

Dear Title III Directors

1. Your district's **AMAO results for 2010-2011** were sent to your Superintendents by the Bureau of Assessment and Accountability last week. The AMAO public spreadsheet for 2010-2011 is available at www.michigan.gov/amao or by using the following link:
http://www.michigan.gov/documents/mde/Public_AMAO_2010-2011_373136_7.xls

To avoid any inadvertent changes to the data that resides on the webpage, the spreadsheet had been password-protected. If you'd like to sort, filter the date, etc., you will need to copy and paste the data into a new worksheet.

Several school districts did not meet one or more of the AMAO targets for two or more successive years. Therefore, we are planning a face-to-face technical assistance workshop with these districts in order to guide them through writing a Title III Improvement plan. Workshop dates will be announced soon. If your district did not meet one or more of the AMAOs, even for the first time, **letters are to be sent to EL parents as soon as possible**. Please refer to my December, 2011 email for details regarding the definition of each AMAO, consequences for not meeting one or more of the three AMAOs, a link to helpful documents and sample parent letters.

2. We are thankful to the directors who have completed USED survey I emailed you prior to the holidays. This survey asked you to provide your professional development activities for the 2010-2011 school year. This is a kind reminder, for those who have not returned the completed survey, to please email it to me by **January 20** at the latest since our federal reporting deadline is fast approaching.
3. We have finalized the schedule for our **on-site visits or desk reviews**, and are in the process of sending announcing letters to districts. Our visits will be preceded by a telephone conversation between our office staff and you/your designee in order to coordinate the visit, and address inquiries you may have regarding the appropriate documentation.
4. A kind reminder that indirect cost **combined with administrative cost may not exceed 2% of your total Title III allocation**. Also, immigrant funds are to be used for eligible immigrant students (LEP and non-LEP) based on Title III allowable uses of funds as listed in the Title III Immigrant Function codes document available on MEGS (Help screen) and the PowerPoint, "Supplement, Not Supplant". This PowerPoint is available on www.michigan.gov/ofs --scroll down to Programs then click the English Language Learner link. Please be specific regarding your line items and ensure all expenditures are supplemental to district's obligations toward serving English learners.
5. Statewide, **Train the Trainer** in Sheltered Instruction Observation Protocol (SIOP) and Blueprint for Exceptional Writing (BEW) will consist of 6 days of training - three in May (16-18) and three in June (18-20). If you are interested in sending staff to this training, please fill out the attached application. Email the attached application and the supporting documents to Lambh@michigan.gov by February 15, 2012.

6. Mark your calendars for the Special Populations conference taking place on **September 17-18, 2012** at the Kellogg Center in East Lansing. We will be reserving a block of rooms for attendees soon and will email you registration information within a month. The conference is considered one of our technical assistance venues where updates and best practices will be shared with local program directors and their teams. Therefore, registration fee is waived. We encourage you to bring along teachers, parents, school administrators and paraprofessionals. Handouts from the Fall 2011 conference are at this link:
http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-268456--,00.html
7. When applying for federal funds, districts are required to incorporate **SMART objectives, strategies and activities in their LEAPC/DIP/SIPs** guided by the **English learner data results** as part of the Comprehensive Needs Assessment (CNA). The proposed budget items should then align with the proposed objectives, strategies and activities. You may want to review a sample with your district school improvement team as you participate in the development/revision of next year's District Improvement Plan/LEA Planning Cycle (LEAPC). A Sample Title III Plan is available at http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-268456--,00.html
8. In order to consider Title III as supplemental funds, districts are required to complete a description of **their Alternative Language Program for ELs** required by OCR (1964), Lau vs. Nichols and Castañeda vs. Pickard. We will be requesting districts to provide a description of their Alternative Language Program throughout this school year and beyond. This alternative language program must provide meaningful access to the core curriculum and provide direct English language instruction. "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." OCR May 25, 1970 Memorandum. The Alternative Language Program must be funded from general fund before other state and federal monies may be used.

Alternative language services include direct English language instruction based on students' proficiency levels and the use of methods or strategies for making the local, board adopted curriculum meaningful, accessible and comprehensible. The intensity of services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of alternative language services is. The alternative language program description should specify who will be providing services, including individuals beyond the classroom teacher, and the frequency and duration of the services. The alternative language program could include models such as bilingual education, ESL programs, and/or sheltered instruction. These, federally required, alternative language services ensure that ELs have equitable access to the basic, local board of education adopted curriculum provided to all students. Based on the Castañeda vs. Pickard Supreme Court ruling, three guiding questions are considered when designing a program for alternative language services: **a) Is the programming based on sound educational theory?; b) Is the program designed for effective implementation including but not limited to adequate support, staffing, and resources?; c) Is the program regularly evaluated and modified based on the findings?**

9. **Historical LEP issues:** For accountability purposes, if students were designated LEP in the historical LEP file and were not exited by September 15, 2011, such students will be considered LEP eligible for accountability for 2011-12, will count in the LEP AYP subgroup (if the minimum subgroup size is met), are expected to take the ELPA, and will contribute to your building and district level assessment participation rates for this school year. LEP eligible students remain LEP eligible for the duration of the school year. In order to “remove” a student from LEP eligibility for the next school year (2012-2013), a student must be exited with “LEPExitReason” code of 50 (proficient based on district exit criteria which include proficiency on ELPA along other academic measures) by the 2011-2012 end-of-year collection in MSDS. The “LEPExitDate” and “AsOfDate” will need to be prior to the 2011-12 MSDS End of Year Collection deadline, which is **September 15, 2012**. For any technical details on submitting an MSDS, you will need to contact CEPI at cepi@michigan.gov or at 517-335-0505.

10. Young 5’s students are considered kindergartners. Therefore if you are serving English learners at this age/placement, please plan to assess them during the ELPA 2012 spring window. All other historically LEP students must be assessed this spring as well to ensure 100% participation rate in the required ELPA annual assessment.

On behalf of the OFS Team, I wish you a successful school year and urge you to contact us to share your best practices, suggestions and inquiries regarding any aspect of the English learner program.

Sincerely,
Shereen

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