



# Mid- Michigan Migrant & EL Program

## English Learners, Immigrant, and Migrant Guidelines and Procedures

Updated 2/14/17



## **Districts in the Mid-Michigan Migrant & EL Consortium**

### **Clinton County**

Fowler Public Schools  
Pewamo-Westphalia Community Schools  
Ovid-Elsie Area Schools  
St. Johns Public Schools  
Dewitt (Eligible, do not provide direct instruction)

### **Gratiot County**

Alma Public Schools  
Breckenridge Community Schools  
Fulton Public Schools  
Ithaca Public Schools  
St. Louis Public Schools

### **Ionia County**

Belding Area Schools  
Ionia Public Schools  
Lakewood Public Schools  
Portland Public Schools  
Saranac Community Schools  
Coon Rural Schools

### **Montcalm County**

Carson City-Crystal Area Schools  
Central Montcalm Public Schools  
Greenville Public Schools  
Lakeview Community Schools (Eligible, do not provide direct instruction)  
TriCounty Area Schools (Eligible, do not provide direct instruction)  
Montabella Community Schools (Eligible, do not provide direct instruction)

The Mid-Michigan Migrant & EL Consortium consists of eighteen school districts who fully participate and pay a per pupil allocation to the Consortium for direct instruction and four school districts who pay a Consortium fee for identifying EL students and consultation services. The Consortium Lead is the Mid-Michigan Migrant & EL Coordinator who hosts and conducts meetings four to five times a year in order to implement the articulated goals for both EL and migrant students found on pages four and five of this Mid-Michigan Migrant & EL Handbook. Consortium meetings are typically held in September, November, February, and June of each school year. Meeting agendas and minutes are published and shared with all school districts. All district leaders and school district staff are welcome to attend and participate in Consortium meetings.

Mid-Michigan Migrant and EL Program (MMMEP) staff are overseen and evaluated by the MMMEP Director. All stakeholders are invited and are part of the following processes: student identification, data collection, Title III and Title I, Part C Improvement Plan, program professional development, program service model, comprehensive needs assessment, data analysis/reflection, and dissemination of EL and Migrant Program Evaluation. The Mid-Michigan Migrant and EL Program has a website: <http://www.bas-k12.org/mmmep/>

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## **Mid-Michigan Migrant & EL Consortium Program Goals for all English Learners**

- The Mid-Michigan Migrant & EL Consortium will employ highly qualified staff or provide a professional development plan as staff member work toward their ESL endorsement or higher education degree in ESL and/or TESOL.
- The Mid-Michigan Migrant & EL Coordinator will develop a professional development plan in conjunction with the Mid-Michigan Migrant & EL Consortium Members that addresses the comprehensive needs assessment of English Learner (EL) students and addresses the gap between EL students and non-EL students. **2016-2017 MMMEP Professional Development Plan**
- Agendas, minutes, and evaluation summaries, findings, and implications will be collected by Coordinator and shared with all stakeholders for all Consortium meetings.
- The Mid-Michigan Migrant & EL staff will follow the Michigan Department of Education Entrance and Exit Protocol:  
[http://www.michigan.gov/documents/mde/Entrance\\_and\\_Exit\\_Protocol\\_updated\\_May\\_2016\\_550634\\_7.pdf](http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_updated_May_2016_550634_7.pdf)
- All school districts within the Consortium will include the Home Language Survey from the Michigan Department of Education as part of the enrollment process and will ensure that the school secretaries have all parents and guardians complete the two questions on the Home Language Service upon enrolling their child in all school districts within the Consortium. **Home Language Survey 2016** (APPENDIX A).
- All potentially eligible EL will be assessed using the W-APT Screener by the Mid-Michigan Migrant & EL Program (MMMEP) staff.
- All parents of students who qualify for ESL services will receive a Parent Notification Letter that includes all necessary requirements outlined by federal law (APPENDIX C). MMMEC staff will coordinate with the school district to make sure that this is completed. **Parent Notification Letter English**
- The Mid-Michigan Migrant & EL Consortium (MMMEC) and the participating school districts have an Alternative Language Program that has been developed in conjunction with MMMEP Staff and Consortium Members, and the consortium will follow this plan (This Alternative Language Program outlines the ESL Program services and minutes of direct instruction that students who qualify for ESL will receive. The goal of the MMMEC is to make sure that ELs have access to high quality instruction and that ELs attain the same high academic expectations that all districts hold for all students while acquiring English as quickly as possible). **Alternative Language Program**
- The Mid-Michigan Migrant & EL staff will keep recorded student data on Student Accountability Sheets for each individual school and school district regarding EL status, migrant status, achievement on state standards and assessment, and PFS status (APPENDIX R).
- The MMMEP staff will provide high quality, research-based ESL instruction to all eligible English Learners.
- The Mid-Michigan Migrant & EL Consortium Members will develop a District Improvement Plan based on the Comprehensive Needs Assessment. **2016-17 Consortium Plan (Title III & Title I, Part C)**
- All identified English Learners will make progress on the WIDA (TBD for the 17-18 school year).

- The school districts participating in the Mid-Michigan Migrant & EL Consortium will work towards closing the gap between the ELs and non-ELs that is aligned to the WIDA Standards.
- The MMMEP staff will assess all students who qualify for ESL services using the English Language Proficiency Assessment (WIDA).
- The MMMEP staff will report the test scores of ELs as one of the subgroups to be disaggregated as part of the state, school district, and individual school test scores.
- All ELs will be exited from the EL Program when they meet the criteria identified in the Michigan Department of Education Exit Protocol. [Entrance and Exit Protocol 2016\\_update](#)
- The MMMEC will involve parents of ELs in the decision-making process of creating a Title III plan, identifying instructional strategies for ELs, planning parent involvement activities, and evaluating the Title III Program using the Program Evaluation Tool
- The MMMEC members will complete a Program Evaluation Tool developed by the Michigan Department of Education each year with all stakeholders involved (APPENDIX Z).

## Mid-Michigan Migrant & EL Consortium Program Goals for Migrant Students

- The Mid-Michigan Migrant & EL Consortium (MMMEC) will ensure migrant services are unique, focused, and supplemental to the EL Comprehensive Program of Services, other district services, so that Migrant Education Program funds can be utilized to meet the specific needs of migrant students.
- The MMMEC will employ highly qualified staff in order to implement the Migrant Education Program. All teachers are certified, and all paraprofessionals are under the direct supervision of a certified teacher.
- The Mid-Michigan Migrant & EL Coordinator will develop a professional development plan in conjunction with the Mid-Michigan Migrant & EL Consortium members that address the following: 1). the comprehensive needs assessment of Migrant students, 2). the gap between migrant students and non-migrant students, 3). the unique needs of migrant students. Agendas, minutes, and evaluation summaries, findings, and implications will be collected by the Coordinator and shared with all stakeholders. All MMMEC members will then share with stakeholders at the district level (See page 37-38 of this Handbook).
- The Mid-Michigan Migrant & EL Director will provide the Consortium members with a list of Migrant & EL Program staff, certifications, and funding sources (See Time Distribution Chart in APPENDIX D).
- The MMMEC will employ qualified recruiters and provide training to ensure accurate identification of eligible migrant students as outlined in the MMMEC's recruitment plan (APPENDIX D).
- The MMMEC will ensure that the recruiter, Data Entry Specialist, and MMMEP Coordinator will complete a Certificate of Eligibility (COE) correctly and enter into the Migrant Education Data System (MEDS) within the ten day required time frame for the identification of a migrant student.
- The Mid-Michigan Migrant & EL Staff will complete the Priority for Services Determination Worksheet (APPENDIX E) using the Guidance Document for Completing the PFS Eligibility Determination Worksheet: [http://www.michigan.gov/documents/mde/PFS\\_Eligibility\\_Determination\\_Worksheet\\_Guidance\\_-\\_Version\\_3\\_425582\\_7.pdf?20140504084551](http://www.michigan.gov/documents/mde/PFS_Eligibility_Determination_Worksheet_Guidance_-_Version_3_425582_7.pdf?20140504084551). (APPENDIX H). The staff will obtain information regarding the QAD from the Data Entry person that will take it directly from the migrant student's COE. Individual school districts will provide any other necessary student information that is required to accurately complete the worksheet. The Data Entry person will then make updates in MEDS using the PFS Eligibility Determination Worksheet.
- The Mid-Michigan Migrant & EL staff will keep records of student data on Student Accountability Sheets for each individual school and school district regarding EL status, migrant status, achievement on state standards and assessment, and PFS status.
- The Mid-Michigan Migrant & EL Program staff will use migrant status, PFS status, and English language proficiency level (WIDA scores) to develop an individual plan for direct instruction and an instructional daily schedule.
- The Mid-Michigan Migrant & EL Program staff will provide high quality, research-based EL instruction to all eligible migrant students who also qualify for ESL services based on the Entrance and Exit protocol outlined by the MDE.

- The Mid-Michigan Migrant & EL Program staff will complete instructional logs that account for their instructional and travel time that include the following: Student's name, PFS status, English language proficiency level, time spent on direct instruction, and lesson focus.
- The Mid-Michigan Migrant & EL Consortium Members will develop a District Improvement Plan based on the Comprehensive Needs Assessment that addresses the migrant subgroup and closes the gap between migrant and non-migrant students. **2016-17 Consortium Plan (Title III & Title I, Part C)**
- The MMMEP staff will report the test scores of migrant as one of the subgroups to be disaggregated and as part of the state, school district, and individual school test scores for all of the students in all school districts.
- The MMMEC will develop a Parent Engagement Plan and participate in the State/Regional Parent Leadership Team that involves parents in the planning process and establishes goals and objectives for the Migrant Education Program
- The MMMEC will complete a Program Evaluation Tool developed by the Michigan Department of Education each year with all stakeholders involved (APPENDIX Z).

### **Title III Program Goals**

The major goals of Title III are to ensure that English Learners attain English proficiency, develop high levels of academic competence in English, and meet the same challenging state academic content and student academic achievement standards that all students are expected to meet in the State of Michigan.

### **Title I, Part C Goals**

The major goals of Title I, Part C are to provide high quality academic instruction, minimize the disruptions that migrant students experience, ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards, and to ensure that all migrant students graduate with a high school diploma (or complete a GED) that prepares students for responsible citizenship, further learning, and productive employment.

### **Title I, Part C Migrant Programs**

- Support high-quality comprehensive educational programs for migratory children in order to help remove barriers created by migratory lifestyle such as repeated moves and dislocation.
- Provide educational and support services to migrant children and youth through both regular school year and summer programs.
- Support identification and recruitment activities across the state to locate migrant families and inform them of available services.

### **Definition of English Learner (EL)**

The Elementary and Secondary Education Act, NCLB, defines an English Learner as:

**A student who is an English Learner (also referred to as a Limited English Proficient student) is an individual**

- (A) Who is age 3 – 21;
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) Who was not born in the United States or whose native language is a language other than English;
- (ii)(I) Who is a Native American or Alaska native, or a native resident of the outlying areas; and
- (II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) The opportunity to participate fully in society.

*NCLB/ESEA Title IX, Sec. 9101, (B) (25)*

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).



## **Definition of a Migrant Student**

A child who is, or whose parent, spouse, or guardian, is a migratory agricultural worker, including migratory dairy worker, migratory fishing worker or those involved in first level processing and has moved within the previous 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work.

The identification of child for migrant status and the Migrant Education Program must be done by a trained recruiter and the completion of a Certificate of Eligibility.

## **LEGAL RESPONSIBILITIES: Federal Law Addressing EL& Migrant Students**

There is a substantial body of Federal law which establishes the rights of the EL student. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

### **1868 Constitution of the United States, Fourteenth Amendment**

“No State shall deny to any person within its jurisdiction the equal protection of the laws.”

### **1964 Title VI of the Civil Rights Act of 1964**

“No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.”

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

### **1974 Lau v. Nichols**

The U.S. Supreme Court ruled that a school district’s failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district’s educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, text books, teachers, and curriculum which non-LEP students receive.

### **1982 Plyler v. Doe**

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

### **Castañeda v. Pickard**

In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5<sup>th</sup> Circuit Court established a three-pronged test for evaluating programs serving ELs. According to the Castañeda standard, schools must:

- Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy.
- Implement the program with resources and personnel necessary to put the theory into practice.
- Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5<sup>th</sup> Circuit, 1981)].

### **Title III Section 3116: Local Plans**

#### **Legal Requirements**

Title III law requires local Title III plans to include scientifically based best practices that ensure LEP students acquire English Language Proficiency and achieve the state academic standards.

(d) Each local plan shall also contain assurances that –

(2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;

(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;

(4) the eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.

(5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127.

*NCLB/ESEA Title III, Section. 3116, (d) (2-5)*

### **Title I, Part A Section 1111: State Plans**

#### **Legal Requirements**

Title I Law requires that all LEP students are assessed annually.

(b) Academic Standards, Academic Assessments, and Accountability –

(7) Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students’ oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency.

*NCLB/ESEA Title I, Section. 1111, (b) (7)*

### **Title I, Part C Section 1301**

#### **Legal Requirements**

##### **PROGRAM PURPOSE**

It is the purpose of this part to assist States to —

(1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

(2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;

(3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) ensure that migratory children benefit from State and local systemic reforms.

### **Title I, Part C Section 1304 (b-3)**

#### **Legal Requirements**

#### **STATE APPLICATIONS; SERVICES**

(b) PROGRAM INFORMATION- Each such application shall include—

- (1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the special educational needs of migratory children, including preschool migratory children, are identified and addressed through—
  - (A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - (B) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III;
  - (C) the integration of services available under this part with services provided by those other programs; and
  - (D) measurable program goals and outcomes;
- (2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
- (3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how, consistent with procedures the Secretary may require, the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;
- (4) a description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State;
- (5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs;
- (6) such budgetary and other information as the Secretary may require; and
- (7) a description of how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children who have parents who do not have a high school diploma or its recognized equivalent or who have low levels of literacy.

(c) ASSURANCES- Each such application shall also include assurances, satisfactory to the Secretary, that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I;

(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs, including such programs that use models developed under Even Start;

(D) the integration of information technology into educational and related programs; and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(7) the State will assist the Secretary in determining the number of migratory children under paragraphs (1)(A) and (2)(B)(i) of section 1303(a), through such procedures as the Secretary may require.

(d) PRIORITY FOR SERVICES- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

(e) CONTINUATION OF SERVICES- Notwithstanding any other provision of this part—

(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

- (2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and
- (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

**Title I, Part C Section 1306**  
**Legal Requirements**

**COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN;  
AUTHORIZED ACTIVITIES.**

**(a) COMPREHENSIVE PLAN-**

(1) IN GENERAL- Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that —

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 9302, if —

(i) the special needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

(C) provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs.

1114.

## Procedures

The following procedures have been established for the Mid-Michigan Consortium to meet the requirements of Title III and Title I, Part C.

### Title III Program Identification

#### 1. Identification using Home Language Survey

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the district's enrollment packet. It is to be completed at the time of registration by the parent or legal guardian. The school secretary at each school is responsible for ensuring that a Home Language Survey is completed for all students at the time of enrollment with the assistance of an interpreter or Parent Liaison if necessary. If a parent, guardian, and/or host family indicates a "yes" to one or more of the questions on the Home Language Survey (and is therefore potentially eligible for ESL services) then the Mid-Michigan Migrant and EL Staff will be notified immediately by the building secretary at each school within the Consortium. A copy of student's completed Home Language Survey must be given to a Mid-Michigan Migrant & EL Staff Member if the answer to one or more of the questions on the survey is "yes." The original, completed Home Language Survey shall be placed in the student's permanent (CA-60) file.

#### 2. Initial Assessment for Program Eligibility

A student who is identified as potentially eligible for ESL services on the Home Language Survey is assessed using the W-APT Screener in the following domains: listening, speaking, reading, and writing, if they have not previously taken the W-APT Screener. MMMEP staff will contact consortium members in the districts in which they are placed. Consortium members will log into the BAA Secure Site to look for scores or MMMEP office staff will look in MSIX (if the potential EL student is also identified as migrant). Kindergartners are only given the listening and speaking domains before December of Kindergarten. This assessment must occur within thirty school days of the student's enrollment at the beginning of the school year and within ten school days of enrollment during the school year. The previous year's English Language Proficiency Assessment (WIDA) score or WIDA Access Placement Test (W-APT Screener) is used to determine the need for ESL program services for those students who have already been identified as LEP.

**Criteria for Entrance Protocol Requirements** (Taken from the Michigan Department of Education Entrance Protocol)

#### **Table 1: Entrance Criteria: Pre-K**

Pre-K Students are enrolled in the EL program based on the Home Language Survey as shown in Table 1 below. This applies to eligible district-based programs, including non-profit or tuition-free programming where a child receives a UIC and is reported in MSDS with the district code. Eligible programs serve three to five year old students. Programs are encouraged to use developmentally appropriate assessments of preschoolers' native and English language proficiency to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the district following the same requirements that apply to K-12 English learner students. TABLE 1 REQUIRED ENTRANCE PROTOCOL: PRE-K Grade Level Home Language Survey Pre-K All Pre-

K students qualify as EL based on identifying a language other than English on the Home Language Survey. This applies to eligible district - based programs that support children ages 3 to 5 years old.

**Table 1: Entrance Criteria: Kindergarten & Development Kindergarten (before December 1<sup>st</sup>)**

TABLE 2A REQUIRED ENTRANCE PROTOCOL: KINDERGARTEN (BEFORE DECEMBER 1<sup>ST</sup>)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
<b>Kinder (before Dec 1<sup>st</sup>)</b>	<p><i>Student scores below Exceptional (29) in Listening and Speaking</i></p> <p><i>*Kindergarten W-APT is reported in raw scores</i></p> <p><i>*See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required.</i></p>	<ul style="list-style-type: none"> <li>- Early literacy assessment approved by MDE (link): <a href="#">Acceptable Assessment Tools for Early Literacy Educators</a></li> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA2: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- iReady Diagnostic</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- Star Early Literacy</li> </ul> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

Student meets one or more of the above criteria to enter ESL Program.

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
<b>Kinder (after Dec 1<sup>st</sup>)</b>	<p><i>Student scores below Exceptional (29) in Listening and Speaking</i></p> <p><i>or</i></p> <p><i>below 13 in Reading</i></p> <p><i>or</i></p> <p><i>below 15 in Writing</i></p> <p><i>*Kindergarten W-APT is reported in raw scores</i></p>	<ul style="list-style-type: none"> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA2: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- iReady Diagnostic</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- Star Early Literacy</li> </ul> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>



**Table 3: Entrance Criteria: First and Second Grade**

First Grade before December 1st

First grade students before December 1st are assessed in all four domains: (listening, speaking, reading and writing). They qualify for EL services if one of the following protocol requirements is met for entrance into the program: if they receive a score below Exceptional (29) in Listening and Speaking, score below 13 in Reading, or score below 15 in Writing on the W-APT, or if they are below grade level in reading. If the student has met or exceeded the W-APT scores, the school will proceed to administer one of the state-approved reading assessments listed in Table 3 to determine if the student is at or above grade level in reading. In addition, the district will review local writing assessments to determine proficiency and guide instruction. Entrance Protocol requirements for first graders before December 1st are summarized in Table 3.

TABLE 3 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (BEFORE DECEMBER 1<sup>ST</sup>)

TABLE 3 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (BEFORE DECEMBER 1<sup>ST</sup>)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
First Grade (before Dec 1st)	<p><i>Student scores below Exceptional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing</i></p> <p><i>*First Grade (before December 1) W-APT is reported in raw scores</i></p>	<ul style="list-style-type: none"> <li>- AIMSweb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA2: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- iReady Diagnostic</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- Star Early Literacy</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student’s proficiency in writing.</p> </div>

TABLE 4 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (AFTER DECEMBER 1<sup>ST</sup>) AND SECOND GRADE

Grade Level	W-APT	Reading
First Grade (after Dec 1st) And Second Grade	<p><i>W-APT: Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).</i></p> <p><b>NO ROUNDING</b></p> <p><i>Use the hand scoring guide or online calculator.</i></p> <p><i>If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.</i></p>	<p>Student scores below grade level as defined by the assessment.</p> <ul style="list-style-type: none"> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA2: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- iReady Diagnostic</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- Star Early Literacy</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><b>The LEA will review local writing assessments to determine each student's proficiency in writing.</b></p> </div>

### Third through Twelfth Grade

Students are eligible for EL services if **one** of the following protocol requirements is met for entrance into the program: if a student scores below 5.0 (no rounding) on one or more domains (listening, speaking, reading and writing) **or** if they are below grade level in reading or writing. If the third through twelfth grade student has met or exceeded 5.0 on all four domains on the W-APT, the school will proceed to administer one of the state-approved reading assessments listed in Tables 5 and 6 to determine if the student is at or above grade level in reading. Students scoring below proficiency on one of the state-approved reading assessments qualify for EL services. The LEA will review local writing assessments to determine each student's proficiency in writing and guide instruction.

A student does not qualify for EL services if **all** of the following are true: the student scores at or above 5.0 in listening, at or above 5.0 in speaking, at or above 5.0 in reading, at or above 5.0 in writing, **and** scores at or above grade level on the state-approved reading assessment.

TABLE 5 REQUIRED ENTRANCE PROTOCOL: THIRD THROUGH TWELFTH GRADE

Grade Level	W-APT	Reading
Third Fourth Fifth	<p><i>W-APT: Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).</i></p> <p><b>NO ROUNDING</b></p> <p><i>Use the hand scoring guide or online calculator.</i></p>	<p>Student scores below grade level as defined by the assessment.</p> <ul style="list-style-type: none"> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- iReady Diagnostic</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- QRI-5: Qualitative Reading Inventory</li> <li>- Star Reading</li> </ul>
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth	<p><i>If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.</i></p>	<ul style="list-style-type: none"> <li>- AIMSWeb – both CBM and MAZE subtests (6th – 8th)</li> <li>- Discovery Education Assessments</li> <li>- DRA Developmental Reading Assessment version 2 (6th – 8th)</li> <li>- Fountas &amp; Pinnell (6th – 8th)</li> <li>- iReady Diagnostic</li> <li>- NWEA: Northwest Evaluation Association</li> <li>- PSAT or SAT</li> <li>- QRI-5: Qualitative Reading Inventory</li> <li>- Scantron Performance Series</li> <li>- SRI: Scholastic Reading Inventory</li> <li>- Star Reading</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

Taken from MDE's Entrance & Exit Protocol, 2012, Updated 2016

### **Parent Notification/Permission to Provide EL Services**

When students have been identified as an EL based on the Home Language Survey, performance on the English language proficiency results, and W-APT Screener, a parent notification letter is sent home with the students that contains the following information:

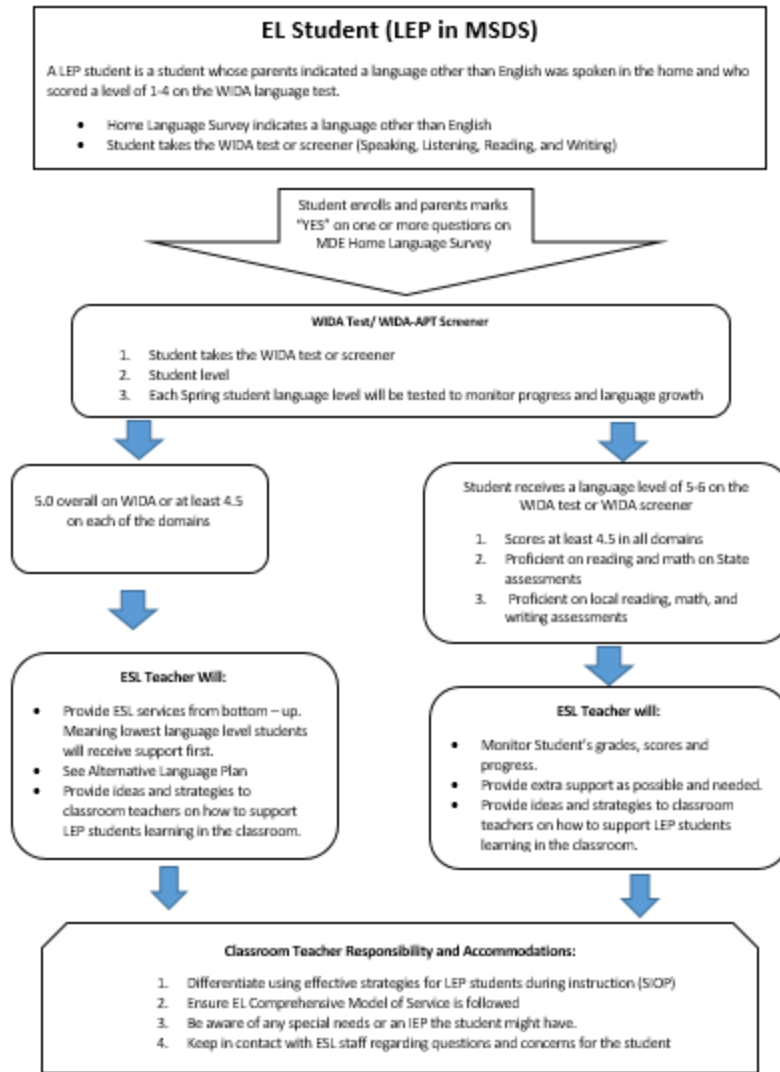
- Reasons for identification of their child as an English Learner.
- Student's level of English language proficiency.
- Method of instruction in current and other available programs.
- How the ESL program will meet the needs of the child.
- How the ESL program will help the child learn English and meet State Standards.
- Exit requirements and the rate of transition.
- In the case of a child with a disability, how such programs meet the objectives of the individualized education program of the child.
- Written guidance on parents' rights to decline.

The MMEP staff will obtain individual WIDA scores for each student in each school district within the Consortium and attach the student's WIDA report with a parent notification/permission to provide EL services letter. A copy of the letter and student's WIDA report will be kept in the student's portfolio. If a student did not take the WIDA and scores can't be obtained from MEDS or the BAA Secure Site, then the student's last W-APT Screener score will be used.

The student's EL status will be recorded in the district's student management system as LEP, and then the student will be correctly identified in the Michigan Student Data System (MSDS) (Directions for entering Migrant & EL students in MSDS can be found in APPENDIX K).

The student's EL (LEP) status must also be recorded in the BAA Secure Website. W-APT Screener scores must be entered (See APPENDIX L: How to Enter WIDA Scores on the BAA Secure Website which has been developed by the MDE)

# English Learner Identification



# Migrant Student Identification

## What is a Migrant student?

A migrant student is a student whose parents:

1. Qualifying agricultural work
2. Have made a qualifying move (to find qualifying agricultural work) in the past 3 years.

### Priority for Service (PFS)

This means that the migrant student has made a qualifying move (interrupting schooling) during the previous school year or this school year and is considered to be failing or at risk of failing. Having PFS status means that this student will be serviced by the Migrant Program before any other migrant student who does not have PFS status.

- Have a QAD (Table A on PFS form)
- Have met one or more criteria on Table B on the PFS form
- If identified PFS, then receives more minutes of direct instruction from MMMEP staff.

### Non-Priority for Service (Non-PFS)

This means that the migrant student has not made a qualifying move (interrupting schooling) during the previous school year or this school year or is not considered to be failing or at risk of failing. These students will be serviced by the Migrant Program as needed after all PFS students

- May or may not have a QAD
- May or may not meet any of the criteria on Table B on the PFS form

### General Education Teacher's Responsibilities:

1. Provide 1<sup>st</sup> good instruction
2. Ensure access to Title IA, 31a, and Title III, Title IIII, if qualified see the Comprehensive Model of Services
3. Collaborate with Mid-Michigan Migrant & EL Staff
4. Provide interventions/accommodations as deemed necessary
5. Make sure that additional allowable services for Migrant students are provided above and beyond EL Comprehensive Model of Services

### Mid-Michigan Migrant & EL Staff

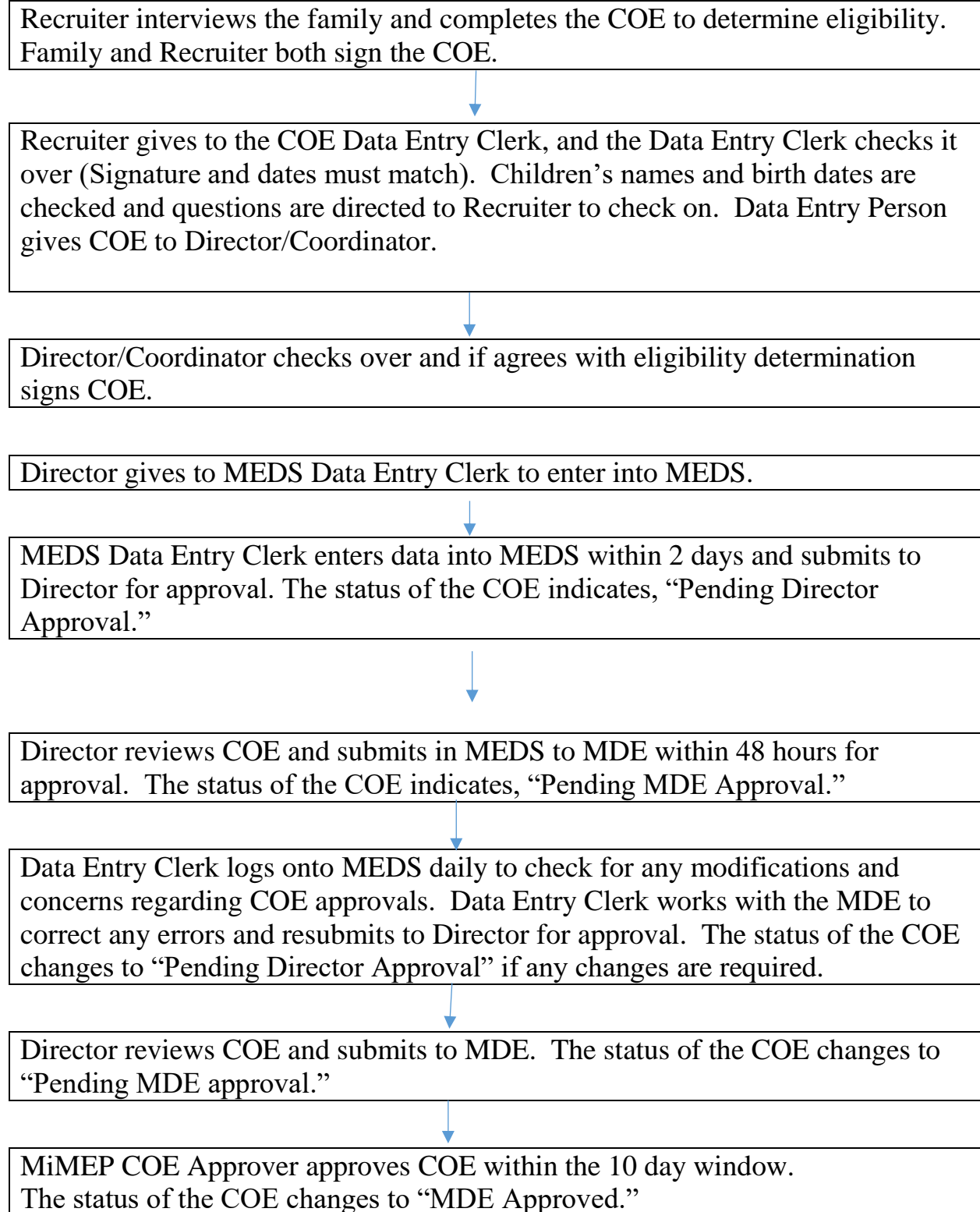
1. Allowable Migrant Services
2. Collaboration with General Education Staff
3. If identified EL, then direct instruction increase English language proficiency and make all content comprehensible
4. Referrals for support services (medical, dental, counseling)
5. Push-in and pull-out services to increase English language proficiency
6. Assistance in contacting parents with academic or behavioral support (use of parent liaison)

## **Qualifying Activities**

Migrant Qualifying Activities are identified by the Michigan Department of Education (See Appendix D).

A Certificate of Eligibility (COE) must be completed by a trained recruiter and approved by a trained Migrant Director. A child is not eligible for the Migrant Education Program until the qualifying eligibility is documented on the completed COE.

## COE Approval Process





## **Priority for Services Determination**

Priority for Services Eligibility Guidance Document (Updated 2/10/17)

### **Parent Notification/Permission to Provide Services to Migrant Services**

Parent notification and permission to service migrant students is given when the parent meets with the Mid-Michigan Migrant & EL Recruiter to complete the Certificate of Eligibility and officially sign it. In addition, if a migrant student qualifies for ESL services, then a Parent Notification letter is sent to parents when a migrant student qualifies for ESL services. The letter is available in both English and Spanish and follows all requirements previously described in the Parent Notification/Permission to Provide Services to EL students.

The student's Migrant status will be recorded in the district's student management system, and then the student will be correctly identified in the Michigan Student Data System (MSDS). (Directions for entering Migrant & EL students in MSDS can be found in APPENDIX K).

### **EL & Migrant Student Portfolio (Folder Contents)**

Each EL and migrant student will have a folder maintained by the MMMEP Staff at each school in which they are assigned. The folder will contain the following items:

- Home Language Survey (only if applicable for migrant students)
- Parent Notification Letter for EL services (only if applicable for migrant students)
- W-APT and/or WIDA results (only if applicable for migrant students)
- Copies of all local math and reading assessments
- Copies of all state assessments (MEAP and MME)
- Progress Monitoring reports
- FLEP Monitoring Sheets
- Student schedules

### **Exit Protocol for EL Students**

As stated in the Michigan Department of Education Entrance and Exit Protocol ([http://www.michigan.gov/documents/mde/Entrance\\_and\\_Exit\\_Protocol\\_updated\\_May\\_2016\\_550634\\_7.pdf](http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_updated_May_2016_550634_7.pdf)), EL students who scores within the proficient range (Reaching and/or Bridging) on the WIDA Spring assessment and scores proficient on state and local assessments may be exited from the EL program. The Mid-Michigan Migrant & EL Staff in the Consortium has adopted the practice of not exiting students in grades K-2, until they have indicated proficiency level on the 3<sup>rd</sup> grade M-STEP and obtained Reaching and Bridging on the WIDA spring assessment of English language proficiency. District Leaders are responsible for exiting EL students from the EL Program following the Exit Protocol outlined by the Michigan Department of Education.

When students do meet the above outlined criteria for exiting from the EL program, then the EL student's information will be reviewed by the Mid-Michigan Migrant & EL Staff and monitored for four years. The students remain on the MMMEP staff's caseload and Student Accountability Sheets for at least four years per federal law. The MMMEP Staff will consult with staff to

ensure that the exited student is still performing at grade level and complete the Formerly English Learner Monitoring Form, **FEP Monitoring Sheets updated July 2016**. The FEL form needs to include a records of interventions that students receive after being exited from the EL Program.

In the event that the student does not remain at grade level in reading and math and is not scoring at a proficient level on the state assessments, then the student will be given the W-APT Screener to determine if the student should re-enter the program and receive direct instruction for English language proficiency. The same criteria will be used again on the W-APT Screener as outlined in the Identification section above (based on the Entrance Protocol outlined by the Michigan Department of Education). Students may re-enter the EL Program.

Students who are exited from the Mid-Michigan Migrant and EL Program must be exited in both the district's student management system and in MSDS. Students can only be exiting during the window that is pre-determined by the Michigan Department of Education following the release of WIDA spring English language proficiency assessments (typically in June and again for two weeks in September).

### **Monitoring FEL (Former English Learner)**

When an EL student scores in the proficient range (Reaching and/or Bridging) on the WIDA, the student will be considered for transition to Former English Learner (FEL) status. In addition to the WIDA spring assessment score, other academic indicators must be used to determine if the student is truly proficient in English. Those indicators are listed below:

1. M-STEP (reading and math scores)
2. MME, ACT, or other required state standardized tests
3. Scores on the ELA portion of other standardized tests
4. Local Reading assessments (Fountas & Pinnell, DRA, MLPP, and STAR, and/or other literacy assessment scores used in the school district)
5. Local math assessments aligned with state standards
6. Report Card grades
7. Consultation with the current classroom teacher
8. Consultation with the EL teacher or paraprofessional working with the student
9. Consultation with the parents

The Mid-Michigan Staff will complete the Former English Learner (FEL) Monitoring Form that has all the above listed indicators (APPENDIX I). The FEL Student Monitoring Form, **FEP Monitoring Sheets updated July 2016**, will be submitted by the Mid-Michigan Migrant & EL Staff to the Migrant and EL Coordinator who will make a final determination of FEL status.

Once a student is determined to be FEL, the exit date from EL services will be recorded in the district's student management systems and in MSDS, and the FEL Student Monitoring Form will be completed and placed in the student's CA60 with a copy in the student file maintained by the EL & Migrant program office. The Mid-Michigan Migrant & EL program office will also maintain Student Accountability Spreadsheets of FEL students.

Once the student has FLEP status, the district in collaboration with MMMEP staff will monitor that student's progress for the next four years. That monitoring will include at a minimum: M-STEP ELA scores, M-STEP Math, Science, & Social Studies (when available at the grade levels administered), looking at various other standardized test scores, looking at report card grades, and consultation with the current classroom teacher(s). The monitoring form will also include a list of interventions that the student has received since being exited from the EL Program. The monitoring will be documented on the FLEP Monitoring Form in the student's CA60. A copy of the form will be placed in the student file in the Mid-Michigan Migrant & EL Program office.

If monitoring indicates that a FEL student is not achieving successfully in the regular academic program, then determination will be made whether the lack of achievement is due to academic deficits incurred while the student was receiving EL services, the lack of English language proficiency or other reasons. If there are academic deficits, then the district will determine what supports are needed to remedy the deficits. If there is a lack of English language proficiency, then the procedures for re-entry into the EL program will be followed (See Program Re-entry for EL Students).

### **Exit Protocol for Migrant Students**

Migrant status is based on a qualifying move (QAD). If a new Qualifying Move has not occurred in the last 36 months, than the COE Eligibility has expired (expiration dates are recorded in MEDS), and the student no longer qualifies as migrant. A Migrant student who qualifies for ESL services follows the same entrance and exit protocol as outlined for all EL students.

### **Continuation of Services**

A migrant student whose migrant eligibility has expired during the school year can continue to receive services for one additional school year under Section 1304 with permission from the Mid-Michigan Migrant and EL Program Coordinator. Continuation of services may only be granted if there is identified need(s) that can be uniquely impacted by migrant services and only if the needs of currently eligible migrant students are met first. Continuation status/services are offered at the discretion of the Migrant Director.

### **Program Re-entry for EL Students**

Formerly Limited English Proficient students will be monitored for two years following their exit to ensure academic success. If during the monitoring process, the EL teacher and general education teacher believes that the FLEP student needs to be reconsidered for re-entry into the ESL program based on the student's work and progress towards mastering state standards, then the EL teacher will be consulted and staff will re-administer the W-APT Screener. If the English language proficiency assessment indicates that the monitored student is once again eligible for ESL services, then the student will re-enter the program after parents have been notified and accept services.

### **Program Re-entry for Migrant Students**

A student who was formally migrant can acquire migrant status with a new qualifying move. The same process of obtaining a Certificate of Eligibility occurs. Please see COE process that has been detailed in the handbook. Migrant students who exited ESL services can re-enter the ESL program by following the same procedures for program re-entry that are described in the above paragraph.

### **Enrollment Process for a Migrant Student**

When the office personal is notified of a new Migrant family, the following steps will be followed:  
Procedure # 1-8.

<b>Procedure #</b>	<b>Action/Step</b>	<b>Individual Responsible</b>	<b>Time Frame</b>
1	Call the recruiter and ask them to go out to the camp/family's residence to enroll the family and fill out a COE.	Office personal:- Kim Tanis, Anita Hatto, or Nancy Jurado	As soon as the office personal is aware of the families' location and/or phone number.
2	The recruiter establishes contact with the family by calling them or stopping by their residence.	The recruiter: – East side of the coverage area Clara Perez-Soto West side of our coverage area Maria L. Krawczyk See Maps in APPENDIX F.	As soon as the recruiter is notified that a new family has arrived, the recruiter has 1 to 2 days to establish contact with the family.
3	A COE and school enrollment forms are filled out at the family's place of residence.	The recruiter – East side of the coverage area Clara Perez-Soto West side of our coverage area Maria L. Krawczyk	As soon as the recruiter gets to the family's residence.
4	The recruiter takes the completed COE to the Migrant Office to be checked by the Secretary, Anita Hatto. The completed school enrollment forms are taken directly to the various schools by the recruiter.	The recruiter – East side of the coverage area Clara Perez-Soto West side of our coverage area Maria L. Krawczyk	1 to 2 days after the COE and the enrollment forms are filled out by the recruiter and signed by the parents.
5	Once the school secretary receives the completed enrollment form from the recruiter, then school secretaries are responsible for processing the student's enrollment packet. School secretaries will also contact the pervious school attended and asking for the student's CA60. The MMMEP will assist using MSIX and/or MEDS if necessary.	The school secretary MMMEP Data Entry will assist in contacting previous school and acquiring a class schedule for High School students.	Once the school secretary receives the completed enrollment form, the child can typically start school with in 1 to 2 business days.
6	**If the school was unable to acquire immunization, birth certificate (not required), pervious school records, and /or Special Education information, then they will contact the MMMEP secretary, Anita Hatto.	The school secretary and Mid-Michigan Migrant MMMEP secretary, Anita Hatto	As soon as the Mid-Michigan Migrant secretary, Anita Hatto, is able to locate the information using MSIX, MEDS, and/or the files in the Migrant office.

7	Once the child has been placed in a classroom (Elementary) or has a schedule set up (Middle and High school student) and busing has been set up, the school may contact our program recruiter by phone or email to give them a school start date and busing information. The Data Entry Person uses MSIX to help facilitate schedules. The MMMEP assists the school in making phone calls to the school that the child last attended.	The school secretary MMMEP secretary, Anita Hatto	As soon as the school has everything set up for the child to start attending school.
8	The recruiter contacts the family by calling them or going to their place of residence to inform them of the busing information and child's school start date.	The recruiter – East side of the coverage area Clara Perez-Soto West side of our coverage area Maria L. Krawczyk	As soon as the recruiter is notified by the school of the busing and start date information.

When the recruiter finds a new family while visiting a camp, the following steps will be followed:  
Procedures # 2-8.

When an employee of the Mid-Michigan Migrant Program is made aware of a migrant family arrival, they will contact the Mid-Michigan Migrant office. Procedures # 1-8 will be followed.

## **TSDL/MSDS/SRM**

## Withdrawal Process for a Migrant Student

When a student is withdraws from school the following steps will be followed: Action Steps 1-6.

When the parent notifies the school directly of the student’s upcoming withdrawal date the following steps will be followed: Action Steps 4-6

Procedure #	Action/Step	Responsible Party	Time Frame
1	When a student tells one of the Mid-Michigan Migrant Program employees of his/her upcoming last school day, the staff members notifies the MMMEP secretary, Anita Hatto.	Mid-Michigan Migrant Program Staff	The MMMPS staff will call, text, or send an email as soon as they are aware of a potential move or withdrawal.
2	The Mid-Michigan Migrant Program secretary, Anita Hatto, then notifies either one of the recruiters or the Parent Liaison, Nancy Jurado regarding the student’s upcoming last day, so that they can call the parent to verify that the family will be moving soon.	The Mid-Michigan Migrant Program secretary, Anita Hatto	The MMMEP secretary will notify recruiter and other necessary staff regarding the move.
3	The Parent Liason, Nancy Jurado or one of the recruiters contacts the family to verify when the student’s last day of school will be. Then the Parent Liaison, Nancy Jurado, or one of the recruiters notifies either the program secretary, Anita Hatto, or the school secretary directly of the student’s upcoming last day.	Parent Liaison, Nancy Jurado, or The recruiter – East side of the coverage area Clara Perez-Soto West side of our coverage area Maria L. Krawczyk	As soon as they receive an email or phone call from the program secretary, Anita Hatto, and they are able to establish contact with the student’s parents
***	In rare cases the family might contact the school directly of the student’s upcoming last day of school and/or might ask for withdrawal papers to be sent home with the child.	Parent	Depends on the parents ability to speak English and whether or not the parent knows when they are leaving.
4a)	The school secretary is then responsible for notifying the student’s teacher/teachers and getting them their withdraw information.	school secretary	As soon as the secretary is notified or the student’s last day by an employee of the Mid-Michigan Migrant Program or it is the student’s last day

4b)	The teacher is also has to fill out the student's withdrawal sheet with the student's grade.	Student's teacher/teachers	Typically on the student's last day of school
5	The school secretary usually gives the student a copy of their withdrawal information which give the student's grade and class.	School secretary	Typically on the student's last day of school
6	Sending the CA60 to the student's new school	School secretary	Once the new school send a request for record to the school.

## TSDL/MSDS



## **Equitable Access to District Programming:**

Both EL and Migrant students will receive equitable access to district programming. These programs may include Title I, Section 31a, gifted and talented programs, RTI and MTSS programs, special education programs, nonacademic programs, and extracurricular activities. Entrance and selection of these programs will be based on student need and not on English language proficiency. The Mid-Michigan Migrant and EL Staff will seek to provide the necessary assistance in conjunction with EL and Migrant students' general education staff for effective participation by the EL and Migrant student in these programs. All school districts are required to monitor EL and Migrant students' participation in any district program.

### **Process:**

1. Child is identified as EL, and the student begins receiving direct EL instruction services based on the student's level of language proficiency as described/identified in the districts alternative language plan.
2. The student is eligible to receive other supplemental and intervention services available to all students if they meet the identified criteria for services (EL Comprehensive Plan of Services that is unique for each school and school district within the Consortium).
3. If the student continues to experience academic struggles as proven by evidence from local assessments, state assessments, report card grades, and daily student work, then the student will be referred to the school's intervention committee or child student committee for additional interventions and progress monitoring. It is the district's responsibility to monitor the student's progress. The District can't deny diagnostic determinations due to migrant mobility.
4. Finally, if the student does not make adequate progress, the student is referred for special education testing and potential special education services. The EL teacher and/or Migrant/EL Director is part of the IEP team.

\*Please note that each school and school district has a protocol for the potential identification of special education students and a process to make certain that EL and Migrant students have access to all potential intervention services.

## **EL Complaint Resolution Process**

Parents of EL students attending any of the 18 participating school districts within the Mid-Michigan Migrant & EL Consortium are advised to address any concerns regarding the ESL Program services in the following manner:

Step 1: The student's parent/guardian should communicate directly with the student's ESL teacher by arranging an appointment convenient for all parties. A formal Parent Complaint and Resolution Form is available (See APPENDIX J). Interpretation for parents is available through the Mid-Michigan Migrant and EL Program.

Step 2: If the parent/guardian is still unsatisfied after speaking with the student's ESL teacher, he/she should arrange an appointment with the student's building level principal.

Step 3: If the parent/guardian is still unsatisfied after speaking with the building level principal, he/she should arrange an appointment or phone conference with the Mid-Michigan Migrant & EL Program Coordinator at (616) 794-4753.

Step 4: If the parent/guardian is still unsatisfied after speaking with the Mid-Michigan Migrant & EL Program Coordinator, he/she should request an appointment with the superintendent at the district in which their child attends.

## Translation Services Interpretations and Translations

### Written Translations

Any document that requires a parent signature must be translated into the parents' native language. The Mid-Michigan Migrant and EL Consortium has hired a bilingual translator to be available to translate school documents into Spanish. Various other documents that do not require a signature can be either shared with parents through a phone call, translated by one of the four bilingual paraprofessionals, or translated using Google Translate: <https://translate.google.com/>.

### Spanish Interpretation

The Mid-Michigan Migrant & EL Consortium has hired a parent liason with general fund dollars to increase parent involvement and parent communication. The Parent Liason has 1.5 hours daily or 7.5 hours weekly to communicate with parents regarding any concerns that they might have. General education teachers and district leaders may utilize this service as well to share any celebrations, questions, and/or concerns that are necessary to help EL and migrant students be more successful in school. Participating consortium members may use this as a free service. Eligible consortium members who do not pay a per pupil allocation may use this service with a \$30 hourly fee.

Requests for parent communication need to be directed to the Mid-Michigan Migrant and EL coordinator. The coordinator will work in conjunction with the parent liason to ensure that communication with parents is made. General Education teachers are asked to include all necessary details regarding the information requested to be shared with parents, so that the parent liason has enough information to share with parents.

A two-way or three-way phone conference can be set up and is highly encouraged to involve the child's teacher. The parent liason will work with the staff member and parent to find a convenient time for the phone conference to occur.

### Spanish Interpretation for Parent Meetings

IEPs and Parent-Teacher Conferences are to be billed at \$30 hourly (unless they occur during the school day). The Mid-Michigan Migrant & EL Program reserves the right to request that excessive time away from students' ESL services does not occur.

Requests for IEPs and Parent-Teacher Conferences are to be sent to the Program coordinator via email two weeks in advance. The coordinator will then sent out a request to the four Bilingual paraprofessionals and one bilingual ESL teacher.

## 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 MMMEC 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 Proficiency 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 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**

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.

## **Mid-Michigan Migrant & EL Program Staff**

The MMMEP Consortium Lead will ensure that there are sufficient qualified EL and migrant staff members available to meet the needs of enrolled EL and migrant students. Consideration for the hiring of additional MMMEP staff will occur when there are many additional EL and migrant students present during the August, September, and October. This will happen on a year to year basis depending on the number of EL and migrant students enrolling in the many school districts across the consortium. The district will have fully bilingual (English/Spanish) outreach workers/recruiters available to make home visits and otherwise facilitate communicate with the parents. The Consortium will also employ a Parent Liason to help facilitate two way parent communication for 1.5 hrs. daily who will be available for translations. The Parent Liason will be available to help make parent contacts upon the request of all general education staff at the various schools within the Mid-Michigan Migrant & EL Consortium.

When hiring staff to provide EL and migrant program services, every effort will be made to hire highly qualified teachers and paraprofessionals who are fluent in Spanish and who possess the training and background experience to effectively deliver the specialized instruction required by EL and migrant students. If there are not applicants who are fluent in Spanish, then particular attention will be paid to the applicant's training in ESL techniques and prior experience working with special populations. When hiring regular classroom teachers, one factor considered will be training in Sheltered English Instruction. When students with other home language are enrolled, the district will ensure that there is on-call staff, volunteer translator or other means available to communicate effectively with parents (Refer to Staff Resources in APPENDIX O).

All program staff will be provided with in-service training focused on English language development. Classroom teachers will be encouraged to seek training in Sheltered English Instruction techniques. District Leaders from all participating districts in conjunction with the Consortium Lead will work towards training all general education teachers in Sheltered Instruction Observation Protocol (SIOP) in a detailed 3-5 year professional development plan.

All program staff will be provided with professional development that focuses on meeting the specific needs of migrant students.

## **Extended Learning Opportunities**

The Consortium offers a Migrant Summer School Program to help students maintain academic skills and increase English language proficiency at two different locations: Belding and St. Johns. Migrant students from the following school district are invited to the Belding location: Belding, Ionia, Saranac, Lakewood, Greenville, and Central Montcalm. The following school districts are invited to attend Migrant Summer School at St. Johns: Carson City/Crystal, Breckenridge, Alma, Fowler, Ithaca, St. Louis, St. Johns, Pewamo Westphalia, Fulton, and Portland. Transportation will be provided to all extended learning opportunities.

Belding Middle and High School also offers an after school program for migrant students. The goal of the after school program is to offer an extended learning opportunity through the use of small group academic support, tutoring, and homework help.

## Mid-Michigan Migrant & EL Program Staff Professional Development 2014-2014

All Mid-Michigan Staff will have multiple professional development opportunities and conferences to attend. Sheltered Observation Instruction Model and Marzano's vocabulary strategies will be the focus for staff to help increase the English language proficiency of EL (Title III training), and Writing Thinking Maps training, i-Pad application training, and balanced literacy instruction will be the focus of professional development for the MMEP staff for migrant students (Title I Part C). Parent Involvement and Data Collection & Analysis will also be a priority for the 2014-2015 school year. Professional Development will be provided by the Mid-Michigan Migrant & EL Program Coordinator unless otherwise notes.

### August 2014

August 25, 2014

**Parent Involvement:** Six Types of Parent Involvement

Overview of six types of Parent Involvement from *School, Family, & Community Partnerships-Your Handbook for Action*.

**Priority for Services Determination Worksheet**

Directions and guidance for completion

**Comprehensive Needs Assessment**

Review WIDA data for now until we have all assessment data

**Alternative Language Program**

Review the Alternative Language Program

Discuss how this works in conjunction with PFS status

Discuss how this needs to be reflected in daily schedules

Discuss how this needs to be reflected in Staff Activity Logs

**Schedules**

**Student Accountability Sheets**

Review the Guidelines Documents for recording Title I, Part C & Title III Data.

### September

September 24, 2014

**WIDA**

Review Can Do Descriptors

How to use in daily lesson planning

Practice together

Take a student and look at a week of direct ESL instruction.

**FLEP**

Monitoring Guidelines (written procedures)

Monitoring Sheet (written procedures)

**I-pad training:**

Nearpod (Interactive grammar & English lessons and phonics apps)

October/November

November 11, 2014

**I-pad training:**

Vocabulary (thinglink.com)

Scootpad for math and literacy K-12

**Websites:**

Readworks.com (leveled literacy passages w/vocabulary)

Eduptopia (ESL passages with a vocabulary component)

Effective Strategies for EL students

PowerPoint to share and collaborate with General education Teachers

**SIOP**

Provide overview of SIOP

Overview of Chapters 1 & 2 (Book: *Making Content Comprehensible for English Learners The SIOP Model*)

Assign Chapter one and two to read

**Parent Involvement**

Share MDE Parent Toolkit: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_30334\\_51051-262889--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-262889--,00.html)

December

December 10, 2014

**WIDA**

Academic Language Function Toolkit

Analyze Language Standards & those that our students are not doing well with as indicated on students' WIDA assessments.(2 hrs.)

**SIOP**

Book discussion questions Ch#1 (Introducing Sheltered Instruction) & Ch#2 (Lesson Preparation) (1 hr.)

Assign Chapter 3 &4 to read

**Migrant Literacy Net:**

**Technology** & I-pad training: Thinglink.com training and work session  
Thinglink.com is vocabulary related.

January

**WIDA Assessment (General Fund)**

Review assessment guidelines and procedures

Training

**SIOP**

Book discussion questions Ch#3 (Building Background) & Ch#4 (Comprehensible Input)

Assign Chapters 5 ( Strategies)& 6 (Interaction)to read

**Technology**

Work sessions to make more Thinglinks

**Writing Thinking Maps** (for Migrant students only as a push-in strategies)

-Focus: **Narrative writing** (3 hrs.). Overview of use of Thinking Maps,

determine specific vocabulary to use and review prior to writing, map out story, and discuss using the oral rehearsal strategy between every step. Model and have staff practice. Give staff large pieces of legal paper that is laminated. At the elementary level, start with one paragraph and have students MASTER first. At the middle school and high school level start with three paragraphs with an introduction and wrap.

Migrant Dairy Video:

## February

### **SIOP**

Book Discussion questions for Ch# 5 (Strategies) and Ch #6 (Interaction)

Assign Chapter 7 (Practice/Application) & 8 (Lesson Delivery)

### **i-Pad Training**

**Writing Thinking Maps** (for Migrant students only as a push-in strategies)

Focus: Expository Writing. Discuss the difference between Narrative and Expository Writing. Demonstrate how to start teaching students what a topic sentence is. Practice identifying topic sentence activities.

## March

March 3, 2015

**SIOP** Training for MMMEP Staff (2 full days)

March 4, 2015

Training with Consultant, Suzy Khoury

March 28<sup>th</sup>=March 30<sup>th</sup>

### **Balanced Literacy Training**

Michigan Reading Association Conference

**Writing Thinking Maps** (for Migrant students only as a push-in strategies)

Focus: Narrative Writing. Discuss the difference between Narrative and Expository Writing. Demonstrate how to start teaching students what a topic sentence is. Practice identifying topic sentence activities. Use maps and put topic sentences into the Writing Thinking Maps.

## April

April 2, 2014

Marzano's Academic Vocabulary with Julie Milewski

### **SIOP**

Book Discussion questions for Ch#7 and Ch#8

Assign Ch#9 (Review and Assessment) & Ch#10 (Issues of

Reading Development & Special Education for English Learners

**Writing Thinking Maps** (for Migrant students only as a push-in strategies)

Focus: Expository Writing. Discuss the difference between Narrative and Expository Writing. Demonstrate how to start teaching students what a topic sentence is. Practice identifying topic sentence activities.

## May

### **Vocabulary**

*Vocabulary Games for the Classroom* (Robert J. Marzano & Lindsay Carleton)

Data Analysis, Data Reflection Questions, & Staff Review of Comprehensive Needs Assessment.

Work Session: DRAFT of Consortium Improvement Plan

June

Third week of June

SIOP Training for MMMEP Staff (2 full days) Belding

SMEP Summer Teacher Training

**Professional Development for General Education Teachers Assigned to Participating Schools in the Mid-Michigan Migrant and EL Consortium**

The Mid-Michigan Migrant and EL Consortium has a three to five year plan in place to train all general education staff in Sheltered Instruction Observation Protocol. The SIOP Model is a research-based and validated model of sheltered instruction that has been widely used across the U.S. for over 15 years. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. It is the intention of the Consortium to train 50 general education teachers at each of the following locations in June 2014: Belding, Greenville, Ionia, and St. Johns. General Education teachers will be invited from all eighteen participating school districts in the Consortium.

## **Parent Leadership Committee**

The Mid-Michigan Migrant and EL Coordinator and Parent Liason worked together in conjunction with the Mid-Michigan Migrant & EL Staff to identify potential parents who would be willing to form a committee for the establishment of a broader EL & Migrant Advisory Committee. As of the fall 2014, parents were contacted, agreed to participate, and a fall 2014 was held. This committee will be a Parent Leadership Committee for both EL and migrant parents as 99% of all migrant parents are EL parents as well. Once the process has been established for a minimum of one year, consideration for two separate committees will be conducted.

The first year of the Parent Leadership Committee will start in the Belding area, and then branch out into the eighteen participating school districts.

A minimum of three meetings will be held yearly. The first meeting will be held in August or September, so that Migrant parents can attend. Two additional meetings will be held (one in winter and one in the spring). Parents will receive notice of upcoming meetings one or two weeks in advance with Agendas.

The following will be a list of potential topics of discussion for meetings:

1. Explanation of EL services available in the school districts
2. Explanation of the function and role of the Parent Liason
3. Opportunities for parent input on EL Program
4. Parent Involvement in their child's education
5. Communicating effectively with teachers and other staff at school
6. Explanation of school procedures and policies that EL parents may not be aware of
7. How to become more involved in their child's education
8. Parent input

Meetings minutes will be taken and shared with committee members and Consortium members alike. The local Parent Leadership Committee will also participate in the State/Regional Leadership Team.

**EL/Migrant Parent Involvement Policy:** The Mid-Michigan Migrant and EL Consortium (and all participating school districts), in compliance with the No Child Left Behind Act of 2001, will take the following actions to encourage parent involvement: **\*Please note that every school district within the Consortium will have their own Parent Involvement Policy that will be very specific to the exact Parent Involvement activities that are hosted and occur within their school district.**

### **Parent Communication: Promote effective, meaningful two way communication**

- Parent Leadership Committee participation in the Mid-Michigan Migrant and EL Parent Leadership Committee
- School Calendar
- School Newsletters
- Open House (translators available)
- Parent Teacher Conferences (translators available)
- Parent Training sessions (on topics that parents have had input on)

- Kindergarten round-up
- Access to teachers' email addresses, voicemail numbers, and websites
- Access to the school's website, which is updated on a regular basis with information about the school's calendar, activities, and events
- Access to student's grades online
- Phone conferences (translators available)
- Parent meetings to present Migrant Program goals and objectives
- Parent meetings to present EL Program goals and objectives
- Text blasts to all parents who have joined
- Provide all parents/guardians with the annual school report card
- Provide parents with a program description of the Mid-Michigan Migrant and EL Program
- Provide parents with student achievement and state assessments scores
- Host an informational meeting regarding Adult ESL classes
- Parent assistance from a Mid-Michigan Migrant Recruiter and/or Parent Outreach Workers with the completion of COEs
- Parent assistance from the Mid-Michigan Migrant Recruiter and/or Parent Outreach Worker to complete school enrollment packets
- Parent assistance from the Mid-Michigan Migrant Recruiter and/or Parent Outreach Worker to understand or complete any paper necessary from the school
- Parent assistance from the Mid-Michigan Migrant Recruiter and/or Parent Outreach Worker to understand any information that is sent home from the school (newsletter, teacher notes, and etc.)
- Parent assistance from the Mid-Michigan Migrant Recruiter and/or Parent Outreach Worker to develop High School schedules that allow students acquire High School graduation credits.
- Provide parents with any information regarding potential migrant services available to help their child and family overcome the barriers in the migrant lifestyle: medical care, mental health services, glasses, Homeless services, housing information, clothing needs, transportation needs, and etc.

### **Parent Participation: Encourage parents to play an integral in students' learning**

- Invite parents to special events in the classroom and school events (Field Day, Walk-a-thon, and etc.)
- Invite parents to observe instruction in the classroom
- Invite parents to volunteer in the classroom
- Invite parents to celebrate their child's learning in the classroom
- Invite parents to complete homework with their child (host training sessions on the details of how to effectively help their student complete homework)
- Invite parents to read with their children (host training sessions on how to read with your child)
- Invite parents to read their child's writing
- Invite parents to Awards Assemblies
- Invite parents to Band and/or Choir Concerts

### **Procedures/Policies:**

- Parents within the Mid-Michigan Consortium will be invited to be part of the team of developing procedures for both the EL and Migrant Program.
- Parents will be invited to be part of the process of reviewing and implementing a Consortium Migrant and EL Handbook.
- Parents will be invited to be a part of the process of developing and reviewing procedures for identifying students for both EL and Migrant program services.
- Parents will be invited to identify topics of interest when planning parent involvement training sessions.
- Parents will be invited to help plan parent involvement training (agenda, food, parent training activity, materials, and schedule development)
- Parents will be invited to reflect on and analyze student achievement data and the Comprehensive Needs Assessment for both the EL and Migrant Program.
- Parents will be invited to be a part of the team when completing a Program Evaluation for both the EL and Migrant Programs.

### **District/School Improvement Policy:**

- Parents are invited to be part of the School/District Improvement Team.

- Parents are invited to assist in the writing of goals, objectives, strategies, and activities in the School/District Improvement Policy for the Title III Program.
- Parents are invited to assist in evaluating goals, objectives, strategies, and activities in the School/District Improvement Policy for the Title I, Part C Program.
- Parents are invited to be a part of the process of data analysis, Comprehensive Needs Assessment, and Program Evaluation for both the Title I, Part C and Title III Program.
- Parents are invited to be a part of the process of disseminating and sharing Program Evaluation information and student achievement scores.

## **Collection**

All staff will complete Student Accountability Data Spreadsheets that contain the following data for both EL and Migrant students:

- Student Name
- Grade

Title I, Part C

- Enrollment Date
- Withdrawal Date
- QAD
- Days Enrolled
- Days Present
- Priority for Services

Title III

- W-APT Date
- W-APT Level
- WIDA Level
- WIDA (overall score/composite)
- Limited English
- Language

Other:

- Present on Fall Day Count
- Present on Spring Count Day
- Enter/Exit Date of EL Services
- MEAP M-STEP Math
- MEAP M-STEP Reading
- MEAP Science
- MEAP Social Studies
- MME/ACT
- Local Reading Assessments
- Local Math Assessments

## **Student Accountability Sheets**

All Mid-Michigan Migrant and EL Staff are asked to keep a Student Accountability Data Spreadsheet in the school district/districts in which they are assigned. There are specific procedures and guidelines that have been established for recording student data. (See Student Accountability Sheets, APPENDIX R and



Guidelines and Procedures for Completing Student Accountability Sheets in APPENDIX S). Student Accountability Sheets are used in the Comprehensive Needs Assessment for both EL and migrant students and in the development of the District School Improvement Plan.

### **Process for Completing a Written Needs Assessment** (Identifying the Unique needs of Migratory Children)

A written needs assessment will be conducted annually in the spring of the year for all Migrant students in the Mid-Michigan Migrant & EL Consortium for the following reasons:

1. The written needs assessment will serve as a means of measuring the effectiveness of the Mid-Michigan Migrant & EL Program (In addition, the MDE Program Evaluation Tool will be utilized).
2. The needs assessment identifies the academic areas of concern as identified by the data collection, analysis, and those that need to be addressed in the District School Improvement Plan. These academic concerns will then be reflected in the strategies that are written in the District School Improvement Plan.
3. The needs assessment often identifies one or more of the Migrant Education Programs' Seven Areas of Concern: Educational Continuity, Instructional Time, School Engagement, English Language Development, Educational Support at Home, Health, and Access to Referral Services.

### **Steps in the Process of Completing a Comprehensive Needs Assessment**

#### **Analyze Migrant Student Demographic Data**

1. Number of migrant students
2. Homeless?
3. Out of School Youth (OSY)
4. Number of Po-P5s
5. Number of Special Education students
6. QAD
7. PFS/NPFS
8. Attendance (year round, fall or spring)

#### **Migrant Student Participation Data**

Participating ~ Support, Referred Instructional Data

#### *Description of MEP Services ~ Support, Referred, Instructional*

Support services include any MEP funded service such as counseling, health services, etc. Only services provided with Title I, Part C monies are eligible to be counted. Counseling services reported in Exhibit #13 are also counted as support services. Therefore, the count of migrant students receiving counseling is a subset of the total count of those receiving any type of support services.

Referred services are not funded directly by the MEP. However, migrant staff is often integral in making referrals and ensuring migrant families are able to follow-up on these referrals. Referred services are only reported when the local MEP has evidence that the family followed through with the referral. Referrals may be health related, for counseling services, or to local agencies for food and shelter. Referred services are based on the needs of the families and may include a wide range of needs.

Instructional services can be further delineated by: reading or math instructional services provided by a certified teacher in reading or math; and any instructional services, which may be academic support provided by a paraprofessional or certified teacher in any content area. The category of any instructional services includes additional English language support services provided by the local MEP to reduce language barriers and supplement migrant students English Learner services. Reading and math instructional services are reported in their respective categories as well as in any instructional services when the data is collected. Each student is counted only once per type of service (any instructional, reading, math and/or credit accrual) regardless of the number of services they may receive. Credit accrual is another important instructional service. These are services provided to a secondary migrant student to support them in accruing needed credit towards graduation.

### **Migrant Student Data**

Levels of Analysis - PFS and NPFS; migrant and non-migrant

### **Achievement Data**

Identify the available data sources: Local and State Assessments (Reading and Math, Graduation; English language proficiency, early childhood access to services, OSY, Algebra 1 credit attainment, grade promotion/retention, attendance)

#### **\*\*Reading Achievement**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

#### **\*\*Math Achievement**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

#### **\*\*Graduation Achievement**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

### **English Language Proficiency Growth (AMAO #1)**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

**Grade Retention Achievement (7<sup>th</sup>-12<sup>th</sup>; additional K-6)**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

**Early Childhood Services/Achievement**

*Summary of the Available Data* (graphs, charts, narrative)

**Algebra 1 Credit Attainment by 11<sup>th</sup> Grade**

*Summary of the Available Data* (graphs, charts, narrative)

*Findings* (may include stakeholder observations)

*Implications*

**Perception Data**

Identify the available data sources: Staff, student, parent, and/or community surveys

*Findings* (may include stakeholder observations)

*Implications*

## **Process for Completing a Written Needs Assessment**

(Identifying the Unique needs of English Learners)

The Comprehensive Needs Assessment for EL students will take into consideration the following:

- Number of EL students
- Grade level
- Attendance
- Number of years in the EL program
- Report card grades
- Migrant student/Non-migrant student
- W-APT Screener Score
- WIDA score
- Progress Monitoring reports
- Academic achievement on local assessments
- Academic achievement on state assessments
- Homeless
- Graduation rate
- Special Education
- Academic achievement scores on state assessments for FLEP students
- 

### **Perception Data**

The Mid-Michigan Migrant and EL Program has made a commitment to serving EL & migrant students, embracing the parents of migrant & EL students, and involving all stakeholders in the process of ensuring the academic success of all EL and migrant students. In order to achieve this goal, it is important to collect perception data from all of the necessary stakeholders involved in the process. Annual surveys are given to parents, general education teachers, Mid-Michigan Migrant and EL Staff members, and EL and Migrant students in middle school and high school. Please see Mid-Michigan Migrant & EL Parent Survey for EL Students (Appendix T ), Mid-Michigan Migrant and EL Staff Survey for EL Students (Appendix U), Mid-Michigan Migrant and EL General Education Survey for EL Students (Appendix V), Mid-Michigan Migrant and EL Program Parent Survey for Migrant Students (Appendix W), Mid-Michigan Migrant and EL Program Staff Survey for Migrant Students (Appendix X), and Mid-Michigan Migrant and EL Program General Education Survey for Migrant Students (Appendix Y)

Perception data collected is used as part of the Comprehensive Needs Assessment and Program Evaluation.

## Program Evaluation

In order to evaluate the effectiveness of the Mid-Michigan Migrant and EL Program (identifying the unique needs of English Learners and migrant students), the Mid-Michigan Migrant & EL coordinator will form a committee to conduct a needs assessment for the purpose of program effectiveness. The committee will consist of all of the MMMEP staff and a minimum of seven or eight district leaders from the various school districts within the Mid-Michigan Migrant & EL consortium. The committee will meet on two separate dates at the end May to conduct two separate evaluations of the EL program and migrant program. The following items will be reviewed by the committee to determine the overall effectiveness of the EL program:

- 1.) A description of the program and goals, objectives, strategies, and activities identified and implemented in the Mid-Michigan Migrant & EL Plan
- 2.) A description of the progress made by EL in learning English (AMAO 1 )
- 3.) A description of the progress made by EL and migrant students in mastering the State academic content and achievement standards (AMAO 3)
- 4.) The number of students and the percentage of students in the MMMEP attaining English language proficiency as measured by the WIDA (AMAO 2)
- 5.) A description of the progress made by children in meeting the challenging State academic content and student academic achievement standards for each of the two years after the students have been exited from the program and are being monitored

Effectiveness of the Migrant program:

1-5 plus 6-7

- 6.) A description of the progress made by migrant students in reading, math, graduation/retention, attendance, participation in extended day opportunities, state assessments, local assessments, and number of support & referred services.
- 7.) A comparison of the progress made by PFS vs. NPFS students and migrant vs. non-migrant students.

In addition to the items mentioned above, the team will evaluate all procedural and service provision requirements that are included in the Mid-Michigan Migrant and EL Program Handbook:

- 1.) Identification process for EL students and migrant students
- 2.) Student assessment process
- 3.) EL Comprehensive Program of Services
- 4.) Migrant Program Services (above and beyond the EL Comprehensive Program of Services)
- 5.) Staff Resources
- 6.) Monitoring of FLEP
- 7.) Transition from program services
- 8.) Adequacy of professional development for MMMEP staff
- 9.) Adequacy of instructional materials
- 10.) The rate of student's progress toward full proficiency in English
- 11.) How well students in the EL program are keeping up with their peers in all content areas

12.) How well students are able to participate successfully in all of the school's programs as measured by participation rates and academic achievement

The Program Evaluation for the Mid-Michigan Migrant and EL program will consist of data summaries, findings and implications of the comprehensive needs assessment for both migrant and EL students, the MDE Program Evaluation tool, and perception data as well. All stakeholders will be part of the process, and the program evaluation will be shared with staff (scheduled May Staff/PD day), parents (one of the four annual parent meetings), and consortium members (June 2014 schedule consortium meeting). Each school district will be responsible for the sharing, publicizing, and disseminating of the results of the Mid-Michigan Migrant & EL Program Evaluation.

## Appendix

- Appendix A: Home Language Survey:  
[www.michigan.gov/documents/mde/home\\_language\\_survey\\_278092\\_7.pdf](http://www.michigan.gov/documents/mde/home_language_survey_278092_7.pdf)
- Appendix B: Staff Administering WIDA and MMMEP Staff WIDA Training
- Appendix C: Parent Notification Letter
- Appendix D: Migrant Qualifying Activities identified by the Michigan Department of Education
- Appendix E: Time Distribution Chart
- Appendix F: Recruitment Plan and Recruitment Map
- Appendix G: Priority for Services Determination Worksheet
- Appendix H: Guidelines for Completing Priority for Services Determination Worksheet
- Appendix I: Formally Limited English Proficient Student Monitoring Form
- Appendix J: Parent Complaint and Resolution Form
- Appendix K: Directions for Entering Migrant and/or EL Students in MSDS
- Appendix L: How to Enter WIDA Scores on the BAA Secure Website (developed by the MDE)
- Appendix M: Five WIDA English Language Proficiency Standards
- Appendix N: Alternative Language Program
- Appendix O: Mid-Michigan Migrant & EL Staff Resources
- Appendix P: Mid-Michigan Migrant Resource Council Agency Guide
- Appendix R: Mid-Michigan Migrant & EL Student Accountability Data Sheets
- Appendix S: Guidelines for Completing Migrant & EL Student Accountability Data Sheets
- Appendix T: Mid-Michigan Migrant and EL Program Parent Survey (EL students)
- Appendix U: Mid-Michigan Migrant and EL Program Staff Survey (EL students)
- Appendix V: Mid-Michigan Migrant and EL Program General Education Survey (EL students)
- Appendix W: Mid-Michigan Migrant and EL Program Parent Survey (migrant students)
- Appendix X: Mid-Michigan Migrant and EL Program Staff Survey (migrant students)
- Appendix Y: Mid-Michigan Migrant and EL Program General Education Survey (migrant students)

Appendix Z: Mid-Michigan Migrant and EL Program Evaluation