

EL Comprehensive Program of Services

Alternate Language Program

General Fund

Base of EL Services



EL Comprehensive Program of Services:

Title I, II, III, and 31a (Focus would be intense English Instruction)



Supplement Not Supplant Provision of Title III of the ESEA

Section 3115(g) of Title III of the ESEA (hereafter "Title III") provides as follows:

SUPPLEMENT, NOT SUPPLANT---Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds.

Title I, Part C

- Migrant funds are supplemental. They are the last layer of support and intended to overcome the unique needs resulting from the migrant lifestyle. All migrant students must have equitable access to other state and federal funds. In particular when using migrant funds to support language development/literacy, migrant students who are also English Learners must receive support from the Comprehensive EL Program of Services, which includes the general fund, Alternative Language Program and additional language services that may be provided from other state or federal funds. In other words, Migrant funds are supplemental to the Comprehensive EL Program of Services provided by the district/Consortia.

Program Design/Plan of Instruction for EL Students

A program of service will be designed to meet the individual needs of each EL student in the Consortium (including foreign exchange students).

The following factors will be taken into consideration when designing the program for a student:

1. The student's home/native language (L1)
2. The student's level of literacy in the native language (L1)
3. The student's level of English language proficiency (ELP) as demonstrated by the following:
 - a. W-APT Screener score and/or WIDA score
 - b. State assessments
 - c. Local reading assessments
 - d. Local writing assessments
 - e. Teacher input

Participating school districts within the Mid-Michigan Migrant and EL Consortium use a combination of Sheltered Observation Protocol Model (SIOP) and ESL pull-out and push-in English language instruction to provide English language development for EL students. The combination of these two strategies will provide comprehensible instruction in the core content areas.

EL students in grades K-5 at the entering and emerging levels will receive intense ESL direct instruction in a pull out or push-in model for 30 to 45 minutes five times a week. Students in grades 6-12 will receive intense ESL instruction in pull out or push-in model for 40-55 minutes five times per week. The rest of the day will be spent in mainstream classrooms with teachers using SEI techniques. The classroom teachers will receive training in the techniques of this approach.

EL students in grades K-12 at the developing level will receive 30 minutes of ESL direct instruction in a pull-out or push-in model 3 to 4 times weekly. EL students in grades K-12 at the developing level will receive 30 minutes of ESL instruction in a pull-out or push-in model 2 to 3 times weekly.

An Alternative Language Program (APPENDIX N) has been developed at a MMEC meeting and involved all stakeholders who were present. The Alternative Language Program is re-visited at every monthly Mid-Michigan Migrant & EL Staff meeting and Professional Development Plan. It is the basis of the creation of MMMEP Staff schedules and is evident in the staff's instructional logs that are collected every two weeks by the Mid-Michigan Migrant and EL Coordinator who oversees direct instruction and Mid-Michigan Migrant and EL staff. Each school district in the Mid-Michigan also develops their own Alternative Language Program and submits it with their Consolidated Application and provides a copy to the Mid-Michigan EL & Migrant Coordinator.

English Language Instruction Provided by the Mid-Michigan Migrant and EL Staff (for participating members in the Consortium):

English Learners receive weekly pull-out or push-in English language and literacy instruction and assessment delivered either by a certified English as a Second Language teacher or paraprofessional under the direction of a certified English as a Second Language teacher. The number of pull out or push-in sessions correlate with the English Learner's W-APT Screener or WIDA level and the District's Alternative Language Program.

- The English language instruction will be based on the five WIDA English Language Development Standards (APPENDIX M).
- The EL teacher uses the SIOP Model. All MMMEP staff have received the four days of SIOP Model training.
- The EL teacher will use MPIs for ELs.
- The EL teacher will use quality instructional materials for ELs (REACH, Inside, and Edge).
- The EL teacher uses Thinking Maps to help make content more comprehensible for ELs. All staff have been trained and have Thinking Maps instructional materials.
- The EL teacher uses the Thinking Maps (Narrative Writing) curriculum and oral rehearsal strategies for writing instruction. All staff have been trained and have From the Beginning and Beyond curriculum resources and portable writing centers to help with the writing needs of identified migrant students (who also can be EL students).
- Provides content instruction and language development
- Provides direct instruction to increase academic vocabulary
- Meets and/or communicates with the general education teacher to determine the academic needs of EL students enrolled in their classes
- Assists general education staff regarding culture and language of the EL and the family
- Provides suggestions and instructional ideas to help EL students be more successful
- Collaborates with general education teachers regarding necessary instructional modifications during whole group lesson, for assignments, and with assessments

Professional Development

The Mid-Michigan Migrant & EL Consortium is currently in the process of training fifty general education teachers at 3-4 locations across the Consortium (Ionia, Montcalm, Clinton, and Eaton counties) in the Sheltered Instruction Observation Protocol (SIOP) Model. This professional development plan will be carried out over the course of the next 3-5 years until all general education staff are trained in the SIOP Model. The first training sessions will be hosted in June of 2015.

Regular Classroom Instructional Methodology and Accommodations for English Learners:

- Instruction focuses on intense English immersion.
- Instructional strategies that include visual clues for content, academic, and specialized vocabulary
- Uses graphic organizers, pictures, charts, and illustrations to facilitate learning
- Uses models and demonstrations when possible to enhance learning

- Promotes the acquisition of academic vocabulary by using various strategies (Marzano's vocabulary strategies is one example)
- Use of Sheltered Instruction Observation Protocol (SIOP) for lesson plan and instructional delivery (working on a 3-5 yr. professional development training plan for full implementation). The first round of training will be hosted at four different locations within the Consortium by the end of June 2015. Fifty general education teachers will be trained at the four different locations for a total of two hundred teachers the first year
- Collaborates with the Mid-Michigan Migrant & EL Staff (EL Teacher) to determine the academic needs of ELs in their classes
- Meet with the Mid-Michigan Migrant & EL Staff (EL Teacher) to decide how lessons for should be modified, how to modify assessments, and assess achievement

Additional Resources Used in the School Districts in the Mid-Michigan Migrant and EL Consortium

- Montcalm and Ionia ISD together have 100 licenses for Rosetta Stone.
- Gratiot/Isabella is working on purchasing licenses for Rosetta Stone.

Allowable Migrant Services Above and Beyond the EL Services Provided to the Migrant Students (Migrant students may be identified as EL as well)

All identified Migrant students in the Mid-Michigan Consortium must receive the services within their school district that are for all students first (following the EL Comprehensive Model of Services). Then Migrant students are entitled to all the additional supplemental services provided by Title I, Title II, and Section 31a. For those Migrant students who qualify as EL students, they are entitled to direct instructional EL services paid for with general funds and provided for by the Mid-Michigan Migrant and EL Program staff. Finally, Title I, Part C monies provide an additional layer of supplemental services for those students who are identified as migrant. The Mid-Michigan Migrant & EL Consortium is working towards providing services to migrant students on a student by student basis from the list of allowable migrant services. The Consortium has just started this process as of December 2014-January 2015. There is a high commitment level to implement and provide additional services to our migrant students.

Direct Instruction

- Push-in for writing
- Pre-teaching for any lesson
- Small groups, push in, and pull out instruction (in addition to other supplemental instruction)
- Teacher makes and helps student use a study guide for a test, quiz, or unit of study
- Use of Thinking Maps to help students with writing, vocabulary development, and pre-teaching of content area concepts
- Use of Lexia to help students who are one full grade level behind in literacy

I-Pad/Tablet

- Pre-teaching and reinforcement activities that are above and beyond what other students receive.

Afterschool Programming

- Tutoring for homework
- Supplemental instruction in writing
- Supplemental literacy instruction
- Pre-teaching for a new unit of study in science, social studies, and/or math
- Vocabulary review
- Quiz or test review
- Homework organization

Social Support Services (See the Mid-Michigan Migrant Resource Council Agency Guide APPENDIX P)

- The MMMEP will assist migrant students and their families seek means to appropriate health care services.
- The MMMEP will assist migrant students and their families seek appropriate dental care services.
- The MMMEP will assist migrant students and their families to seek mental health and counseling services.
- The MMMEP will assist migrant students in getting glasses if needed.
- The MMMEP will assist migrant students in getting backpacks and necessary school supplies in order to help them be successful in school.
- The MMMEP will assist migrant students in acquiring clothing, shoes, and winter apparel when necessary.
- The MMMEP will assist migrant students in seeking homeless resources within a school district if they meet the requirements for a homeless student.

Liason

The Mid-Michigan Migrant & EL staff will act as a Liason on the behalf of the migrant student to ensure that the migrant students have a check in and check out person to help migrant student transition, reduce the impact of migrant mobility, and provide support that migrant parents may not be able to provide. The staff will collaborate with student and other staff members to make sure that the student has homework done. If not, then the MMMEP staff will complete homework with the student before school, during breakfast, at lunch, or after school. The staff member may help assign a homework buddy to the migrant student or find additional staff to assist with homework also. The MMMEP staff member will work with Bilingual staff to communicate with the migrant families, counselors, teaching staff, and administrators regarding all of the migrant students' needs that may affect their educational success.

Additional Parental Support Services

- Conduct parent meetings regarding earning High School credits
- Conduct parent and student meetings regarding college options and visits
- Conduct parent meetings that educate migrant parents in the importance of attendance at school, rules in Michigan schools, report cards, and how to understand what your child needs to learn while in Michigan schools.

- Conduct parent meetings based on the migrant parents' needs as identified in the Parent Advisory Meetings in which parents were asked what their top three wishes were for parent information and assistance from the Mid-Michigan Migrant and EL Program.

Other Services

- The Mid-Michigan Migrant and EL Program Staff will assess migrant students (who have missed or have not been in school) using any local assessments that have been given to all students for the purpose of improving the direct instruction to the migrant student.