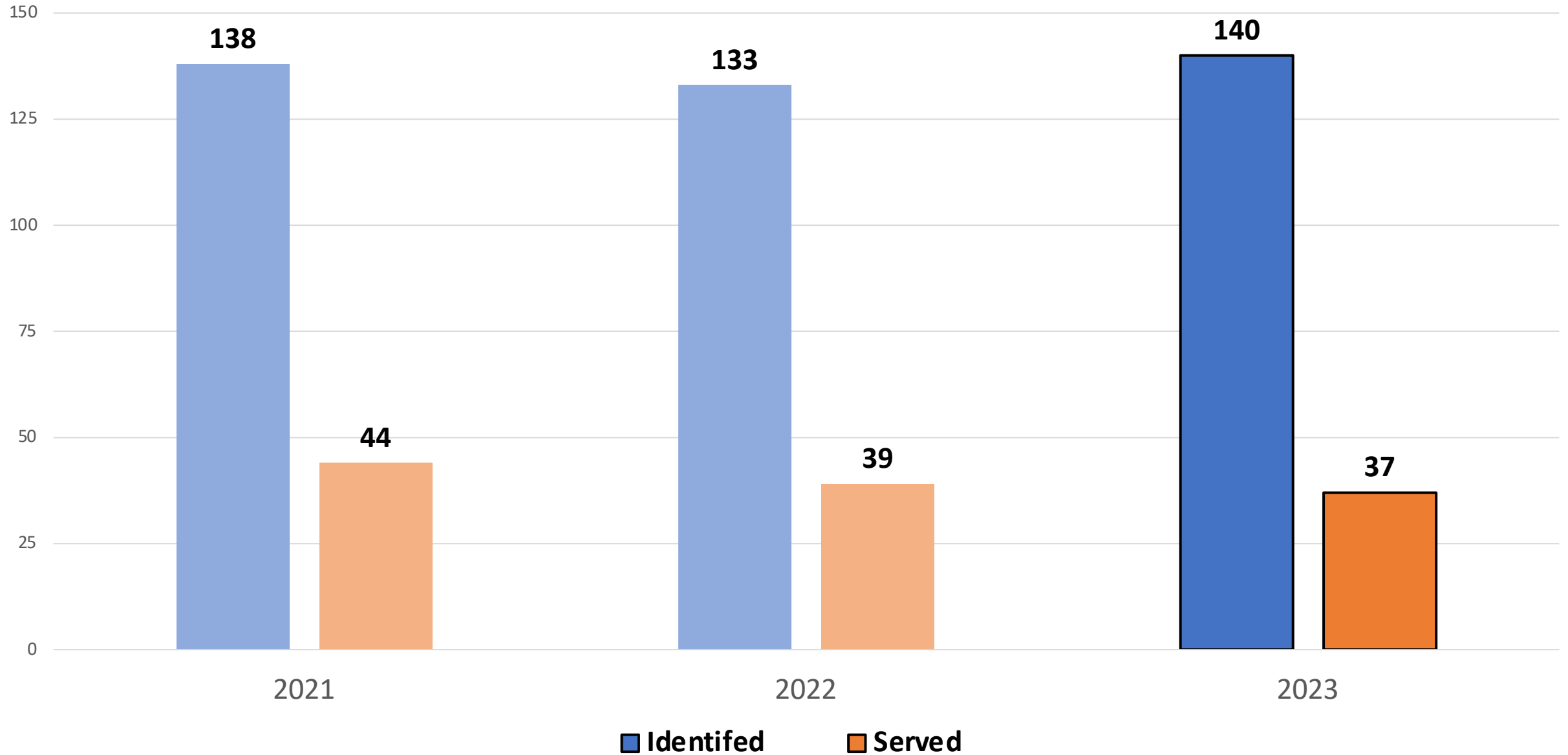
IMAGE – Traveling Teachers

- **I.M.A.G.E.** - Improving Migrant Academic Gains Educationally
- Types of students that benefit most from IMAGE:
  - *Students who live too far from a building program*
  - *High School Dropouts*
  - *Students who work or babysit during the day*
  - *Eligible H-2A workers*

IMAGE

IMAGE is the most viable program for recruiting and serving more students because:

➤ *Less expensive to run.*

➤ *Almost all high school students & and all OSY that were served by the MEP in the past were served through IMAGE.*

➤ *Minimum 10 hours of instruction to count students as served.*

Building Program vs. IMAGE Services

- **Summer Building Program**

  - ➢ 30 days of instructional services

  - ➢ Students who attend a building program for just **one day** can be counted as "Served"

- **IMAGE Services**

  - ➢ IMAGE students are required to receive **10 hours of direct instruction** to be counted as "Served"

Ohio's Migratory Populations

1. **Traditional rural migrant families**
2. **Urban migrant families**
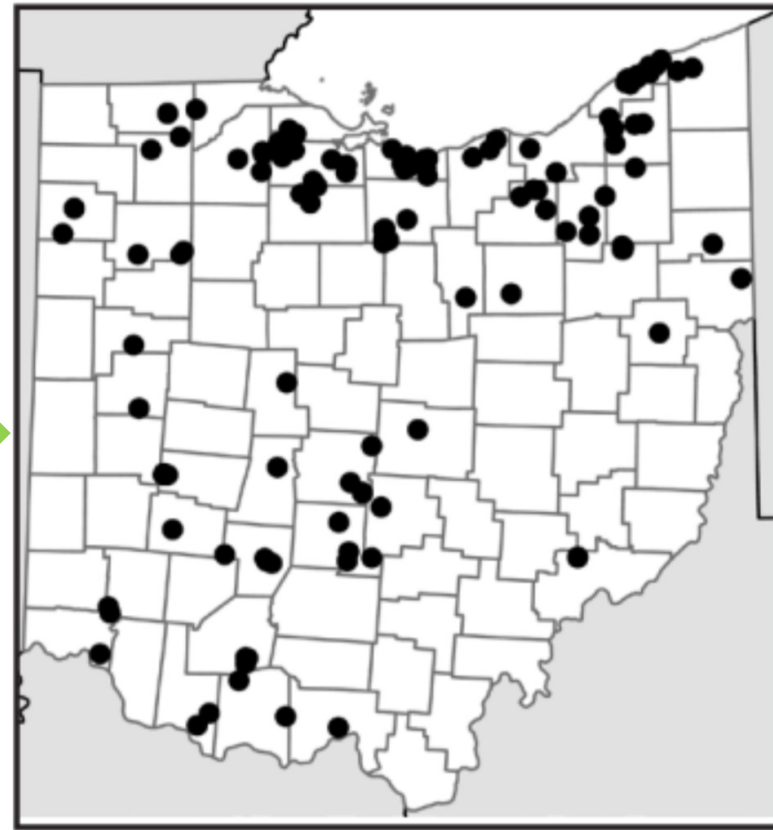3. **H-2A Visa – foreign workers**

List of Qualifying Work

- **Field & Nursery Work**
- **Packing/Canning Fruits & Vegetables**
- **Dairy**
- **Poultry**
- **Livestock**
- **Meat/Seafood Packing and/or Processing**
- **Timber**

Ohio H-2A Data

2013 → *2019*

IMAGE Assessments

- ✓ *Pre-K*
- ✓ *Grades K-12*
- ✓ *OSY*

San Diego PreK Assessment
Teacher Form

Name: _____ Age: _____ Date: _____

PRETEST

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: _____

Pre-K
San Diego PreK Assessment

PRETEST

Student Name: _____   Post-Test Date: _____

POST TEST

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 calculte the Growth Score.

[Post Test Score – Pretest Score ➡ Growth Score]

Post Test _____
Pretest _____

Growth Score = [   ]

Pre-K
San Diego PreK Assessment

POST-TEST

17

IPT Oral Assessment (K-8)

Ohio MEP's Language Proficiency Assessment

- Only 3 possible designation outcomes:

  ✓ **Non-English Speaker - (NES)**

  ✓ **Limited English Speaker - (LES)**

  ✓ **Fluent English Speaker - (FES)**

Used for identifying LEP students. LEP 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.

Post-testing at the end of the summer program is not required.

*You are welcome to use **OELPA** data to identify LEP students in place of the IPT

IPT vs. OELPS/OELPA

- If you have OELPS and/or OELPA data on a student, we will accept those results.
- If OELPS/OELPA scores are provided, the IPT is not necessary.

K-12

San Diego Quick Assessment

PRETEST

San Diego Quick Assessment K-12 (PRETEST)

NAME: _____   GRADE: _____   DATE: _____

Directions: Begin with a list that is at least 2 or 3 grades below student's grade level. Have the student read each word aloud. Continue until the student makes three or more errors on the same list.

Preprimer (A)		Primer (B)		Grade 1 (C)		Grade 2 (D)		Grade 3 (E)	
see		you		road		our		city	
play		come		live		please		middle	
me		not		thank		myself		moment	
at		with		when		town		frightened	
run		jump		bigger		early		exclaimed	
go		help		how		send		several	
and		is		always		wide		lonely	
look		work		night		believe		drew	
can		are		spring		quietly		since	
here		this		today		carefully		straight	

Grade 4 (F)		Grade 5 (G)		Grade 6 (H)		Grade 7 (I)		Grade 8 (J)	
decide		scanty		bridge		amber		capacious	
served		business		commercial		dominion		limitation	
amazed		develop		abolish		sundry		pretext	
silent		considered		trucker		capillary		intrigue	
wrecked		discussed		apparatus		impetuous		delusion	
improved		behaved		elementary		blight		immaculate	
certainly		splendid		comment		wrest		ascent	
entered		acquainted		necessity		enumerate		acrid	
realized		escaped		gallery		daunted		binocular	
interrupted		grim		relativity		condescend		embarkment	

Grade 9 (K)		Grade 10 (L)		Grade 11 (M)	
conscientious		zany		galore	
isolation		jerkin		rotunda	
molecule		nausea		capitalism	
ritual		gratuitous		prevaricate	
momentous		linear		visible	
vulnerable		inept		exonerate	
kinship		legality		superannuate	
conservatism		aspen		luxuriate	
jaunty		amnesty		piebald	
inventive		barometer		crunch	

READING LEVEL

INDEPENDENT: _____

INSTRUCTIONAL: _____

FRUSTRATION: _____

☐ **NON-ENGLISH SPEAKER**

Teacher's Name: _____

K-12

San Diego Quick Assessment

POST-TEST

(POST-TEST)

NAME: _____   DATE: _____

Directions: Begin with a list where the student left off on the Pretest form. Have the student read each word aloud. Continue until the student makes three or more errors on the same list.

Preprimer (A)		Primer (B)		Grade 1 (C)		Grade 2 (D)		Grade 3 (E)	
see		you		road		our		city	
play		come		live		please		middle	
me		not		thank		myself		moment	
at		with		when		town		frightened	
run		jump		bigger		early		exclaimed	
go		help		how		send		several	
and		is		always		wide		lonely	
look		work		night		believe		drew	
can		are		spring		quietly		since	
here		this		today		carefully		straight	

Grade 4 (F)		Grade 5 (G)		Grade 6 (H)		Grade 7 (I)		Grade 8 (J)	
decide		scanty		bridge		amber		capacious	
served		business		commercial		dominion		limitation	
amazed		develop		abolish		sundry		pretext	
silent		considered		trucker		capillary		intrigue	
wrecked		discussed		apparatus		impetuous		delusion	
improved		behaved		elementary		blight		immaculate	
certainly		splendid		comment		wrest		ascent	
entered		acquainted		necessity		enumerate		acrid	
realized		escaped		gallery		daunted		binocular	
interrupted		grim		relativity		condescend		embarkment	

Grade 9 (K)		Grade 10 (L)		Grade 11 (M)		READING LEVEL	
conscientious		zany		galore			
isolation		jerkin		rotunda		INDEPENDENT: _____	
molecule		nausea		capitalism			
ritual		gratuitous		prevaricate			
momentous		linear		visible		INSTRUCTIONAL: _____	
vulnerable		inept		exonerate			
kinship		legality		superannuate			
conservatism		aspen		luxuriate		FRUSTRATION: _____	
jaunty		amnesty		piebald			
inventive		barometer		crunch			

NON-ENGLISH SPEAKER

Very Important!

22

If student does not speak English, then check the box for:

 ☐ **NON-ENGLISH SPEAKER**

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

Gary Herman, APEX Coordinator
GaryHerman@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

= Semester course

APEX Registration Process

1. Contact Gloria for verification of course option at:
   Gloria.Altamirano@nwoesc.org

2. Fill out online Registration Form: bit.ly/MigrantCourseRegistration
   - *Person who submits request will receive confirmation of submission and a link will be emailed to the TR Clerk.*

3. Contact Gary if you have any questions
   Gary.Herman@putnamcountyesc.org
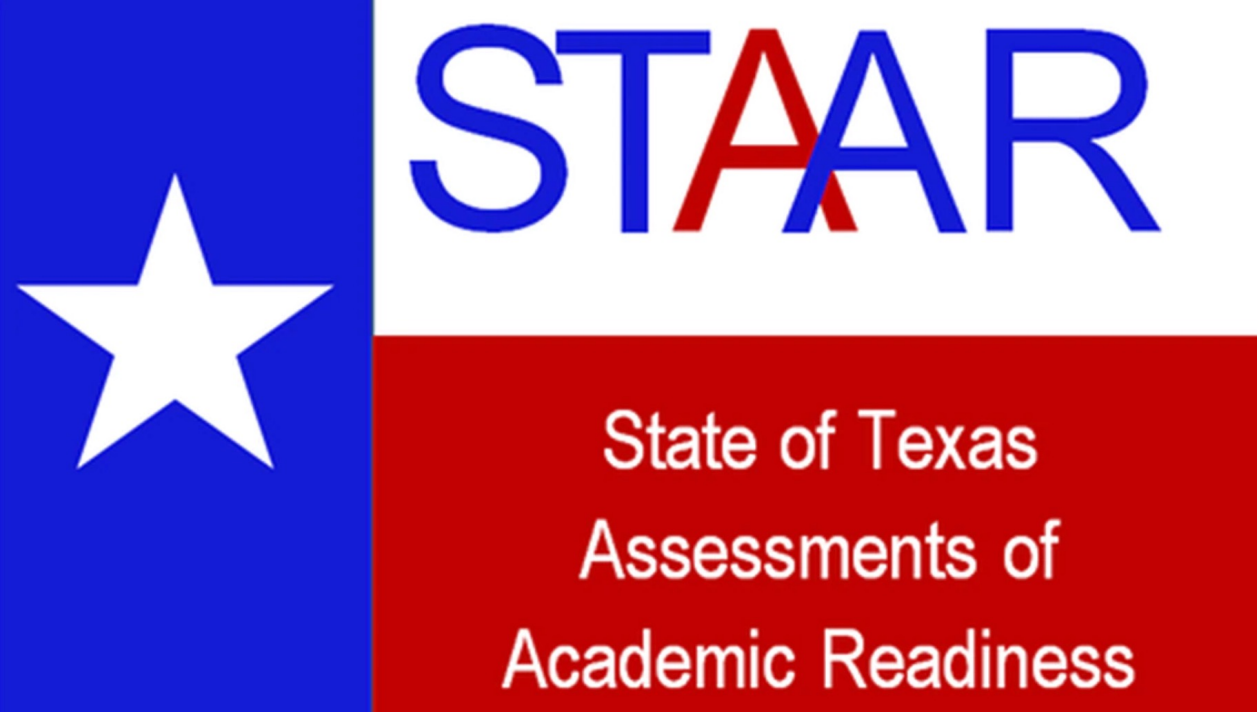
- For Texas high school students who did not pass their EOC exams.

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

- Page Warner will testing all migrant students.

- Students needing to retake an EOC exam <u>must</u> be provided STAAR tutoring above anything else.

Four Centers in Ohio

Clark County

GLCAP New Carlisle MSHS

476 North Dayton-Lakeview Drive

New Carlisle, OH 45344

513-399-8196

Henry County

GLCAP Napoleon MSHS

910 Third Street

Napoleon, OH 43545

419-419-1914

Richland County

GLCAP Shiloh MSHS

26 Mechanic Street

Shiloh, Oh 44878

567-233-1980

Sandusky County

GLCAP Fremont MSHS

1499 N. River Road

Fremont, OH 43420

567-202-1675

State Service Delivery Plan

2024

Continuous Improvement Cycle

3-Year Plan
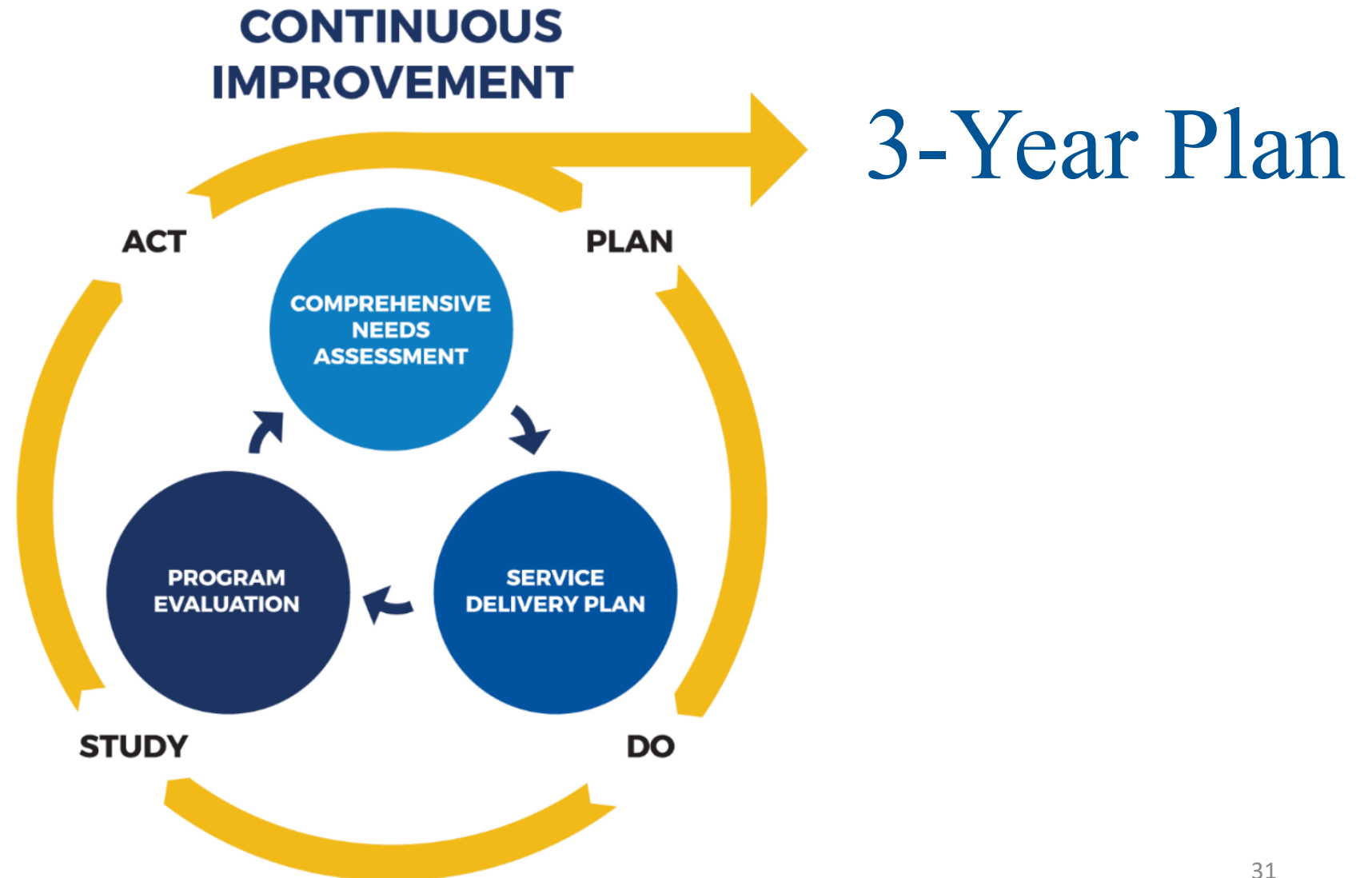
State Service Delivery Plan
Focus Areas

1. ~~English Language Arts & Math~~

2. **EL Learners**

3. ~~Health & Social Needs~~

4. **Middle & High School Students**

5. **Out-of-School Youth (OSY)**

6. **PreSchool**

Service Delivery Plan

Measurable Performance Outcomes (MPOs)

Goal #2: EL LEARNERS

2.1: 80% of migrant students enrolled in the MEP that have an LEP designation will receive the needed EL instructional services.

Data Summary:
- 19.8% of Ohio English learners have emergent fluency, 68.5% are progressing, 11.8% are proficient for the 2023 OELPA.
- Comparable English proficiency data for MEP students are not available.
- 29% of Migrant students with an LEP designation are currently receiving EL services.

Goal #4: MIDDLE & HIGH SCHOOL STUDENTS

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.

Data Summary:

- In 2023, only 49% of the 7th-12th grade migratory students identified in Ohio received an MEP-funded service.
- And only 59% of migratory children enrolled in grades 7-12 graduated or were promoted to the next grade level

Goal #5: OUT-OF-SCHOOL YOUTH (OSY)

5.1: Out-of-School Youth (OSY) participating in the summer MEP will reach 50% by PP2026.

Data Summary:

- The OSY is the fastest growing subgroup in Ohio, but it is also the least likely to receive MEP services.

- The only MEP-funded program available to OSY students is IMAGE.

- 26% of identified Migrant OSYs were served in 2023.

Goal #6: SCHOOL READINESS

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*.

Data Summary:

- In 2023, 48% of migrant students P3-P5 identified in Ohio participated in the summer MEP.

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.

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

The MEP Referral System
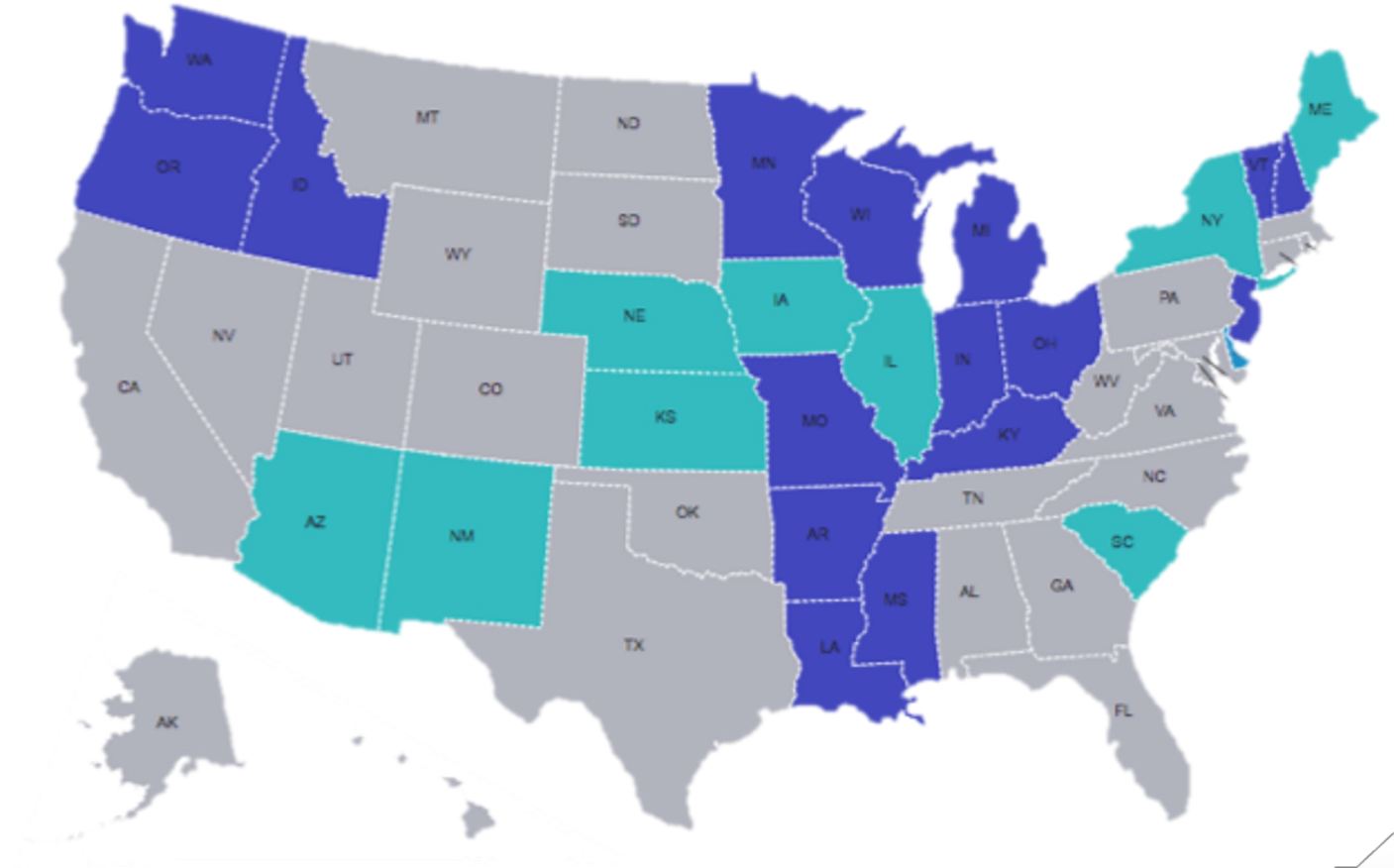
ldrreferrals.net

Tutorial Video

- Connects to the MEP Referral System

- Two minutes to complete your lead

- Default language is English

- Family contact Information

- Move & Work History

- Additional Comments

Data Coordination

- Gloria Altamirano

Priority for Services

MEP Site: _____ Teacher: _____ Grade: _____

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

Criteria I -   SCHOOL INTERRUPTION:

School interruption must have taken place between [9/1/22 – 5/31/23]. *(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_____

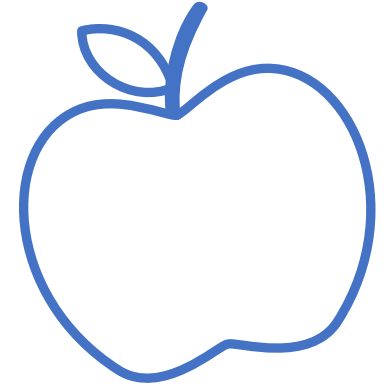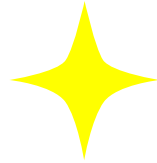____ Child was retained in same grade at the end of the most recent school year.

____ 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:

_____

_____

Criteria I -   SCHOOL INTERRUPTION:

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

_X_   Interruption based on QAD __5/1/24 or__

_X_   Other Previous School Interruption:

[X] NO SCHOOL INTERRUPTION

Student withdrew from Celina HS Ohio on 11/30/23
_____
(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)*

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

X	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.

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

Priority for Services (PFS)

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

This form needs completed within 3 days of enrollment.

Teacher fills out the bottom portion.

IMAGE Teachers are required to have their PFS list on hand.

Priority for Services

MEP Site: _____ Teacher: _____ Grade: _____

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

Criteria I - SCHOOL INTERRUPTION:

School interruption must have taken place between [9/1/22 – 5/31/23]. *(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:

_____
_____

Ohio Migrant Education Center

Step 1 - PFS

Step 2 - PFS

Step 3 - PFS

Teacher's Section

Priority for Services

MEP Site: _____ Teacher: _____ Grade: _____

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

Criteria I - SCHOOL INTERRUPTION:

School interruption must have taken place between [9/1/22 – 5/31/23]. *(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.
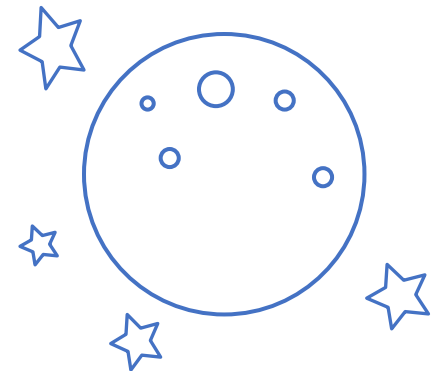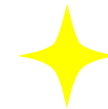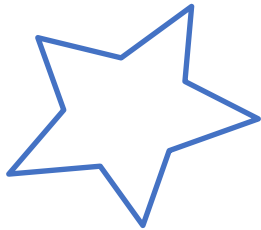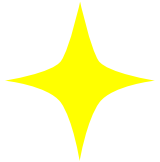
If this student has met Criteria I & II above for Priority for Services, explain how you worked with this student to address the "At-Risk" concerns(s) that you checked under Criteria II above:

_____

If the child qualifies as PFS, fill in the box at the bottom.

Ohio Migrant Education Center
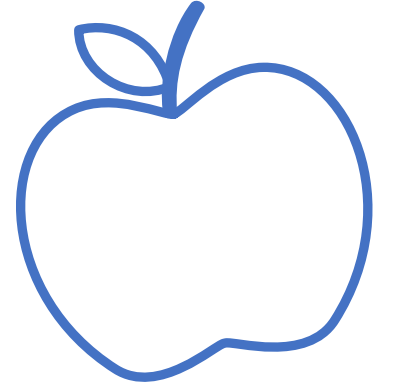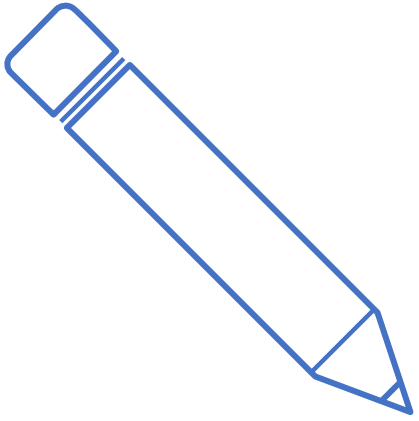
1. One attendance page per site, camp.
2. Record Instructional service hours per day.
3. Keep updated in the drive daily.

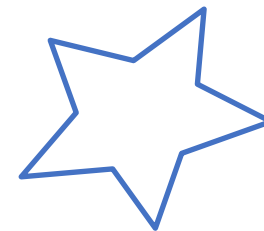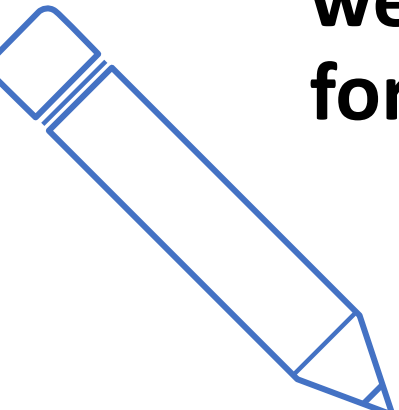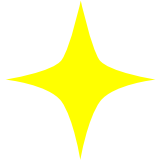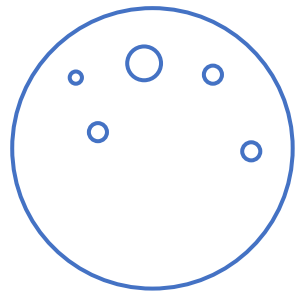	GRADE LEVEL	COE (mark an X)	STUDENT LAST NAME	STUDENT FIRST NAME	PFS (Y or N)																																		TOTAL HOURS SERVED
																																							0
																																							0
																																							0
																																							0
																																							0
																																							0
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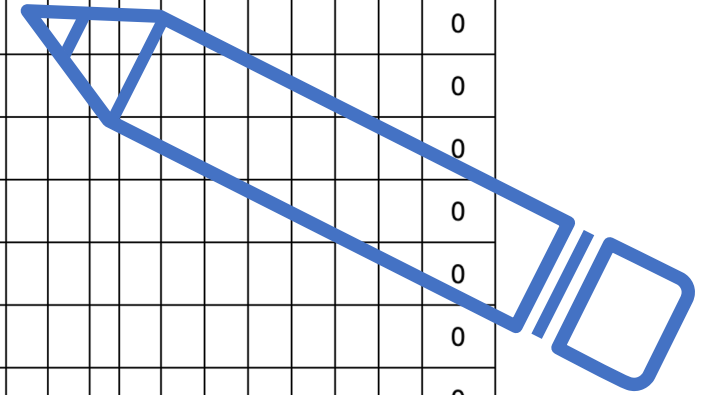
IMAGE Teacher: Lisa Florez
IMAGE Para: Corina Barranco

GRADE LEVEL	COE	Last Name	First Name	PFS (Y or N)	6/1/22	6/21/22	6/22/22	6/23/22	6/24/22	6/25/22	6/28/22	6/29/22	6/30/22	7/1/22	7/7/22	7/8/22	7/9/22	7/12/22	7/13/22	7/14/22	7/15/22	8/31/22	TOTAL HOURS SERVED**
OS	X	Student 1	Student 1	Yes	1.5		2		2			2		2		2			2		2	1	16.5
10	X	Student 3	Student 3	Yes	2		2		2			2		2		2			2		2		16
P5	X	Student 5	Student 5	No		2		2			2		2				2			1		1	12
12	X	Student 10	Student 10	Yes			1				1						1						3
7	X	Student 11	Student 11	No			—		2		2		2				2				2		10
6	X	Student 13	Student 13	Yes	1.5		2		2		2		2	2									11.5

REMINDERS: *Mark the number of hours child was served per day ** Minimum of 10 hours of Total instructional time (per student) counts as served.

1. One form per student.

2. Minimum of 10 instructional/contact hours.

3. If an IMAGE student decides to attend the summer migrant program for just one day, you are NOT required to continue serving that student through IMAGE.

4. You cannot leave a packet of work and count that towards the 10 hours of instructional/contact hours.

5. If you cannot complete the 10 hours due to student moving out of your area or the program ending within a week or so of qualified arrival date document that on the form. These will be decided on a case by case basis.

Daily

- **Student Name** – no nicknames, use name on COE
- **DOB** – data on coe.
- * **OHID# - data on COE.**
- **Grade** – Should be the last grade the student completed.
- **PFS** - Mark Yes or No if the student has been determined to be eligible for PFS.
- **Teacher Name** – The teacher and aide providing the **instructional** service.
- **MEP Site** – Your MEP name such as Putnam Co or Old fort, etc.
- **Instructional service** – what educational service was provided to the student (math, reading, science, esl, etc.).
- **Date of Instruction** – Each day you meet with a student.
- **In-Person or virtual** – how the instruction is being provided.

- **Time in & Time out.**
- **Total hours per day.**

Student has to have a total of 10 hours to be counted as served

IMAGE DAILY LOG

Teacher Form 2023

HOURLY MEP INSTRUCTIONAL SERVICE LOG

Student Name		D.O.B.	OHID# *
Grade	Priority for Services? YES or NO	Teacher Name: Para Name:	
MEP Site:		Total MEP Instructional Time:	**

Date	In-Person, Virtual	Instructional Service Provided (Example, Math, Reading, Science, etc.)	Time In	Time Out	Total Hours

IMAGE DAILY LOG

HOURLY MEP INSTRUCTIONAL SERVICE LOG

Student Name Gloria Altamirano		D.O.B. 10/15/2001	OHID# 12345
Grade OS	Priority for Service? NO	Teacher Name: Mrs. Hintz Para Name: Mrs. Roldan	

MEP Site: Putnam County - Region 1	Total MEP Instructional Time: 10 hours

Date	Type of Instructional MEP Service	Description of Lesson	Time In	Time Out	Total Hours
8/09/2021	In Person	Welcome to the program. Introduction to Inglés en Minutos! by Spark Innovations	5pm	7pm	2.0
8/10/2021	In Person	Inglés en Minutos! worked on The alphabet, Numbers, Ordinal Numbers	5pm	7pm	2.0
8/11/2021	In Person	Inglés en Minutos! worked on Money, fast food menus	5pm	7pm	2.0
8/12/2021	In Person Virtual	Inglés en Minutos! Review, Events in life and conversational dialogue	5pm	7pm	2.0
8/13/2021	In Person	Inglés en Minut ESL or Math or Reading Let's Practice.	5pm	7pm	2.0

OSY PROFILE

Fecha:	Región del Proyecto MEP:	COE# o MEP ID:

Nombre:	□Masculino □Femenino	Edad:

Dirección:	Teléfono:	Opcional: Cuánto tiempo está el joven planeando en permanecer en el área?

Tiene acceso a transportación?:
□Si   □No

El último grado que asistió? (Indique)   **Cuando?**   **Donde?**

Dominio del lenguaje oral en inglés
□Si   □No

El idioma que habla en casa:
□ Inglés   □Español
□ Otro:

□ 1st grade/*primero de primaria*
□ 2nd grade/*segundo de primaria*
□ 3rd grade/*tercero de primaria*
□ 4th grade/*cuarto de primaria*
□ 5th grade/*quinto de primaria*
□ 6th grade/*sexto de primaria*

□ 7th grade/*primero de secundaria*
□ 8th grade/*segundo de secundaria*
□ 9th grade/*tercero de secundaria*
□ 10th grade/*primer y segundo semestres de preparatoria (Bachillerato)*
□ 11th grade/*tercer y cuarto semestres de preparatoria (Bachillerato)*
□ 12th grade/*quinto y sexto semestres de preparatoria (Bachillerato)*

Necesidades de salud: □ Medico □Visión   □Dental □Urgente
□Otro:

Necesidades de apoyo: □Legal   □Cuidado de los niños
□ traducción/interpretación   □Otro:

Vivienda – el joven vive con:
□ Con un "crew"   □ Con amigos
□ Con sus padres/familia   □ Con cónyuge y los niños
□ Con niños   □ Solo

Razón por la cual dejo la escuela:
□ Falta de créditos
□ Necesidad de trabajar
□ Falta de prueba estatal
□ Desinterés
□ Embarazo/cuidado de niño
□ Otro:

Interés expresado en:
□ Aprender inglés
□ Entrenamiento del trabajo
□ HSED
□ Obtener su diploma
□ No está seguro
□ No tiene intereses
□ Otro:

Availability: (Check)

	Do	Lu	Mar	Mier	Juev	Vier	Sa
Mañana							
Tarde							
Noche							

Durante la entrevista el joven recibió:
□ Materiales educativos
□ Servicios de apoyo
□ Bolsa de bienvenida OSY
□ Referencia(s) (incluir en comentarios)
□ Otro:

El joven es un candidato para:
□ Diploma de HS   □ Clases de inglés   □ Educación Básico de Adulto
□ Destrezas para la Vida   □ Pre HSED/HSED   □ Exploración de Carreras
□ Entrenamiento del trabajo   □ HEP   □ CAMP
□ Educación de Salud   □ PASS   □ Otro:

Comentarios:

OHIO MIGRANT EDUCATION CENTER
2024 MEP SUMMARY PAGE

MEP Program	OMEC IMAGE PROGRAM				
MEP Term	Spring		Summer	X	Fall	
Dates of Instruction	6/1/24		To	8/31/31	
Total Days of Instruction	92		Total Number of Students	75	

School Building	Teacher(s) & Aide(s)	Grades or Subjects	Total Migrant Enrollment
	Gloria Altamirano	Prk-5	25
	Jose Salinas	6-12	25
	Malena Gutierrez	OSY	25

IMAGE ONLY

Person responsible for this Report

Pat Kingsborough
_____
Director/Supervisor/Coordinator

Mark Papenhausen
_____

IMAGE SUMMARY PAGE

Fill out top portion
List all teachers/aides
Grades covered/Subjects
Total number of students per grade level
Should match attendance sheet

County **72 Sandusky** Residency District **44024**

State of Ohio - Department of Education
Title I - Migrant
CERTIFICATE OF ELIGIBILITY (COE)

ECOE ID **220282**
Received by OMEC: 2/1/2023
Upload ID: 7_8012   Malena

Year **2023**   **Galion**   Region **5**

Child(ren) Last Name	Employer/Current Family Residence	Home Base Information

Besttestname - Gutierrez

D. Race **4**   E. Home Language **S/E**   F1. Employer Name **Willy Wonka**

H. Street/Road **101 Homebase Avenue**

SECTION I: FAMILY DATA

Employer Address **Big Wonka Farms**   Phone **(419) 632-6652**

City **Austin**   Zip **78757**

A1. Father Last Name **Besttestname**	First **Mario**	MI **T**	City/State **Candytown** OH Zip
A2. Mother Last Name **Gutierrez**	First **Malena**	MI **B**	F2. Family Address **123 Main St. Unit 4**
B1. Male Guardian Last Name	First	MI	City **Fremont** Zip **43420**
B2. Female Guardian Last Name	First	MI	Phone **(419) 332-1234**
C. Self-Eligible Youth Last Name	First	MI	G. Residency Date **12/23/2022**

State **TX**   Country **USA**

Home Base School District **San Bran Lsd**

Contact Information **Po Box 101**

I. End of Eligibility Date **12/22/2025**

SECTION II: CHILD DATA List below child(ren) from birth thru 21 years old who meet eligibility criteria.

	J. First Name	K. Middle	L.Suffix	M.Sex	N.DOB	O.MultBirth	P.BirthVerif	Q. Birth City	State	Country	R. School Building	S. G.	T. ID#	
ID	Juan	T	JR	M	1/23/2005	Yes	1004 Birth Certificate (B)	Austin	TX	USA	San Bran Adena Hs	12	12345	Val
ID	Maria	B	JR	F	1/23/2005	Yes	1004 Birth Certificate (B)	Austin	TX	USA	San Bran Adena Ms	12	98765	Val
ID														Val
ID														Val
ID														Val
ID														Val

SECTION III: ELIGIBILITY DATA - QUALIFYING MOVE & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in
___ San Jeronimo ___ / ___ Austin ___ / ___ TX ___ / ___ USA ___ to a residence in
___ Fremont ___ / ___ Fremont ___ / ___ OH ___.

2. The children moved (complete both a. and b.):
   a. ___ as the worker, OR ___ with the worker, OR __X__ to join or precede the worker.
   b. The worker, ___ Malena Besttestname ___, is ___ the child, or the child's
   __X__ parent/guardian ___ spouse.
   i. The children moved on ___ 12/23/2022 ___.
   ii. (Complete if "to join or precede" is checked in #2a.) The worker moved on ___ 11/23/2022 ___ (provide comment).

3. The Qualifying Arrival Date was ___ 12/23/2022 ___.

4. The worker moved due to economic necessity on ___ 11/23/2022 ___, from a residence in
___ Worker From Dist ___ / ___ Worker From City ___ / WA /USA / to a residence in
___ Worker TO Dist ___ / ___ Worker TO City ___ / OH , and:
   a. ___ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
   b. __X__ actively sought new qualifying work after the move, AND has a recent history of moves for qualifying work (provide comment).

5. The qualifying work, * _____ *, was (make a selection in both a. and b.)
   a. ___ seasonal OR __X__ temporary employment
   b. __X__ agricultural OR ___ fishing work

   *If applicable, check:
   __X__ personal subsistence (provide comment)

6. (Complete if "Temporary" is checked in #5a.) The work was determined to be of temporary employment based on:
   a. ___ worker's statement (provide comment OR
   b. ___ employer's statement (provide comment OR c. __X__ State documentation for ___ Ohio Does Temps ___

TEST COE

SECTION IV: COMMENTS (Must include 2bii, 4a, 4b, 5, 6a, and 6b of Section III, if applicable.)

Rec ID & Serial (Mobile ID): 7_8012FOR OFFICE USE ONLY: FERPA - Received

SECTION V:PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Relationship to the child(ren): Mother

Signature   1/23/2023 9:44:57 AM

SECTION VI: ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer   1/23/2023 9:46:16 AM

Signature of Designated SEA Reviewer

COE CONT'D

County	72 Sandusky	Residency District	44024	State of Ohio - Department of Education	ECOE ID:	220282

State of Ohio - Department of Education
Title I - Migrant
CERTIFICATE OF ELIGIBILITY (COE)

County 72 Sandusky Residency District 44024
Year 2023 Galion Region 5

ECOE ID: 220282
Received by OMEC: 2/1/2023
Upload ID: 7_8012   Malena

Child(ren) Last Name		Employer/Current Family Residence		Home Base Information	

Besttestname - Gutierrez

D. Race	E. Home Language	F1. Employer Name
4	S/E	*Willy Wonka*

H. Street/Road   **101 Homebase Avenue**

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A2. Mother Last Name First
Gutierrez **Malena** B MI

F2. Family Address
123 Main St. Unit 4

Home Base School District **San Bran Lsd**

B1. Male Guardian Last Name First MI

City **Fremont** Zip **43420**

End of Eligibility (EOE)

B2. Female Guardian Last Name First MI

Phone **(419) 332-1234**

Contact Information **Po Box 101**

C. Self-Eligible Youth Last Name First MI

G. Residency Date **12/23/2022**

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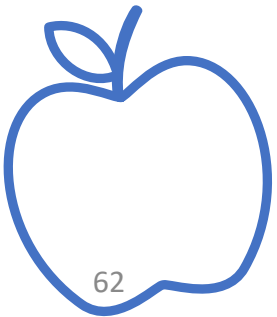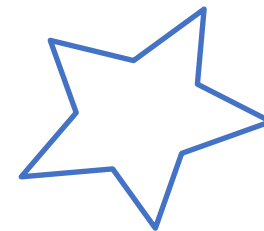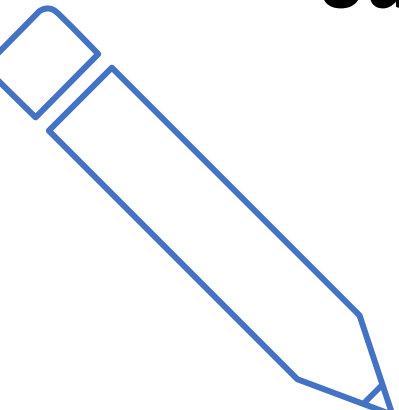|	J. First Name	K. Middle	L.Suffix	M.Sex	N.DOB	O.MultBirth	P.BirthVerif	Q. Birth City	State	Country	R. School Building	S. GL	T. ID#	
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OMEC Paperwork Support
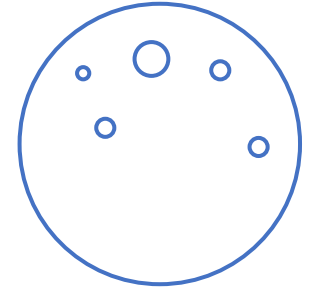
1. OMEC Cannot do you paperwork for you

2. Teachers & Tr Clerks need to coordinate times to meet to complete paperwork

3. All paperwork has to be inputted into OMSIS II by the TR Clerk

4. If you do not have a TR Clerk your teachers will need to fill out and input all paperwork into the drive and on OMSIS II