Early Middle College (EMC) and Students in Special Populations

2025-2026 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students with the academics, credentials, and work behavior skills needed to thrive in education and careers.

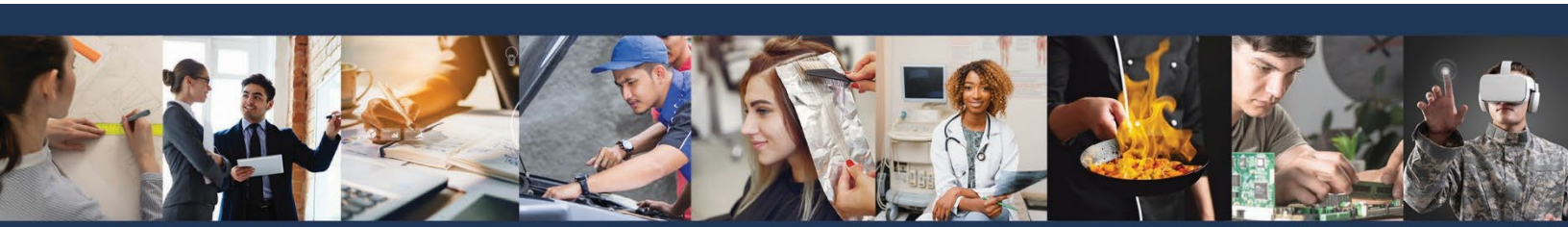

TABLE OF CONTENTS

INTRODUCTION

This document is a collaboration between two Michigan Department of Education (MDE) Offices, the Office of Career and Technical Education (OCTE) EMC Unit and the Office of Educational Supports (OES) Special Populations Unit. The purpose of the document is to provide guidance on enhanced supports for EMC students who identify under various special populations, including students who are English learners, immigrants, experiencing homelessness, experiencing foster care, or migratory. This resource was created for administrators, teachers, counselors, and other staff who support EMC students.

For historical reference, throughout the nation, Early Colleges or Middle Colleges (EMC) were generally established as high schools where students were working toward a high school diploma and postsecondary credit. Early Colleges were geared toward advanced students, who had the opportunity to graduate in four years with a high school diploma and postsecondary credit or an associate degree. Middle Colleges were for students behind on high school credit who needed additional social/emotional support.

Michigan's approach to EMCs blends the approach of Early Colleges with the philosophy of Middle Colleges. In Michigan, EMCs are encouraged to support first-generation, underrepresented, underserved, underperforming, and at-risk eligible students. Michigan EMC students earn one of the following EMC outcomes: an associate degree, 60 transferrable college credits, a professional certification, the Michigan Early Middle College Association (MEMCA) technical certificate, or a registered apprenticeship. Each school can determine the focus and acceptance requirements for the EMC, and many Michigan EMCs serve at-risk populations.

BEST PRACTICES TO IMPROVE ACCESS AND EQUITY

EMCs are encouraged to adopt the practices in this non-exhaustive list to better support EMC students who identify with various special populations. The practices in this list apply to the secondary and postsecondary levels.

1. Improving communication for students and families, especially for families that speak a language other than English. Essential communications about what an EMC is, how it differs from other programs, and how it's beneficial for students should be provided in a manner that is **culturally relevant** for families and in a language they can understand. A recent report published by the Institute for Education Sciences demonstrated, over a twenty-year period, that Spanish-speaking families were less able to engage in school activities across the board due to language barriers, demonstrating the need for additional supports. Recommendations include:
    a. Finding positive ways to engage parents and families together with students, including translating all recruitment resources and inviting

individuals to attend recruiting events where language services are provided.
    b. Tailoring student-focused communication efforts and messaging strategies to center on empowerment and getting students excited to think about future career pathways.
2. Ensuring that counselors are well informed about EMC requirements and that all students are referred to EMCs, even students who may have special circumstances.
3. Establishing consistent communication channels (ex, use an application such as Remind) with students and scheduling student-led weekly check-ins.
4. Creating a mentorship program where older EMC students provide support and guidance to younger EMC students. Connecting with someone who understands the student's situation on a peer level can help boost student confidence.
5. Incorporating trauma-informed care into all EMC and Career and Technical Education (CTE) EMC programs. Emphasizing meeting basic needs like food, sleep, school supplies, and clothing before moving into academics.
6. Providing professional learning opportunities for EMC instructors, coordinators, and counselors to ensure they have the skills necessary to meet the needs of students in special populations.
    a. Topics for professional learning include:
        i. Scaffolding and supports for English Learners.
        ii. Training in cultural competence focusing on ethnic and gender biases.
        iii. Providing language access for students and their families.
        iv. Information on identifying and supporting students experiencing homelessness with a trauma-informed approach.
7. Collaborating with community agencies to provide additional resources that are essential to supporting student success.
    a. Examples:
        i. The Latinx Technology and Community Center in Flint provides language services, tutoring, educational programs, and youth summer programs.
        ii. Promise Zones is available throughout various regions in Michigan.
        iii. Encouraging students to participate in cultural organizations at the EMC postsecondary partner institutions, such as an Arab Students Association, Black Student Unions, Latinx heritage organization, and others.
        iv. Establishing connections to local food pantries and mutual aid organizations through a tool like Mutual Aid Hub to find nearby organizations.
8. Braiding funds using a variety of funding sources. For example, Title IV, Title I, Part A Set Aside, McKinney Vento, general funds, etc., pay for different

parts of a project or service depending on what is allowable by the funding source.

9. Mitigating any disconnect that may exist between secondary institutions and postsecondary partners when it comes to making sure students have access to the support services needed to succeed (ex, a service that the student receives at the secondary level not offered at the postsecondary level). These issues should be discussed during the consultation meetings outlined in the section titled "Supplemental Funding Guidance for Early Middle College Programs" below.
10. Partnering with the postsecondary partner to advocate for the student and the student's needs. Support may come primarily from secondary partners in 11th grade, but the EMC should be structured in a way that the secondary resources are shared with postsecondary partners and are utilized in 12th and 13th years so that by graduation, the EMC students know how to advocate and access resources independently.

Note: It is important to know if and when students fall under additional programs, as they may be eligible for additional services. For example, undocumented students are eligible for scholarships offered by TheDream.US to support their postsecondary aspirations. CeDaR, the Campus Disability Resource Database, also provides useful information about the disability services offered at every college and university in Michigan.

STUDENTS WHO ARE ENGLISH LEARNERS AND IMMIGRANTS

Introduction

English Learners (ELs) and immigrant students are an integral part of today's diverse educational landscape, bringing unique experiences and challenges to the classroom. ELs are students whose native language is not English and who face challenges in speaking, reading, writing, or understanding English due to their language background. Similarly, immigrant students are those who were born outside of the United States or Puerto Rico and are new to U.S. schools.

Federal law mandates specific protections for these students, ensuring they are not discriminated against and receive the necessary language services to succeed. This section explores key considerations, recommendations, and support strategies aimed at enhancing the academic experiences of English Learners and immigrant students, focusing on assessments, instruction, social integration, and language development.

Description

English Learners (ELs) are students who are enrolled in elementary or secondary school and have a native language other than English or who come from an environment where another language has had a significant impact on their English

language proficiency. They have demonstrated difficulty speaking, reading, writing, or understanding English (paraphrased definition of English Learner).

> Federal law protects EL students from discrimination and requires that they receive language services. Parents and families have the right to decline English language support services for their child if they are identified as an EL.

Immigrant students are those who are enrolled in an elementary or secondary school and were not born in the United States (US) or Puerto Rico and are new to US schools (within the first three years of attendance).

> Immigrant funding is provided to ensure that immigrant children and youth achieve English proficiency and high levels of academic success, to offer enhanced instructional opportunities for identified students, to support teachers and other school leaders in delivering effective instructional programs, and to encourage parental, family, and community participation in language instruction programs.

Recommendations

- *Assessments*
    - *Academic Proficiency Assessments*
        - When proficiency assessments are required for students to qualify for EMC programs, it may create a barrier for ELs who would like to participate but may not yet have the English language proficiency necessary to pass an academic assessment in English. Postsecondary partner entrance criteria may be prohibitive to students with preliminary levels of English proficiency, and partners should be encouraged to use multiple measures for admission criteria.
        - MDE recommends the development of an alternative system of identification for ELs that may include collaboration with the EL teacher from the student's high school and the EMC team. It is recommended that a support system be created to assist the student with both eligibility and student success.
    - English Language Proficiency Assessment
        - Districts are required to assess the EL students each year using the WIDA ACCESS or WIDA Alternate ACCESS. The EMC and the district need to coordinate efforts to allow testing of English Learners.
- *Considerations*
    - Recommendations
        - Connect students to postsecondary supports, including academic tutoring, counselors, or resources like food pantries, if needed.

        - Encourage students to explore college clubs/student organizations that may include international clubs of special interest to students.
        - Address college vocabulary when teaching college readiness curriculum.
        - Introduce students to faculty members teaching college courses.
    - Michigan Seal of Biliteracy
        - The Michigan Seal of Biliteracy is a recognition that is provided to students who demonstrate proficiency in English and an additional language. This recognition can be added to students' transcripts and certificates to demonstrate their abilities to provide customer service in additional languages. Contact the counselor at the local high school for more information or contact MDE at MDE-SealOfBiliteracy@michigan.gov.
    - Social Security Numbers (SSN)
        - Michigan provides free, appropriate education to all students in kindergarten through grade 12. Students who do not have Social Security Numbers are provided with the same educational opportunities as any other K-12 public education student.
        - Occasionally, there are licensing or regulatory reporting requirements that students in EMC programs must meet. In almost all cases, there are alternative methods for reporting. The EMC should contact the entity asking for the SSN to determine if an alternative process exists. The Office of Global Michigan may also be able to support the EMC in determining alternative pathways.

          Note: Some students will not be able to participate in or benefit from paid internships due to their work authorization status. It is important to be sensitive to this reality for some students and not publicly require submission of SSNs or other documents that some students might not have.
- *Instruction*
    - Recommendations
        - Provide training for EMC instructional staff to teach the skills necessary to scaffold instruction (both rigor and linguistic scaffolds).
        - Seek additional instructional materials with lower levels of reading or in students' native languages to support comprehension.
        - Encourage instructors to use hands-on activities and visuals to enhance instruction. Suggest instructors take notes on the overhead screen and use videos to increase comprehensibility.
        - Recommend the use of word banks and/or sentence frames for written responses.

- English Language Development Instruction at the EMC
  - All ELs must receive direct English Language Development instruction, which is direct instruction supporting ELs in learning English. This is typically the responsibility of the local district, but EMC programs can also support students to learn language related to the topics being addressed in the EMC program.
  - Focus on teaching vocabulary explicitly, pre-teach the unit vocabulary using visuals, concise definitions, and even definitions translated into the students' native language.
  - Develop resources to help EL students better understand the technical language that is required for the career of focus.
- Translation Services
  - Prioritize human-to-human interaction when possible. MDE recommends that all educational entities have contracts with a translation and interpretation company to provide these services on demand. Many companies, like Propio and Language Line, offer contracts at no annual cost to districts that are easy to set up and are available on demand, over the phone, or via an app.
  - Use free options for communications that are written and of lesser formality (not recommended for conferences or anything requiring a signature). These options include ChatGPT (with over 140 languages), Google Translate, Microsoft Translate, etc.

STUDENTS EXPERIENCING HOMELESSNESS

Introduction

The McKinney-Vento Homeless Assistance Act (McKinney-Vento) ensures that students experiencing homelessness have equal access to public education, including preschool, and are provided with the resources necessary for their academic success. Students identified as experiencing homelessness under McKinney-Vento lack a fixed, regular, and adequate nighttime residence, which can significantly impact their ability to attend and succeed in school.

This section outlines the identification process, resources, and support systems available to students experiencing homelessness, the importance of collaboration between school districts, community agencies, and neighboring communities to remove barriers to education. By providing access to essential services, supplies, and support, we can help ensure students experiencing homelessness receive the same educational opportunities as their peers.

Description

Students experiencing homelessness lack a fixed, regular, and adequate nighttime residence as described under McKinney-Vento. A staff person who suspects that a student is experiencing homelessness should contact the district homeless liaison. A trained district homeless liaison identifies students as eligible. Once identified, the

district homeless liaison assists students by providing facilitation and resources to improve identification, enrollment, attendance, and success in school.

Recommendations

- *Access to Resources*
    - Students experiencing homelessness may be eligible for supplies, including clothing and shoes necessary to participate in school.
    - Students experiencing homelessness may be eligible for support with medical, dental, hearing, vision, mentoring, and counseling related to living situations when it is a barrier to attendance and school success.
    - District staff, including homeless liaisons, may collaborate with community agencies and businesses to provide support for students and families and to make referrals.
    - Districts may braid funds to remove barriers to student success (general fund, Title I, Part A Homeless Set Aside, Section 31a, McKinney-Vento Regional Grant funding, district general funds).
    - District staff, including homeless liaisons, may build relationships with neighboring communities and school districts to share community resources.

- *Instruction*
    - Students experiencing homelessness are eligible to receive:
        - Services to assist in meeting the State's academic standards through Title I, Part A Homeless Set Aside funds.
        - Tutoring to close the achievement gap through Title I, Part A Homeless Set Aside.
        - Support with school supplies.
        - Support with necessary fees for Advanced Placement (AP) and International Baccalaureate (IB) testing and college entrance exams.

- *Transportation*
    - Transportation is the responsibility of the school district. Students experiencing homelessness may be entitled to stop-gap transportation while transportation to the school of origin is scheduled. Title I, Part A Homeless Set Aside funds may be potentially used for excess transportation costs that remove a barrier to school attendance due to housing instability.

STUDENTS EXPERIENCING FOSTER CARE

Introduction

Students experiencing foster care face a unique set of challenges that can significantly impact their educational experience. Frequent placements, interruptions in school attendance, and potential educational gaps are just some of

the hurdles the youth must navigate. Ensuring that foster youth receive the support they need to succeed academically requires thoughtful strategies and collaboration among educators, caregivers, and child welfare agencies.

This section outlines key recommendations and considerations for supporting foster youth, focusing on the importance of maintaining school stability, providing access to supportive adults, bridging educational gaps, and addressing transportation needs. In a stable and supportive environment, students experiencing foster care thrive academically and emotionally, despite the challenges they often face.

Description

Youth experiencing foster care are children and adolescents who have been removed from their homes due to safety concerns, often related to abuse, neglect, or family instability. These youth are placed in temporary care settings, such as foster homes, group homes, or institutions, while the court or child welfare system works toward resolving family issues or determining a permanent living arrangement. Foster youth often face significant challenges, including emotional trauma, instability, and educational disruptions due to frequent moves between placements or schools. Despite these challenges, foster youth have the potential to succeed academically and personally, particularly when provided with stable support systems, access to mental health services, and educational resources.

Recommendations

- *Considerations*
    - Find at least one adult within the school to support each foster youth.
    - Many young people experiencing foster care feel isolated and alone. Building close relationships is essential to help foster youths maintain their engagement and excel. This may be a counselor, a coach, a teacher, or anyone who will be available should the youth need their support during the school day.
    - Arrange transportation so that the youth can remain in their school of origin and have access to all education-related activities, including after-school extracurricular settings. Engage with transportation supervisors to ensure that all creative options are explored so that the youth can remain in their school of origin.
    - Identify educational gaps and missing credits at the high school level. When a youth enrolls, counselors should carefully review completed coursework for alignment with the new school's high school requirements to avoid graduation barriers.
    - Advocate for all previously earned credits to be transferred to a required Michigan Merit Curriculum credit towards graduation. While it is a local education agency (LEA) decision to accept or reject transfer credits, Foster Care Liaisons can demonstrate that when youth are forced to repeat already completed courses, they are more likely to drop out of school.

- Participate in meetings that discuss EMC participation for the youth. EMC discussions should be included in each federally required semi-annual transition meeting.
- Facilitate the transfer of records according to the law (MCL 380.1135(4)). It is important to review LEA policy to ensure that all staff understand the record transfer requirements within identified timelines.

- *Instruction*
  - The majority of youth experiencing foster care have educational "gaps" that pose challenges when placing students in enrollment. School counselors should thoroughly review the students' educational records to identify:
    - Missing high school credits.
    - Instructional gaps from frequent moves.
    - Off-grade placement.
  - School counselors should work with district staff to identify instructional supports for the student.
  - School counselors should work with the student to create a plan to earn any missing high school credits.

- *Placement stability*
  - Youth experiencing foster care frequently change placements and/or have varying lengths of stay at their placements, which often disrupts experience in EMC programs. Foster youth have the right to remain enrolled in their school of origin, and it is best to maintain school stability in all possible situations.

- *Transportation*
  - Foster youth have unique transportation needs that require collaborative solutions between LEAs and Child Welfare Agencies (CWAs). These collaborative agreements typically extend to additional or extended program needs. Details should be clarified between all participating entities to allow full access to programs for these youth.

STUDENTS WHO ARE MIGRATORY

Introduction

A migratory child is defined as a child or youth between the ages of birth and 22 who has not completed school and who made a qualifying move in the previous 36 months as a migratory agricultural worker or migratory fisher; or with, or to join a parent or spouse who is a migratory agricultural worker or migratory fisher.

Description

Under Title I, Part C, Section 1304, a child is a "migratory child" if all the following conditions are met:

- Age is less than 22 years old.
- Has not completed school:
    - No high school diploma.
    - No GED.
    - No high school equivalency certificate.
- There is a migratory worker or fisher who has moved for qualifying work.
- The child/youth has made a qualifying move with or to join the migratory worker or as the qualifying worker.

Recommendations

Migratory students are identified by MDE-trained Migrant Education Program (MEP) recruiters. If staff suspects that a student may qualify for the MEP, the staff should contact the district MEP staff so that an interview can take place and assistance can be provided if the child is found eligible.

- *Considerations*
    - Coordinate with the LEA's MEP recruiter/liaison to facilitate an introduction to the program to welcome the student and the family.
    - Coordinate with the LEA's MEP director/coordinator to connect with the student's home-based school district for continuation of services when applicable (for students who are still actively migrating).
    - Hold students to high expectations.
    - Use cooperative learning strategies to increase comprehensibility of the instruction.
    - Advocate for migratory students' participation.
    - Urge students to continue their college education after completing the EMC program.
    - Make time to connect with students individually.
    - Consider making a home visit in collaboration with the LEA's MEP staff to further extend a welcoming and trusting relationship.
    - Collaborate with the LEA's MEP staff to provide additional mentoring for migratory students.

- *Access to Resources*
    - Resources such as food, transportation, specialized clothing, and other materials needed for the EMC program may not be available. Meal programs are available from the Michigan Department of Health and Human Services (MDHHS). EMCs may also want to explore additional support from postsecondary partners and/or foundations.
    - Migratory students may also experience homelessness and/or be English Learners. (See relevant sections in this document for more information.)
- *Cultural Competency*
    - Instructors and administrators may require additional training regarding the unique needs of Migratory students. Reach out to local LEA MEP staff for professional learning opportunities and guidance.
- *Mobility*
    - By the nature of their family's livelihood, migratory students tend to be highly mobile. This mobility can affect their ability to access programs such as EMC, however, there are some considerations to keep in mind.
        - If a migratory student transfers from another MI district or state after the enrollment deadline has passed, and had been enrolled in an EMC, they can be enrolled in a similar program in MI if the following is in place:
            - Coordination between the previous MI district or state's EMC and the new MI district/EMC.
            - Student had to be coded as EMC by the fall of their 11th-grade year.
        - If a migratory student starts an EMC program in a MI district and transfers to a district that does not offer an EMC:
            - Explore the options and fit for the student in another program such as dual enrollment or Career Technical Education (CTE).

STUDENTS WHO ARE AT-RISK FUNDING ELIGIBLE (ECONOMICALLY DISADVANTAGED, YOUNG PARENT, COURT-ENGAGED YOUTH, ETC.)

Introduction

At-risk eligible students, defined by specific criteria such as economic disadvantage, English language proficiency, chronic absenteeism, or history of abuse, require additional support to ensure their success in school. At-risk eligible students are supported through Section 31a, a targeted state aid grant designed to assist students by providing both instructional and non-instructional services aimed at improving academic outcomes.

This section outlines the key provisions of Section 31a funding and offers recommendations for educators and administrators on how to effectively allocate these resources to support at-risk eligible students. These recommendations aim to remove barriers and foster an environment where at-risk eligible students can thrive academically.

Description

Section 31a is a categorical state aid grant that is intended for a narrow set of objectives, including providing instructional and direct non-instructional services to at-risk eligible students. Section 31a at-risk funds are allocated to support LEAs efforts toward improving student academic outcomes.

An "at-risk" eligible pupil is any Pre-K through 12th grade student for whom the LEA has documentation for any of the following criteria:

- Economically disadvantaged
- English Learner (EL)
- Chronically absent as defined and reported to CEPI
- Victim of child abuse or neglect
- Pregnant teenager or teenage parent
- Family history of school failure, incarceration, or substance abuse
- An immigrant who has immigrated within the immediately preceding three years
- Did not complete high school in four years and is still in school
- Did not achieve proficiency in the ELA, mathematics, science, or social studies State summative assessments
- At the risk of not meeting the LEA's core academic curricular objectives in ELA or mathematics based on local assessments

Pupils eligible for the homeless, foster care, and migratory programs are automatically considered economically disadvantaged and are to be identified as such in the LEA's student information system. These students are also automatically qualified to receive support through Section 31a.

Recommendations

- *Considerations*
  - General Considerations
    - Connect students to postsecondary supports, including academic tutoring and counselors.
    - Facilitate conversations and coordinate services between sending district service providers and postsecondary tutoring and counseling providers.
    - Help students explore college clubs/student organizations that may align with students' interests.
    - Include career counseling and/or career preparation.

- *Childcare*
  - Students who are pregnant or are a teenage parent are eligible for instructional support and direct services to the student (e.g., health care and mental health services).
- *Funding*
  - Section 31a funding is allocated to LEAs in which students are enrolled. Services should be coordinated with the postsecondary entity to provide supplemental instructional supports and to direct services to at-risk eligible students to create as seamless a system of supports as possible.
- *Transportation*
  - Transportation is the responsibility of the LEA. Section 31a may be considered for transportation to remove a barrier to school attendance.

SUPPLEMENTAL FUNDING GUIDANCE FOR EARLY MIDDLE COLLEGE PROGRAMS

BEST PRACTICES TO IMPROVE ACCESS AND EQUITY

Process

It is recommended to have recurring meetings (at least two per year) to identify needs and potential supports for students. The meetings may be with internal staff for EMC high schools and EMC programs. For consortia EMCs, students may be shared between the EMC and the LEA. During this meeting, individual student needs should be discussed, and if applicable, the sharing of funding provided to the district should also be determined.

Funding considerations to include may address items/resources/supports that will benefit the identified students. For example, if a paraprofessional is needed to support students at the EMC, that person should be employed by the district and be assigned to support at the EMC during identified hours. There should be coordination between the EMC leaders and the district leaders, providing this staff person a point of contact/onsite supervisor at the EMC.

As a consideration, one of the recommended times to budget for the upcoming year is in March of the prior school year. This timeframe allows districts to build in costs for the budgets and supports can begin at the beginning of the school year. It may be useful to have a second meeting between mid-November and late December when districts will have their final allocations for the year. This time also allows for EMCs to be more aware of the needs of the students so that additional support to existing supports can be put in place.

Topics of conversation

- How will the EMC provide translation and interpretation services for ELs and their families if needed?
- What training is needed for EMC staff to scaffold their instruction for ELs?
- What additional instructional supports are necessary (adapted or alternate texts, paraprofessionals, technological supports, etc.)?
- How will EMC staff provide English Language Development instruction to students in the EMC?
- How will the EMC and LEA collaborate to provide the WIDA ACCESS/WIDA Alternate

ACCESS to all EMC students who are currently ELs?
- How will the two entities provide transportation for students experiencing homelessness, or students who suddenly experience homelessness during the school year? How will transportation be provided if a foster care eligible student lives outside the district or ISD boundaries?
- Are there any costs for materials/supplies that students need to cover?
- How will additional tutoring be provided if that is found to be necessary?

Notes on Charter Schools

- Charter schools are public schools and are required to provide the same supports as all public schools. Each school is able to receive each of these funding sources if they have eligible students.
- Charter schools receive the foundational allowance in their general fund payments, but do not receive any property tax revenue because they do not have an identified attendance area like traditional public schools do.

MICHIGAN DEPARTMENT OF EDUCATION SPECIAL POPULATIONS UNIT

The Special Populations Unit at the Michigan Department of Education serves students who qualify in the following categories:

- English Learners or Immigrants
- Migratory Children or Youth
- Experiencing Homelessness
- Court-engaged Youth (Neglected or Delinquent)
- At-risk Eligible

The unit supports students, families, and LEAs to meet students' Civil Rights, implement effective systems of support, and provide equitable educational experiences to all. The Special Populations Unit also administers the following grants:

FUNDING BASICS

Funding Sources

- **Section 31a** – State categorical funding to support students who are at-risk eligible. Many high schools use this funding to provide additional academic and socioemotional supports for students.
- **Section 41** – Funding for English Learners who are in the earlier stages of acquiring English. This funding is only provided to students who score between 1.0-3.9 on the WIDA ACCESS assessment, with more funding for students with beginning levels of English proficiency and less funding for those who are more proficient in English. This funding is used to provide academic supports to eligible students and training for teachers of English Learners.
- **Title I Part A** – Supplemental funding typically targeted to elementary schools to support additional academic supports to ensure any academic gaps are mitigated in early grades.
- **Title I Part A Homeless and Foster Care Set Asides** – Exclusively held for specific needs of students experiencing homelessness or foster care.
- **Title I Part C** – Funding provided for students who are migratory and is used to address barriers students experience to a high-quality education, addresses unique needs frequently caused by mobility, supports continuity of academic progress, and provides advocacy and resources, including health services and educational resources for children and their families.
- **Title II** - Supplemental funding provided to support effective instruction for staff members. This could provide professional learning for staff to specifically support at-risk eligible student populations.
- **Title III English Learner** - Part of the Elementary and Secondary Act of 1965, Title III is a federal grant program that provides funds to help English Learners (ELs) learn English and meet the state academic standards.
- **Title III Immigrant** - Part of the Elementary and Secondary Act of 1965, Title III is a federal grant program that provides funds to help immigrant students attain English proficiency and high levels of academic achievement.
- **Title IV** - Supplemental funding for student support and academic enrichment where expenditures must fall into one of three focus areas: well-rounded education; safe & healthy students; effective use of technology.

Funding Title	Intent and Purpose	Person Responsible	Email Address
Section 31(a): At-risk	Supplemental state funding to support additional academic gains in literacy and numeracy to empower students to close academic gaps.	Dawn Carmody Suzanne Grambush Stephanie Holmes-Webster	CarmodyD1@michigan.gov GrambushS1@michigan.gov HolmeswebsterS@michigan.gov MDE-Section31a@michigan.gov
Section 41:	Supplemental state funding for English Learners in	Kelly Alvarez	Alvarezk@michigan.gov

Funding Title	Intent and Purpose	Person Responsible	Email Address
Bilingual Education Grant	grades K-12 with the WIDA ACCESS proficiency between 1.0-3.9. Provided to increase instructional supports.		MDE-EL@michigan.gov
Title III, Part A: English Learner	Supplemental federal funding provided for English Learners to support districts in increasing instructional supports as well as train teachers/staff to support English Learners.	Kelly Alvarez	Alvarezk@michigan.gov MDE-EL@michigan.gov DE-EL@mmichigan.gov
Title III, Part A: Immigrant	Supplemental federal funding for newly arrived immigrant students to support their integration into US schools.	Kelly Alvarez	Alvarezk@michigan.gov MDE-EL@michigan.gov DE-EL@mmichigan.gov
Title I, Part C: Migratory Education Program	Title I, Part C, also known as the Migrant Education Program (MEP), is a federally funded program that provides educational support for migratory children. The program's purpose is to ensure that migratory children have access to the same free public education as other children.	Michelle Headley	HeadleyM1@Michigan.gov OESSpecialPops@michigan.gov
Title I, Part A Homeless Set Aside	Title I, Part A Homeless Set Aside is allocated from Title I, which is federally funded. These funds are allocated for eligible students experiencing homelessness to provide students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	Irma Lopez-Barajas	Lopezbarajasi@michigan.gov Mckinney-vento@michigan.gov
Title I, Part A Foster Care Set Aside	Title I, Part A Foster Care Set Aside is allocated from Title I, which is federally funded. These funds are allocated for students experiencing foster care to provide students the opportunity to receive a fair, equitable, and high-	Kathleen Hoehne	hoehnek@michigan.gov

Funding Title	Intent and Purpose	Person Responsible	Email Address
	quality education, and to close educational achievement gaps.		
McKinney-Vento Homeless Education	McKinney-Vento funds are federal funds that support students experiencing homelessness, who lack a fixed, regular, and adequate nighttime residence, to remove barriers to school enrollment and school attendance.	Irma Lopez-Barajas	Lopezbarajasi@michigan.gov Mckinney-vento@michigan.gov

Alternative Funding Options

EMCs are encouraged to consider alternative funding options such as foundations, postsecondary partner support, and fundraising.

Examples of alternative funding for EMCs include:

- Marquette-Alger Technical Middle College works with the Lundin Foundation, which is a mining corporation that has an active mine in Marquette County.
- West Shore Community College offers scholarship and hardship funding as needed.
- North Ed Early College can apply to receive funds from the North Ed Foundation for specific situations and emergencies.
- Carman-Ainsworth receives funds from the Carman-Ainsworth Education Foundation to help with tuition and fees.
- Alpena EC receives support from the Alpena Community College Foundation for special circumstances for individual students.
- Early College at Montcalm Community College receives support from the Montcalm Community College Foundation.
- Monroe Public participates in fundraising to help offset costs.

Needs Based Funding Options

The following table aligns the potential funding sources with the needs of students who may be in EMC programs:

Barrier/ Needs	General Fund (all students)	Section 31a (At-risk eligible)	Section 41 (English Learner)	Title I, Part A (at risk, through set-asides)	Title I, Part C	Title II	Title III	Title III Immigrant	Title IV
Interpretation/ Translation to support meaningful access & full participation	Yes	No	Rarely	No	Rarely	No	Rarely	Rarely	No
Additional support in the classroom (based on the student's eligibility by program)	Yes	Yes, for eligible students	Yes, for eligible students	Yes, if HS is served by TI	Yes, for eligible students	No	Yes, for eligible students	Yes, for eligible students	Rarely
Supplemental transportation	Yes	Yes, for eligible students	Yes	Yes, if HS is served by TI	Rarely	No	No	Yes, for eligible students	Possible
Food Insecurity	Yes	Rarely	No	Yes, if HS is served by TI	Rarely	No	No	No	No
Tuition/ Certification Costs	Yes	Rarely	No	No	Rarely	No	No	No	No
Academic Counseling/ Mental Health Supports	Yes	Yes, for eligible students	Yes, for eligible students	Yes, if HS is served by TI	Yes, for eligible students	No	Yes, for eligible students	Yes, for eligible students	Possible
Note					To be used after all other funding sources have been exhausted				

*For funding purposes students that are "at risk" would be from at least one of the following qualifying groups: [1]Victims of abuse or neglect, [2]pregnant teens or teenage parents, [3]students with a family history of issues like school failure, incarceration, or substance abuse, [4]low performance on standardized state assessments or district assessments, [5]elementary students at risk of not meeting academic standards in English Language Arts or math, [6]students from economically disadvantaged backgrounds, [7]students with chronic absenteeism, [8]homeless, migrant, or recently immigrated students, [9]English Learners, [10]high school students that exceed 4 years in high school.

For questions, please contact:

- Early Middle College: Dr. Stacey Stover, StoverS@Michigan.gov
- Special Populations Unit: OESSpecialPops@Michigan.gov
- Special Populations Unit Manager: Michelle Williams, WilliamsM48@Michigan.gov

Resource:

Research Roundup: Graduation Requirements, Tech Credentials, Adult Learners of Color, Trauma Impact

College & University Search | Campus Disability Resource Database